

Girls'
Education
Challenge



Girls' Education Challenge

Safeguarding

Culture, Enabling Environment and Implementation

[Internal Document]

Key aspects to consider before monitoring visit¹:

Contact the Portfolio Manager and the Safeguarding Lead [*email address*] to inform them about your trip and ask for the following information to be shared:

- **What is the safeguarding risk level of this project?** This should inform how much time you dedicate to testing the safeguarding systems in place. If a project includes frequent or unsupervised contact between project hired staff (or consultants, volunteers etc.) and beneficiaries you should dedicate more time to testing their safeguarding policy implementation.
- Remember that **all partners are expected to adhere to the GEC’s minimum standards on safeguarding** (see table below). They all need to have Safeguarding policies that are implemented. The Portfolio Manager and the Safeguarding Lead can let you know if they are struggling in any specific areas of safeguarding and advise if there is anything you can monitor as a non-specialist.

The 14 minimum standards on safeguarding for all GEC funded organisations

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| GEC safeguarding standards <i>These apply to all organisations receiving GEC funding (lead, downstream or other partners or contractors).</i> | |
| Safeguarding | <ol style="list-style-type: none">1. All organisations receiving GEC funding must have either an overarching/combined safeguarding <u>policy</u> or a combination of relevant policies which address bullying, sexual harassment and abuse targeted at both beneficiaries, including adults at risk, partner staff and staff within an organisation.2. All organisations must have a separate child safeguarding policy which address all forms of sexual, physical and emotional violence towards children. |
| Whistleblowing | <ol style="list-style-type: none">3. All organisations must have comprehensive systems for <u>escalating and managing concerns and complaints</u>. These must include the option of whistleblowing and for this to be available to both beneficiaries, including children and their caregivers, and staff without reprisal. |

¹ If you have a concern about inappropriate behaviour perpetrated by a GEC Fund Manager staff member or contractor, please contact your line manager or report anonymously to the GEC whistleblowing email address [*email address*] or telephone [*telephone number*]

If you have a child safeguarding concern involving a GEC fund recipient please contact the GEC’s Safeguarding Lead, [*full name*] [*email address*]

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| | 4. A clear <u>handling framework</u> , to respond appropriately to all concerns and support the survivor of violence must also be in place. |
| Human resources | 5. All organisations must have a <u>human resources system</u> which includes effective management of recruitment, vetting and performance management. Vetting must include adequate screening and assessment of individuals that will have direct contact with children. 6. All staff, contractors, volunteers and other representatives of the organisation have at least a mandatory induction when they start and annual refresher <u>training</u> on the organisation's safeguarding policy (or bundle of policies), child safeguarding policy and whistleblowing. |
| Risk management | 7. Each organisation must have a comprehensive and effective <u>risk management framework</u> in place which includes reference to both safeguarding and a detailed risk registers for the LNGB project. The LNGB risk register must include reference to safeguarding risks, including those for children. 8. Each organisation must have procedures in place to make sure that safeguarding processes and standards are also upheld for any <u>partner, contractor or supplier</u> they work with. |
| Code of conduct | 9. Each organisation needs to have a <u>code of conduct</u> which is applicable both inside and outside of working hours. This needs to set out the ethics and behaviour expected of all parties. 10. Specific behaviour protocols must be in place outlining appropriate and inappropriate behaviour of adults towards <u>children</u> (and children to children). |
| Governance and accountability | 11. Effective <u>governance and accountability</u> standards must be in place within all organisations with the Board holding ultimate responsibility for safeguarding. 12. <u>Designated safeguarding Officers</u> must be found at different levels including at least at senior level in the country office and at the Board. 13. There are clear guidelines for monitoring and overseeing implementation of the policy (policies). 14. All safeguarding incidents and allegations must be <u>reported to the GEC Fund Manager</u> within 24 hours. |

Monitoring Safeguarding Practice and Culture in Education

| Monitoring aspects | How? |
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| Participation and Leadership | Ask teachers, or observe: <ol style="list-style-type: none"> 1. What is the ratio of male to female education staff, including in positions of leadership? 2. Are systems in place for training and retaining female staff? 3. Are there any cultural or security issues related to their employment that may increase their risk of GBV/CP as a result of female leadership/empowerment through employment by the project? 4. Are women, adolescent girls and other at-risk groups actively involved in community-based activities related to education (e.g. parent-teacher associations, community committees, etc.)? Are they in leadership roles when possible? 5. Are there female para-professionals or other women in the community who could be involved in teaching, mentoring or other ways of supporting girls—especially female youth—in schools? |
| Community | Use participatory methodologies with the community to explore: <ol style="list-style-type: none"> 1. What safety precautions are girls expected to take when attending or travelling to school? Is the project aware of these and working with the community to ensure they are put in place? 2. Are there any violence-related risks that boys face when going to school (whether gender-based or not)? <ol style="list-style-type: none"> a. Has the project considered these in their intervention? How? (in a participatory way?) 3. What are the normal help-seeking behaviours of child survivors of GBV and other forms of violence? What are the risks (safety, stigma) related to reporting an incident? <ol style="list-style-type: none"> a. Has the project considered these? 4. What are the GESI barriers to girls' education in the community? Does the project appear to understand these and seek to address them? |
| Safety from violence | Use participatory methodologies with the girls and teachers to explore: <ol style="list-style-type: none"> 1. Are schools and other learning environments located in areas that are safe and equally accessible for women, girls and other at-risk groups? 2. Are women and girls involved in decisions about the location of safe learning environments? 3. Are education centres built based on universal design and/or reasonable accommodation to ensure accessibility for all persons, including those with disabilities (e.g. physical disabilities, injuries, visual or other sensory impairments, etc.)? 4. Are the distances and routes to be travelled to school safe for all students—particularly girls—and acceptable to parents? 5. Are strategies in place to accompany students to learning environments as necessary? |

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| | <ol style="list-style-type: none"> 6. Has safety mapping been conducted with students and teachers to identify at-risk zones in and around learning environments? 7. Are there safety patrols for potentially insecure areas? 8. Are learning environments physically secure? 9. Is there sufficient lighting? 10. Are toilets accessible, private, safely located, adequate in number and sex-segregated? 11. Are sanitary supplies available in schools for female students and teachers of reproductive age? 12. Is there an understanding of behavior protocols in place and safeguarding policy? 13. Is there an understanding amongst teachers and students that <i>all</i> forms of violence are prohibited? (including corporal punishment) Is there an understanding about why the violence is prohibited? <p>Use case examples to explore with girls and teachers: (1) their understanding of behaviour protocols and safeguarding policy; (2) their level of trust in the reporting mechanisms; (3) their understanding of the process of reporting.</p> |
| To be integrated into Teaching and Learning Monitoring Trips Only | |
| Teacher capacity and educational curricula | <p>Work with the teaching and learning team to explore:</p> <ol style="list-style-type: none"> 1. Are teachers and administrators trained to address specific topics related to health and empowerment of girls— especially adolescent females? <ol style="list-style-type: none"> a. Do teacher training curricula explicitly integrate sexuality education and other gender-related education issues (e.g. gender-sensitive teaching methods; factors affecting girls’ and boys’ access, enrollment and achievement levels; etc.)? b. Are these trainings and educational curricula age-, gender-, and culturally appropriate? 2. Are learning materials inclusive of and relevant to girls and other at-risk groups? <ol style="list-style-type: none"> a. Do they avoid gender stereotypes? b. Do primary and secondary school teaching methods respect girls as equals (e.g. are girls encouraged to ask and answer as many questions as boys; are boys encouraged to not dominate group work; are classroom cleaning tasks equally divided between girls and boys; etc.)? 3. Do learning materials provide information—building upon indigenous knowledge and practices—on issues such as gender equality, GBV, HIV, human rights, relationship skills, etc.? Is high quality, accurate and relevant sexuality education offered to all students in ways that are age-, gender-, and culturally appropriate? |

Example Tools:

This is an example tool only. Questions can be changed/adapted according to project, context and specific focus area. May also be changed according to the target group.

FOCUS GROUP DISCUSSION:

Focus group discussion facilitator:

Secretary (if applicable):

Geographic area:

Date:

Translation necessary for the interview: Yes No

If yes, the translation was from _____ (language) to _____(language)

Was the translator trained in safeguarding beforehand? Yes No

Why? _____

Sex of FGD participants: Male Female

Age of FGD participants:

12-14 years

15-19 years

- 20-24 years
- 25-40 years
- Over 40 years

ESSENTIAL STEPS & INFORMATION BEFORE STARTING THE FOCUS GROUP DISCUSSION

Introduce all facilitators and translators

Present the purpose of the discussion:

- General information about your organization
- Purpose of the focus group discussion is to [XXX]
- Explain what you will do with this information and make sure that you do not make false promises
- Participation is voluntary
- No one is obligated to respond to any questions if s/he does not wish
- Participants can leave the discussion at any time
- No one is obligated to share personal experiences if s/he does not wish
- If sharing examples or experiences, individual names should not be shared
- Be respectful when others speak
- The facilitator might interrupt discussion, but only to ensure that everyone has an opportunity to speak and no one person dominates the discussion

Agree on confidentiality:

- Keep all discussion confidential
- Do not share details of the discussion later, whether with people who are present or not
- Explain that information will be collated and a report produced, but only non-identifying information will be use

Ask permission to take notes:

- No one's identify will be mentioned

- The purpose of the notes is to ensure that the information collected is precise

Gain permission:

- Use the partner's permission forms
- If working with children, ensure that a parent or caregiver provides consent. If the child is married, they are counted as an emancipated adolescent and can therefore provide consent without gaining the permission of their spouse.

Adhere to the GEC's and the partners code of conduct:

- Ensure you are never on your own with a child
- Ensure you understand child-friendly interview techniques
- Ensure you are briefed on the safeguarding reporting mechanisms and present these reporting mechanisms to the group before beginning and have a poster (or other visual aid) in the room
- Ensure you understand how to make a referral if a disclosure should happen. The partner should provide you with information regarding the trusted referral pathway. Provide this information to the whole group whether a disclosure happens or not.
- Ensure you understand how to respond appropriately should a disclosure take place (non-judgemental, no probing questions, referrals). Understand how to speak to a survivor/victim: 'I understand', 'I am sorry this has happened to you', 'I believe you'.

Other points:

- When working with children, ensure your FDGs are delivered in a quiet, safe room that you could close to others (teachers, staff, boys etc.) - this should be flagged with projects in advance so that they can notify the school;
- Use participatory activities where possible;
- When talking about safety in focus groups with any group of people, ensure you open the discussion with a simple warm-up activity - this could take the form of asking the members of the group to simply state: "name, age, best thing about being a girl, thing you don't like about being a girl – compared to boys"
- Where groups are not forthcoming, use smaller groups within the FDG session rather than asking in plenary;
- End on a positive note – this could take the form of asking the girls about their aspirations.

SAMPLE QUESTIONS

A. We would like to ask you about safety in and around school

1. Draw a map of the school and the immediate area outside. Ask the group to identify parts of the school where they feel safest. Ask the group to identify parts of the school where they feel least safe. At each point, ask why?
2. What does violence mean to you? Are there specific types of violence which happen in school?
 - a. In the home?
 - b. In the community?
 - c. Are these different for boys and girls?
 - d. Are these different for different ages and different vulnerabilities (e.g. disabilities, ethnicity)

[Girls only]

3. Finally, draw a map of the community with girls, with the school in the centre. Ask the girls to identify where they feel most safe and where they feel most at risk. Does this change during the day and night? Ask the girls to draw their route to school on the map.
 - a. Have girls ever done this activity before with teachers or facilitators from the project?
 - b. What kinds of dangers were identified by girls? Are the girls aware if teachers and the project worked to mitigate these risks?

B. We would like to ask you about what you would do if you were at risk or experienced a security problem or violence?

1. From whom can women and girls seek assistance in case of a security problem?
2. Are there places where women and girls can go to voice concerns in the community and the school?
3. According to you, what could be done in this community to create a safe environment for women and girls?
4. According to you, what could be done in this school to create a safe environment for women and girls?
5. Explain the definitions of violence and the behaviour protocols for teachers and child-to-child in schools. ASK: according to you, what are the most likely forms of abuse that happen in your school? Would other types of violence happen?
6. What happens to adults and children who perpetrate this kind of violence?

C. [Older girls and adults only] We would like to ask you about specific types of violence. This might be difficult to hear, and it is ok if you would prefer not to take part.

1. If your sister or your good friend reported to a teacher that she had experienced sexual violence (explain further, this could mean exchanging sex for grades or money with an older man, or rape, or inappropriate touching), what would happen to her? Would she receive help? Who would know about the report?
2. If your sister or good friend reported, and her family or husband found out about this – what would happen?

D. We would like to ask you questions about a possible incident:

***Note:** Provided here are three short case studies used to frame the below questions. Be sure that these case studies do not use a specific name for the woman/girl, so it is clear that this exercise is hypothetical and is not linked to anyone specific in the community. You may select and use only one, or use all three, depending on the context and time available.*

Case study 1: A young girl went during the night to use the latrine in school during lesson time. The lock was not working. When she went inside, a man came in and touched her.

1. If a girl reported that she experienced violence similar to the girl in the story, how many of you would believe her story?
2. Does this seem like something that would happen? Is it happening in your school?
3. If the girl reported this, who would she report to?
4. How would she report this?
5. If the girls reported this, would she be safe?
6. What would happen to the teacher if she reported?
7. Where could the girl go to get assistance?

Case study 2: During a lesson, a teacher uses a cane to hit a girl's hands and shouts at her. She calls her stupid and lazy.

1. Does this seem like something that would happen? Is it happening in your school?
2. If the girl reported this, who would she report to? How would she report this?

3. What would happen to the teacher if she reported?
4. Where could the girl go to get assistance?

Case study 3: A young widowed girl is alone in the community, the sole caretaker for her two young children and her aging father. While recruiting for an education project, an NGO worker says he will give her a place on the project, and a sack of rice per month if she visits him in the evenings to “keep him company.”

1. If a girl reported that she experienced violence similar to the girl in the story, how many of you would believe her story?
2. If the girl reported this, who would she report to?
3. How would she report this?
4. If the girls reported this, would she be safe?
5. What would happen to the teacher if she reported?
6. Where could the girl go to get assistance?

CONCLUDE THE DISCUSSION

- Thank participants for their time and their contributions.
- Remind participants that the purpose of this discussion was to better understand the needs and concerns of girls
- Explain the next steps. Again, repeat what you will do with this information and what purpose it will eventually serve. Also inform participants if you will be back.
- Remind participants of their agreement to confidentiality.
- Remind participants not to share information or the names of other participants with others in the community.
- Ask participants if they have questions.
- If anyone wishes to speak in private, respond that the facilitator and secretary will be available after the meeting.