
Girls' Education Challenge

Safeguarding

Planning a Safeguarding Monitoring Trip

[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 projects

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.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	<ol style="list-style-type: none">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.

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 and email address*].

	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	<p>7. Each organisation must have a comprehensive and effective <u>risk management</u> framework 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.</p> <p>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.</p>
Code of conduct	<p>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.</p> <p>10. Specific behaviour protocols must be in place outlining appropriate and inappropriate behaviour of adults towards <u>children</u> (and children to children).</p>
Governance and accountability	<p>11. Effective <u>governance and accountability</u> standards must be in place within all organisations with the Board holding ultimate responsibility for safeguarding.</p> <p>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.</p> <p>13. There are clear guidelines for monitoring and overseeing implementation of the policy (policies).</p> <p>14. All safeguarding incidents and allegations must be <u>reported to the GEC Fund Manager</u> within 24 hours.</p>

Checklist

Safeguarding monitoring trips should be planned with the project with plenty of warning, and ensure:

1. A female interpreter (or staff that can fulfil this function) with good grasp of English to translate focus group sessions and key informant interviews if necessary – this may require planning on behalf of project so should be advised well in advance. It may also be useful to share structure and sample questions with the translator so that they can prep and understand the concepts being used.
2. Enough time to be built in to schedule for a full project brief at the beginning of the monitoring trip – so that partners have an opportunity to provide a safeguarding briefing, intro to policies, sign consent and opportunity to work with non-safeguarding/trip staff to question around project-level practices and knowledge;
3. Enough time for full debrief;
4. 3-4 school visits as a maximum – any more than this and there is not enough time to get a holistic view;
5. 3 focus groups with girls;
6. Short intro meeting with school leadership (suggest female staff rep present);
7. Meetings with staff where possible which include safeguarding focal points or responsible persons.

8. Explore possibility of ad-hoc interviews with staff/children not selected for the focus groups (and non-GEC teachers/children) – how can we be sure that the voices we are hearing are truly represented?;
9. Where possible: join girls' club and/or life skills activity.