SAFEGUARDING
IN PROGRAMMING
AND INFLUENCING WORK

GUIDELINES FOR ENSURING PROGRAMMES AND INFLUENCING WORK
ARE DESIGNED AND DELIVERED IN A WAY THAT IS SAFE FOR GIRLS, BOYS,
CHILDREN AND YOUNG PEOPLE IN ALL THEIR DIVERSITY

ACKNOWLEDGMENTS

TABLE OF CONTENTS

Tools, Documents and Procedures mentioned in this document can be found at Planet
**https://planinternational.sharepoint.com/sites/planetapps/Pages/default.aspx and/or the
Safeguarding Implementation Resource Library https://planinternational.sharepoint.com/
teams/eo/proj002/CPNetwork_COs/CPP%20Stds%20and%20Implementation%20Manual/Forms/
AllItems1.aspx**

INTRODUCTION

These guidelines provide information on meeting the requirements of Plan International's *Safeguarding Business Standard 2 Safe Programming and Influencing Work.*

Plan International's *Safeguarding Standards Implementation Manual* describes how the organisation takes an intersectional[1] approach to safeguarding girls, boys and young people in all their diversity. In line with Plan's understanding of intersectionality, as outlined in the Global Policy on Gender Equality and Inclusion, this means recognising that individuals may have multiplied identities (e.g. gender, gender identity, race, ethnicity, class, disability and sexual orientation. It recognises each individual can have many identities that impact on how they interact with and are viewed by society, and how they experience discrimination, disadvantage and oppression. It takes into account people's overlapping identities and experiences in order to understand the complexity of prejudice and/or inequality they face, their vulnerabilities and how that may affect their safety in the context of Plan's work.

In addition, strengthening our approach to safeguarding requires us to be aware of the structural inequalities within the organisation, in our own social spheres (staff and partner staff) and within the communities where we work.

Safeguarding in programmes and influencing work involves an understanding that inequalities within communities can affect the safety of different groups of children and young people participating in, or impacted by, programmes and influencing initiatives. The intention is to identify and mitigate risks arising from the organisation's work for all women, men, girls, boys and young people in all their diversity[2], particularly recognising those risks that stem from, or are exacerbated by, gender inequalities, bias, discrimination, exclusion and vulnerability. Safeguarding in programmes and influencing work also helps to support the empowerment and inclusion of women, girls and other excluded groups in the process of designing and delivering programmes and influencing initiatives, which helps to increase their safety and protection.[3]

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1 Intersectionality is defined as "The interconnected nature of social categorisations such as race, class, and gender, regarded as creating overlapping and interdependent systems of discrimination or disadvantage" (Oxford Dictionary)
2 Although most individuals identify as male or female, gender is not binary and includes a continuum of possibilities. The references to women, men, girls and boys in this document are not in any way intended to detract from Plan's commitment to working with individuals with other or differing identities.
3 Plan International's Global Policy Safeguarding Children and Young People November 2017

Safe programming and influencing approaches recognise:

• the existence of dominant[4] and subordinate[5] groups in all societies and communities; this may affect how local people view the participation of different groups of children and young people in the work of the organisation and how welcoming (or otherwise) communities are to the changes being promoted by programmes and ;influencing initiatives

• that children and young people are at risk of harm and abuse in different ways because of their differing identities (gender, sexual orientation, age, tribe, race, colour, disability etc.) how these intersect, and their location within a dominant or subordinate group within their community;

• that the way in which an organisation designs and delivers its programme and influencing work can exacerbate existing social norms and patterns of violence within communities, or inadvertently cause harm to those who are championing change, where appropriate safeguarding measures are not applied.

PURPOSE OF GUIDELINES

These guidelines have been developed to:

• Help staff and partners develop their capacity to recognise how programmes and influencing work can impact on different groups of children and young people, as well as the risks that may arise because of these programmes or influencing initiatives;

• Provide a framework for keeping women, men, girls, boys and young people in all their diversity, safe in programming and influencing work, paying special attention to those programmes and influencing initiatives which are specifically designed to be gender transformative and challenge social norms.

• Strengthen practice, quality and accountability, thereby delivering the best outcomes for the different groups of adults, children and young people we work with, particularly in relation to promoting and enhancing their safety.

SCOPE OF GUIDELINES

In order to design and deliver safe programming and influencing work, the "basics" of safeguarding need to be in place. This includes elements such as safe recruitment practices, safeguarding briefings, induction and capacity building programmes for staff, partners and associates. It entails clear management accountability for implementing safeguarding measures and practices, as well as documented procedures for reporting and responding to safeguarding concerns, guidance and standards on use of images, and so on. These "basics" are explained in Plan International's Safeguarding Standards Implementation Manual and are not repeated in these guidelines, which look in more depth at what safeguarding means in relation to the different stages of delivering programming and influencing work.

Ensuring that programmes and projects are as safe as possible for children and young people (also known as "safe programming") is NOT the same as child protection programming (known in Plan International as child protection in development (CPiD) or child protection in emergencies (CPiE). Child Protection Programmes design and deliver projects focused on preventing the violation of children's right to protection in the community and wider society. This is done through supporting national and local child protection systems and through building community approaches to protecting children, including in times of disasters and emergency.

Safe programming and influencing, however, ensures that programming and influencing work, including child protection programmes and influencing interventions are designed and delivered in a manner that is safe for children and young people. Child protection programme staff do have to routinely assess wider societal protection risks to children and young people. They are thus a useful resource for other staff who need advice to identify potential protection risks in their own thematic or technical area.

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4 Those with the most power, greatest privileges and access to and control over resources
5 Those with less power and authority, limited access to or control over resources

WHO ARE THE GUIDELINES FOR?

Safeguarding is everyone's responsibility, but these guidelines are particularly relevant for all those who have a role to play in designing and delivering safe programmes and influencing initiatives in Plan International offices, including

- Programme Managers and Coordinators
- Safeguarding Focal Points
- Technical Specialists e.g, Gender and Inclusion Programme Staff
- Community Development Officers working in the field
- Advocacy and Campaign Coordinators
- Youth Engagement Focal Points.

It is intended that this document will also provide useful guidance to Plan International National Organisations when they are in the position of supporting the design and delivery of programmes and .influencing work. They will often be the point of contact with the donor and can promote mutual understanding about safeguarding requirements and resources. It is important for National Organisations and Country Offices to collaborate on safeguarding issues, including ensuring appropriate risk assessments which take account of gender, power, and identity considerations.

HOW TO USE THE GUIDELINES

The document is divided into sections to allow readers to select the parts relevant to their requirements.

- The reader should ensure that they have a good understanding of the basics of safeguarding in programmes and influencing work by reading the Introduction and Section 1 of these guidelines

- Practical advice is set out according to Plan International's project cycle (Section 2 onwards), allowing staff and partners to focus on the key elements relevant to their work, and identifying core questions to be addressed at each stage. Links are made with the requirements of safeguarding procedures, including risk assessment, and ensuring that different safeguarding risks due to inequality and identity are addressed.

- Case studies and examples of points to consider are provided to prompt reflection and key questions to ask, as well as offering ideas and solutions which can be adapted according to the context and type of project/programme

- A number of tools, templates and checklists are included to provide practical assistance, promote consistency in approach and avoid "reinvention of the wheel".

The guidelines are structured as follows:

Section 1: An Overall Approach to Safeguarding in Programmes and Influencing Work provides an introduction to the impact of social norms on communities and expectations for women, men, girls, boys and young people in all their diversity, as well as how violence can reinforce those social norms. This section describes broadly how an organisation's programme and influencing work can exacerbate harmful social norms and introduce or worsen patterns of violence in communities.

Section 2: Safe Programmes and Influencing work in practice introduces a Safety Cycle which identifies the key actions to take and points to consider at each stage of Plan International's programme or influencing intervention cycle, linking to Plan International's Theory of Change and relevant tools

Section 3: Funding Safe Programming and Influencing Work identifies key considerations when fundraising for influencing initiatives and programmes and highlights issues to consider in developing and managing donor relationships

Annexes: These include a safeguarding risk assessment checklist and guidance on mainstreaming safeguarding in thematic areas.

ACTIVE APPLICATION WORKSHOP MATERIALS ON SAFE PROGRAMMES AND INFLUENCING WORK

A set of workshop/application materials has also been produced to support the active implementation/application of these guidelines to projects. These can be used in a workshop setting or actively applied to a project by a programme/influencing project team. They can be found at **https://planinternational.sharepoint.com/teams/eo/proj002/CPNetwork_COs/CPP%20Stds%20and%20Implementation%20Manual/Forms/AllItems1.aspx.**

1. OVERALL APPROACH TO SAFEGUARDING IN PROGRAMMING AND INFLUENCING WORK

1.1. UNDERSTANDING SOCIAL AND GENDER NORMS AND PATTERNS OF VIOLENCE IN COMMUNITIES

In all societies there are groups or individuals who have the most power, social status and access to resources and work to maintain the social norms that are in their favour. These social norms impact on all areas of life, including the 'rules' that are set explicitly through legislation and policy and the 'rules' that are set implicitly through, for example, media coverage, or so called 'cultural traditions' and taken-for-granted norms. The informal rules (cultural/social/organisation traditions and norms), and the formal rules (legislation, policy, bylaws and so on), although sometimes in conflict, often reinforce each other and are highly aligned. Subordinate groups are often singled out for unequal treatment and/or discrimination.

GENDER
- Higher proportion of girls and young women are forced into marriage against their will than boys and young men
- Women most often change their names on marriage to their husband's name
- Women's and girls' body parts are commonly seen as sinful or needing to be changed to avoid triggering offence or sexual arousal in others (typically boys and men) (breast ironing, female genital mutilation)
- Men and boys more able to participate freely in family and community life.
- Boys given priority for education, health, provisions
- Men more likely to be in positions of authority where they can influence decisions
- Women and girls more likely to face sexual harassment and assault
- Girls often perceived as needing "protection" which can curtail participation in family and community life
- Girls' and women's social status and value more tied to marriage, children etc. and their sexual reputations
- Transgender children or adults are likely to be targets of discrimination

AGE
- Children seen as a resource for the family rather than a person in their own right
- Children's views and opinions seen as unimportant, , often exacerbated for girls
- Boys' decision-making power increases as they become men, girls' decision-making does not to the same degree

DISABILITY
- Public life has been largely designed for the able- bodied and with the able- bodied in mind
- Persons without a disability are far less likely to be singled out for harassment and attacks, or be picked on or ridiculed
- Expectations for persons with a disability are low, particularly in some contexts for girls with disabilities
- Girls and boys with disabilities are not expected to be sexually active

SEXUAL ORIENTATION
- Children and adults identifying as heterosexual do not have to make a decision about revealing their identity
- Those identifying as heterosexual have little or no risk of hate crime based on sexual orientation
- Those identifying as non-heterosexual often have their identity reduced to a sexual orientation
- Those identifying as non-heterosexual are often subject to assumptions made about promiscuous practices

RACE
- White races are often reflected positively in media, campaigns, adverts etc
- White races are assumed to be more capable, more intelligent, more knowledgeable, more efficient
- Women and men of colour are more hypersexualised in the media, particularly women

Violence can be used as a social mechanism to limit the expectations of different groups. Sexual harassment and abuse of girls in schools, for example, is, an individual act of violence, which can also reinforce the idea that schools are not safe places for girls. This may lead families (and girls themselves) to conclude that girls should not go to school. Girls and boys are exposed to different types of violence over the course of their lives. Both boys and girls are vulnerable to violence based on their age; however girls are more vulnerable to gender-based violence which can even increase as they grow older. Although boys may also be exposed to gender-based violence (such as gang violence or beating), in general they are less vulnerable as they grow older. The concept of intersectionality also impacts on exposure to violence and discrimination:

- Girls with disabilities often experience different, more frequent and more severe violence and discrimination than boys with disabilities. Women who have children with disabilities may be socially blamed and isolated more than the children's father. Men with disabilities are less likely to be raped, and more likely to have women in their families and communities who will be expected to provide care and support for them.

- In traditional patriarchal families, a boy may have a great deal more power, opportunity and access to resources than his mother.

- In the dynamics of sexuality, there are specific disadvantages for lesbian women that are different from the issues faced by gay men; it is not unusual, for example, for lesbian women to be subjected to 'corrective rape', often by groups of men, as a way of reinforcing the social expectation that women will be sexually available to men, and do not have the right to withdraw their sexual bodies from men.

- Women of colour may be particularly vulnerable to sexual exploitation and assault by white men, as well as by men in their own communities.

Inequalities within communities are reinforced through social and gender norms and gender-based violence and abuse. For example, when e.g. a girl's obedience, submission, and sexual purity are tied to her value as a resource for

SOCIAL NORMS – AN EXAMPLE OF "BRIDE PRICE"

When a father wants to generate income, one way he can do this is by agreeing for his daughter to be married to another man, and negotiating the bride price in cash, livestock or land. As a result, there is less motivation for a father to support the education of his daughter, since the more educated she is, the more likely she is to resist marriage like this, and his access to bride price is reduced. At the same time, men are more willing to pay a higher bride price for a girl who is obedient and submissive. Having paid the bride price, a husband is more likely to presume that he 'owns' her and she therefore needs to obey him. For the young woman involved, she has little to no control over her domestic situation or resources; she is less educated, does not own land, and has few opportunities for independence. She may also be vulnerable to violence within the marriage. This will in turn influences her capacity and resources to support children.

her father, there is little incentive to support her education and independence. There is also an incentive to discipline her to accept less, and to control her sexual reputation, since this is also part of her value. Where women are inherited along with land, animals and other resources, there is little possibility of them having control of enough resources to live independently. The social value of girls and boys, women and men, and how this is shaped by their intersecting identities influences their opportunities, their spaces to act, and what is socially acceptable for them to do.

Understanding the influence and impact of social and gender norms, and the patterns of violence against different groups of children and young people, including gender-based violence, is vital in order to determine whether the organisation's work is likely to improve the situation for these groups of girls and boys or exacerbate existing norms and patterns of violence. The Gender, Age and *Inclusion Analytical Framework*[6] can be used to identify who has power – within the family, more widely in society, and in formal institutions. This power includes decision-making, access to and control of resources, and participation in public life, all of which need to be well understood to design and deliver programmes and influencing work which are likely to challenge existing social and gender norms and power within communities.

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6 The previous Plan International (2012) 'Gender and Child Rights Analysis House.' Is being updated to reflect the six elements of Gender Transformative Programming and Influencing. It will be called the Gender, Age and Inclusion Analytical Framework.

ANALYSING GENDER POWER RELATIONS AND GENDER NORMS – POINTS FOR REFLECTION

✓ **Women's dependence on marriage for economic and social status makes them vulnerable to violence** and has an impact on their capacity to protect and support themselves and their children. When women are in abusive relationships, they are more likely to be poor (even if their 'household' has resources), and more likely to be in poor health.

✓ **There are different risks for girls and boys:** boys are exposed to risk and vulnerability because of their age, and the lesser power of children in general. As they grow older, their risks are reduced, because they grow into men, and hold more a privileged role in often patriarchal environments. For girls, as they grow older, their risks are either sustained or heightened; they have less power in patriarchal societies and they are exposed to further abuse, particularly sexual abuse.

✓ **There are gendered differences in the kinds of violence that girls and boys are exposed to as children**, and gendered differences in who perpetrates violence. Girls are more likely to be sexually abused and exploited in a variety of contexts – and the more so in adolescence when their reduced access to resources means they are more vulnerable to being sexually exploited. Boys are increasingly identified as vulnerable to sexual abuse and exploitation in conflict situations. Men are more likely to perpetrate all kinds of abuse. Abuse is a mechanism of power and the intersections of gender and age operate on dominance and subordination; men have the most power, and girls have the least.

✓ **Many forms of violence and abuse are socially sanctioned in the maintenance of gender inequalities**: beating women, beating children, sexually abusing young women. Domestic violence, for example, may be explained as the need for men to be in control of their households, to be in charge of the resources, to make the decisions for others in their families, and to discipline the members of their households

✓ **Gender norms are embedded in multiple ways**, formally and informally, and often give men the authority and social permission to abuse women and children. Formal structures may, for example, ensure that only men inherit land and resources, and that women are 'inherited' by the men in their husband's family. Laws and policy around marriage and divorce can often be indicative of the ways in which men in patriarchal contexts claim ownership of women and children, and show the ways in which women's autonomy is constrained. If women need to be married to have social status, their sexual reputations are significant in ways that are not the same for men. The capacity to report abuse to local or national mechanisms also reinforces inequalities e.g. the abuse of boys may be under-reported because it is not accepted in certain societies that men would abuse boys. Conversely women reporting abuse run the risk of losing reputation and credibility, and being exposed to further violence.

✓ **Informal mechanisms tend to justify gender inequalities**: it may not be appropriate for women to work outside the home, for example, which reinforces men's access to public spaces, resources and decision-making, and justifies the prioritising of boys' education over girls'. Explanations of women's realms as domestic also reinforce the blaming of girls and women who are sexually assaulted, since they have been in places where they 'shouldn't' be, and if they had stayed at home, it wouldn't have happened to them. This also reinforces the constraints on their movements and their claims on public space.

1.2. DO NO HARM IN PROGRAMMES AND INFLUENCING INITIATIVES

Programming or Influencing for social change and gender equality is never a smooth process. This is not surprising, given that it involves challenging vested interests and power dynamics, which perpetuate existing inequalities. The need to deliver programmes and influencing initiatives safely, without causing harm, makes the process all the more complex. This is particularly so given our gender transformative approach and commitment to ensuring that all our development programmes tackle the root causes of gender inequality and aim to reshape unequal gender and power relations[7]. Not only is it critical to keep in mind how dominant groups benefit from the inequalities in many different ways, and therefore how they might try to resist the programme or influence activity, it is also important to consider what is needed to bring about change safely, how long that is likely to take and what approaches are needed to secure change.

Therefore, it is important to include a gendered assessment in your project risk analysis to analyse the risks that may arise in pursuing gender equality, inclusion and girls' rights. For example, consider whether you might expect a backlash from male family members to girls and women's increased power. Use this assessment to inform project design and to prevent any potential harm to girls, boys, women, men and individuals of other gender identities.

In programming, it may be important to work with the wider social and political context before starting direct work with different groups of children and young people, in order to build an enabling environment for them. It will be important to maintain a focus on accountability to the intended beneficiaries. For example, when working with community leaders to encourage their support for girls' education, the focus should be on the girls as beneficiaries and the community leaders as champions involved in the programme. It is also essential to make intentional decisions about how to engage with

Female Genital Mutilation (FGM) in Sierra Leone was made illegal in 2015. Girls in Plan International's programmes fed back that this had led to mothers tricking their daughters to fetch something from the bush, whereupon the girl would be targeted as having entered the women's space which required FGM be performed.

Campaigns to change the rape law (308) in Jordan have been successful. The change in the law, however, does not mean that families will desist from marrying off their daughter to her rapist, because society still considers the rape of a girl as something she should be ashamed of and there remains a reluctance to report to the formal authorities.

powerful interests in communities; there can, for example, be a temptation to suggest that male staff should work with male community leaders because men listen to men, and this could make change come about more quickly. However, this approach means effectively disempowering women staff, rather than thinking more creatively about how to support them to be taken seriously. It also sends a message to women's groups in communities that Plan and its partners do not understand their aims and views.

Programmes and influencing initiatives need to work at all levels (individual, social/community and institutional) and, ideally, be interlinked. A campaign for changes in legislation and policy may be effective in leading to new laws, but ultimately ineffective if community practices resist or circumvent them. Changes in individuals are ineffective if their social contexts resist their desire and demand for more access and opportunity. It is essential to look for opportunities to build on wider changes already in existence, or ways to harness supportive factors around a programme. In a community where there has already been work with women's groups, and women are more visible and vocal, there is the potential to connect these groups with girls, to reinforce their networks, and to help provide more safe spaces for them, rather than starting a separate initiative. Such an approach could also support the mothers of the girls in the groups to have access to support and women's networks for themselves, which is critical when they may be living with domestic violence.

Programmes and influencing initiatives which engage young people in digital platforms and use of social media must conform to Business Standard 6 on Digital Safeguarding[8] (see Plan International's Safeguarding Standards Implementation Manual). This will involve carrying out risk assessments and planning and implementing work in ways that ensure that girls, boys and young people in all their diversity are safeguarded when using technology.

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7 Plan International (2018) Advancing children's rights and equality for girls: our global approach to programme and influence. This document describes Plan's approach to programming and influencing (PIA).
8 Separate Guidance on Digital Safeguarding is currently being developed based on a revised version of Plan International Australia's' Working Together with Children and Young People For Safety in the Cyber World A Guide for Plan practitioners'

In summary, Do No Harm in programming and influencing work:

- Is effectively implemented when staff and partners responsible for designing and delivering programmes and influencing initiatives have the necessary knowledge and skills in gender equality and safeguarding

- Entails approaches that are designed to have different groups of children and young people as equal and active partners in ensuring their own safety, rather than as recipients of safety measures

- Relies on a clear understanding of the specific and unique vulnerabilities and needs of different groups of children and young people based on their diversity and intersectionality. These vulnerabilities and needs are best understood when expressed or articulated by the different groups themselves.

- Requires strategies and plans to reduce or minimise risks which are differentiated for the different groups of children and young people, based on the information provided by girls, boys and young people in all their diversity and age appropriateness.

- Means designing programmes and influencing initiatives which integrate strategies and plans for addressing risks, rather than viewing safety as an add-on or ancillary component.

1.3. DEVELOPING EFFECTIVE 'SAFE PROGRAMME' AND 'SAFE INFLUENCING' TEAMS

Safeguarding children and young people is the responsibility of all staff, partners and associates. Certain teams and departments within the organisation have particular roles in designing, implementing, monitoring and evaluating programmes and influencing work, which bring special responsibilities in relation to applying a comprehensive safeguarding "lens" from different perspectives. If some of those key teams or units are left out of this process, the capacity of the organisation to programme or influence safely may be compromised. It should also be recognised that the overall responsibility to design and deliver safe programmes and influencing initiatives rests with the programme and influencing teams.

Teams that are diverse will be best placed for delivering safe programme or influencing design, as well as risk identification and mitigation for

A staff group made up wholly of men assessed the safeguarding and other risks to young girls involved in a campaign on speaking out against Female Genital Mutilation. They thought it was appropriate for the young girls to be pictured and interviewed where the act took place and for their faces to be shown fully in the campaign. They did not consider it important to ask the girls about this; in turn the girls did not feel safe to talk about the impact of this on them.

the different groups involved in or impacted by Plan International's programme and influencing work. This may mean, for example, including in the team more staff who are representative of excluded groups, such as women staff who are representative of communities with whom the organisation works; staff who have, or have an experience of, disability; appropriate gender and racial balance in positions of authority or leadership of teams; and staff who identify themselves as LGBTIQ[9]. Teams working with girls and young women need to include more women, so that there is the space for girls and young women to talk to women staff about issues of sexual harassment and abuse safely. This is not to say that men are likely to abuse them, but to recognise that perpetrators are overwhelmingly men, and it is therefore safer for

HOW CAN NATIONAL ORGANISATIONS ADD VALUE TO SAFEGUARDING IN PROGRAMMING AND INFLUENCING WORK?

- Engage with donors about the importance of safeguarding & resources needed

- Review with Country Offices the situation analysis and risk assessment, with a focus on power, gender and identity considerations

- Collaborate and discuss safeguarding issues with Country Offices at an early stage

- Prioritise safeguarding over funding needs /media opportunities

Coordinate with other National Organisations and align processes and tools; share learning and feedback on safeguarding in programmes and influencing interventions

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9 This includes those who identify as lesbian, gay, bisexual, transgender or intersex (LGBTI) or those who have questions about their sexual orientation and/or gender identity (Q). Please see the Gender and Inclusion Policy for a full definition and more information.

women and girls to talk to women about these issues, particularly in contexts where the sexual reputations and 'purity' of girls and women are paramount.

Teams supporting partners, or working directly with children, young people and communities, need to assess what systems and mechanisms exist to ensure children and young people inform and shape programming decisions beyond token consultations. They also need to monitor the effectiveness of these consultation and ensure that they are fully integrated into organisational processes. Consultation mechanisms need to have a gender balance to guard against them becoming spaces for young men by default.

1.4. CAPACITY BUILDING FOR SAFEGUARDING IN PROGRAMMES AND INFLUENCING WORK

Staff working on programmes and influencing initiatives must be familiar with the following Plan International guidance:

- Global Policy: Programme and Influence Quality, November 2017
- Global Policy: Gender Equality and Inclusion June 2017
- Global Policy: Safeguarding Children and Young People November 2017
- Advancing Children's Rights and Equality for Girls – Our global approach to programme and influence, June 2018
- Getting It Right: A Guidance Note for Gender Transformative Programming and Influencing, Final, July 2018
- Safeguarding Standards Implementation Manual

Staff should also have attended a foundation workshop on safeguarding as a minimum and have participated in a planting equality workshop, which is Plan International's action learning approach on gender equality and inclusion.

1.5. PREPARING PARTNERS FOR SAFEGUARDING

Partner organisations

Where partners and sub-contractors are responsible for the design or delivery of programme or influencing interventions, and need support to embed robust safeguarding approaches, this support should be included in the partnership arrangements. Similarly, where partners have skills and expertise

in safeguarding and /or gender that Plan International lacks, the reverse should apply. All partners in a programme or influencing initiatives (including Plan) should be able to demonstrate how they are building diverse teams (such as promoting women staff, increasing the role and profile of women and marginalised groups within the organisation), as well as the strategies and actions they are taking to become more inclusive.

Programmes or influencing strategies which are carrying significant safeguarding risks must only be implemented by partners who have been assessed as having effective and adequate safeguarding measures in place (refer to Safeguarding Business Standard 1 in the Safeguarding Standards Implementation Manual and have received the appropriate training.

Partners need to be committed to Plan International's safeguarding standards and expectations; adherence to these should be included in their contracts. If the choice of organisation with whom to partner is limited and the preferred partner has inadequate safeguarding measures in place given the interventions to be implemented, an initial start-up phase for the programme will need to be included. This will involve supporting that partner to become more compliant with the safeguarding standards and building their capacity specifically on safeguarding, prior to working on the programme content. Time-based outcomes should be put in place and followed up by close monitoring and supervision to ensure that organisations are working to an acceptable standard as quickly as possible. It is important not to become caught in a process of repeated training, capacity-building and support with organisations which are not changing their approaches or practices adequately.

Contractors, suppliers and consultants

All contracts with organisations or individuals supporting or delivering programmes, projects or services on behalf of, or with, Plan International will need to include specific clauses on their organisational commitments and requirements in relation to safeguarding and appropriate policies appended.[10]

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10 Plan International (2017) Global Policy Safeguarding Children and Young People and Plan International (2017) Global Policy on Gender Equality and Inclusion.

2. THE 'SAFEGUARDING CYCLE' FOR PROGRAMMES AND INFLUENCING WORK

The following sections are set out according to Plan International's project cycle[11]. For the purposes of this document the stage of "Do & Review" has been separated in order to provide enough detail for the different processes and approaches used in Doing and in Reviewing. The diagram below therefore highlights key safeguarding tasks within the project cycles various stages. It should be stressed here that the project cycle and the tools and approaches used should be iterative in nature and that some processes may be running in parallel or overlap, there should therefore be a process of continual revision and adaptation of tools or approaches in order to adjust for and address any challenges or changes which impact the project during its lifecycle

Includes situation assessment

DESIGN TOGETHER
- Identify issues of gender/other identities, patterns of gender-based violence (GBV)
- analyse the political situation and potential risks
- Map communities - social norms, attitudes, assets and safety nets
- Identify/ minimise risks from programmes/ activities/influencing interventions
- Design programmes and influencing interventions to be flexible and inclusive

REVIEW TOGETHER
- Risks and measures monitored
- Stakeholders monitored
- Programme/ campaign safety evaluated
- Learning informs programme/ influencing work re-design/ new research to ensure better safeguarding across all areas

PREPARE TOGETHER
- Put together detailed and costed implementation plans
- Baseline assessments include safety indicators
- Complaints and feedback mechanisms work for all

This is about monitoring, evaluation & learning

Review plans for project closure here

DO TOGETHER
- Activities implemented in 'safe' environments
- Closure risks identified and managed

This is the implementation stage

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11 Plan International (2018) Project Cycle Procedures - https://planinternational.sharepoint.com/sites/planetapps/Programmes/PQP/PQP%20Library/GLO-Project_Cycle_Procedure-FINAL-IO-Eng-Oct2018.docx

2.1. SAFE DESIGN TOGETHER

Plan International's approach to programming and influencing work ensures that programmes and influencing strategies are informed by a situation analysis as well as a robust risk assessment. Analysing the situation requires you to apply a child rights and gender lens when looking at the social, political, economic and legal environment, as well as the risks from disasters and the work of other key actors working to address the needs in the country. Conducting a gender, inclusion and age analysis will provide the framework and tools to understand the power dynamics influencing current inequalities (see section 1.1 above). Finding out about the different forms of violence against women and men and different groups of children and young people in a specific context, who is affected and how, can help to shape the ways in which programmes and influencing interventions are designed and implemented. Good programme and influencing initiative design should identify specific, and differentiated risks that girls, boys and young people in all their diversity may face from their participation or from the impact of the programme or influencing strategy. It is critical to understand that the context will never be neutral, i.e. there will always be bias and discrimination of some sort. Understanding the dynamics can help to identify the likely resistance to any changes which arise from a programme or from influencing, particularly those which are designed to be gender transformative, and what needs to be in place to make sure they can be delivered as safely as possible.

For the purposes of this guidance document, it is assumed that, in most cases, a programme situation assessment (with a gender, inclusion and age analysis) has already been carried out. The requirement here is to make the link to safeguarding and clarify how the findings may affect safeguarding risks.

All programmes and influencing strategies will present some safeguarding risk, and those which are designed to be gender transformative are likely to present greater risk, as they often involve challenges or changes to social norms with women/girls in more prominent positions, which could, for example, lead to repercussions from local communities. Minimising risk is not about avoiding setting objectives which are bold, or avoiding involving diverse groups of girls, boys

and young people in influencing for change. It is about exploring a range of opportunities that can deliver on overall objectives as safely as possible. One way of looking at this is to think about 'safe from' and 'safe to'. Keeping girls safe from sexual harassment in schools could be achieved by keeping girls out of school. Doing so, however, also compromises the opportunity to increase their safety to participate in education, take control of their future and reduce their exposure to future violence. Quality programming is about good programme design, robust risk management and contributing to a safer environment in which to challenge and address social norms.

Project design will also need to include consideration of what will happen at the end of the programme or influencing strategy or initiative and whether this may present safety risks for the children and young people who have been involved. This issue is addressed in more detail in section 2.3 "Safe Do Together".

2.1.1. APPLY PLAN INTERNATIONAL'S THEORY OF CHANGE TO SAFE DESIGN TOGETHER

DIMENSION OF CHANGE[12]	EXAMPLES OF POINTS TO CONSIDER

SOCIAL NORMS, ATTITUDES AND BEHAVIOURS	• Draw on the situation assessment and /or gender, inclusion and age analysis carried out for the project and identify the implications for safeguarding
	
	  o What are the social norms, attitudes and behaviours towards and cultural practices and beliefs about girls, boys and young people in all their diversity?
	
	  o What specific vulnerabilities emerge:
	
	    • What are the existing patterns of discrimination, abuse, violence and gender-based violence?
	
	    • How might this impact their inclusion in and the safe implementation of project
	
	    • How might the project make this worse for girl, boys and young people??
	
	    • What support will we need to provide to them to ensure their safe involvement in the project and at the end of the project, for example for those returning to communities following the closure of an influencing activity/project where harmful social norms/attitudes remain?
	
	For example, what are community/family expectations for young people engaging in advocacy or activism?
	
	  o What are the key existing relationships amongst different groups of girls, boys and young people and how can these be built on for safe programming and influencing?
	
	  o What are the constraints on mothers or fathers and what impact might this have on the safe participation of their sons or daughters in programmes/influencing activities?
	
	  o What is the likely impact of a lack of diversity or inclusion in the services or systems we are aiming to link, refer or gain access to for different groups of children?
	
	• How might family members, community members and/or government stakeholders react to young people speaking out and how might this impact on their safety?

SOCIAL AND ECONOMIC ASSETS AND SAFETY NETS	• Who controls resources and decision-making in households and in communities? Is the programme/influencing intervention aiming at transforming the economic power dynamics? What harm / risks might this create for different groups of children and young people? • What social assets and safety nets exist for different groups of girls, boys and young people and how can these be incorporated into our measures to minimise or address safeguarding risks? (For example: Where are the women who might be able to support girls? Where are the men who could serve as good male role models? Are there other civil society actors who could help? Are there existing groups, such as youth groups, already working to address safety and other relevant issues in the community?) • What needs to be in place for girls, boys and young people in all their diversity, (particularly girls) to be and feel 'safe to' participate and engage? (For example: is there potential for creating or supporting new or emerging safety nets and assets)
POLICY FRAMEWORKS AND BUDGETS	• What policies, mechanisms and structures are in place for preventing and responding to violence? Are these effective and safe for use and referrals? Will they support our response to harm arising from our programmes/influencing work? • What laws and policies are in place that limit the right to participate in a safe way? How are these implemented? Is advocacy needed in relation to this? • What is the potential negative impact of achieving policy change in one area on another where funds and budgets do not exist to support both? For example, diversion of funds from adolescent health services to fund commitments to education?

12 Plan's Theory of Change is set out in: Plan International (2018) Advancing Children's Rights and Equality for Girls – Our global approach to programme and influence

2.1.2. MAP THE CONTEXT

- Conduct community/context mappings with separate groupings (different genders, different ages, and other diversity) so that all children have an opportunity to express themselves safely and highlight their particular experiences that impact on their safe participation in programmes or influencing initiatives. Make sure that the mapping is holistic and goes beyond the immediate scope of where the programme or influencing activities are taking place.

- Drawing a map of the community is often helpful, particularly when conducting a participatory mapping with different groups of children. Groups can be asked to draw their community and identify on the map what and where is safe or unsafe, and why, for different groups of girls, boys and young people in all their diversity. Where the project is taking place across a number of communities, ask groups to map the overall context.

- Ask the different groupings of children and young people to think about different kinds of safety - and listen for their indirect answers: they may not be able to talk about violence in a concrete way and may use language that is 'coded'. Use guidelines available in the sector to conduct these discussions safely.

- Collect disaggregated data on gender, age, identity, disability and relationships within families.

- Ensure that the data collection and profiling includes all the information needed to ensure programmes or influencing initiatives can run safely, for example:

    ✓ Who has decision-making power and in what situations?
    ✓ Who has control of resources?
    ✓ What are women's spaces to act?
    ✓ What happens if women and girls step outside the social norms and spaces where they are allowed?
    ✓ What kinds of assets do women have and what are their points of leverage?
    ✓ What kind of violence are they exposed to, and who from?

2.1.3. ASSESS AND MINIMISE RISKS PRESENTED BY PROGRAMME OR INFLUENCING WORK OBJECTIVES AND ACTIVITIES

- Involve specialists in the programme design stages who are experienced and skilled in gender-based violence and harm arising for girls, boys and young people in all their diversity. Specialists can help identify the ways in which discrimination and violence, is related to gender, how the intersecting identities, such as disability, age, ethnicity and/or tribe for example may increase risk of discrimination

EXAMPLES OF RISKS FOR GIRLS

- Girls have unmanageable workload between home, school and other programme activities
- Girls' reputation and dignity is compromised by speaking out and developing their potential
- Girls' involvement in programme activities may expose them to an increased risk of sexual exploitation or abuse
- Girls featured in communications discussing sensitive issues may be easily identifiable
- Girls publicly advocating for or researching issues which puts them at risk of violence
- Girls' awareness of their rights is in conflict with traditional norms
- Reinforcing existing gender roles and stereotypes for example, through communication materials, vocational training options, etc.
- Creating tensions or backlash within communities by appearing to 'favour' girls
- Creating backlash by challenging existing gender norms and relationships
- Exposing girls and women to risk of stigma by failing to ensure health services or project activities are confidential
- Exacerbating girls' and women's time poverty
- Increasing intra-household conflict over new financial resources

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13 UNICEF (2012) Ethical Principles, Dilemmas and Risks in Collecting Data on Violence against Children
14 https://planinternational.sharepoint.com/sites/planetapps/Programmes/MER/MER%20Library/AUS-Collecting_and_using__data_on_disability_to_inform_inclusive_development-Final-IO-Eng-jul15.pdf

> HIV/AIDS messaging in **health** programming and in particular the use of condoms to prevent the spread of HIV/AIDS has been successful. Teenage pregnancy, however, is high. Boys' feedback when questioned about the use, or otherwise, of contraception and particularly condoms, that they and the girls associate the use of condoms with having a disease.

and violence as well as the impact this will have on the design of the programme or influencing initiative.

• Identify risks, and actions to minimise them, working separately with different groups of stakeholders (including women, men, girls, boys and young people in all their diversity, families and communities, participating in, or impacted by, the programme or influencing work) where possible, at strategic, project and activity level.

• Agree with different groups of stakeholders which strategies or actions to minimise risk that they feel they can implement themselves, as well the risks that are acceptable to carry for the programme or influencing initiative to function well and achieve its objectives.

Incorporate strategies to minimise risk into the design of the programme or influencing initiative. This may include building the capacity of stakeholder groups, especially if they will have a continued role after project closure.

• If a fully participatory approach to programme design is not possible at the design stage, conduct an initial risk assessment using the safeguarding risk assessment guide to help think through the issues (see Annex 1). Include a more participatory consultation on potential risks in the early stages of programme implementation, ensuring that all groups are represented.

REMEMBER

It can be risky in itself for children, young people and adult women, to talk about the risks they face and they will need to have confidence that they will not be exposed to violence or stigma for talking about these issues. Attention also needs to be given to the indirect expressions of risks; tools need to be designed in ways that allow for discussion of potential issues without demanding or expecting that vulnerable groups can identify them directly or explicitly.

2.1.5 DESIGN PROGRAMMES/PROJECTS/ INFLUENCING STRATEGIES TO BE FLEXIBLE AND INCLUSIVE

• Keep programmes and influencing flexible, particularly if they are new initiatives, to allow for adaptations if risks arise that require changes to activities.

• Ensure programmes and influencing are inclusive, not just in the sense of gender, disability etc., but by engaging community members who might not be direct participants or beneficiaries of the programme, but can support it.

• Design the programme or influencing strategy, if possible, to be delivered in distinct stages – for example, pilot an initial set of activities to see whether it is working effectively and safely, before replicating or scaling up; work with girls' families on changes to social norms and behaviours before working directly with girls on maximising and capitalising on opportunities for social change.

2.1.4 DESIGN PROGRAMMES/PROJECTS/ INFLUENCING STRATEGIES TO CREATE SAFER ENVIRONMENTS

• Design programme and influencing activities, where possible, to create, or contribute towards, a safer environment for different groups of girls, boys and young people.

• Consider how to build social and economic assets to underpin safe programmes or influencing interventions e.g. strengthening the capacity of families, and particularly mothers, to enable changes in the lives of girls.

• Consider how to support good relationships between youth groups and adult civil society, including human rights defenders, as part of building up safety nets.

2.1.6 DESIGN PROGRAMMES/PROJECTS/ INFLUENCING STRATEGIES TO SAFE CLOSURE

• Risks associated with project closure are considered in more detail in Safe Do Together (section 2.1.6 below). However it is also important to review at design stage any potential inherent risks in relation to what will happen at project end/closure. Risk assess the possible impact on different groups of children and young people.

• Ensure that project plans include provision for further risk assessments to be carried out during implementation, in relation to what will happen at the end of the programme or influencing intervention, whether this be transition from humanitarian response to longer term development programming, transitioning to local authorities or partners, transitioning certain interventions to communities, closure of an event, or closure of all operations

• Include funding and resources for tasks and interventions associated with making sure that transition arrangements at the end of projects are safe, including paying attention to gender and identity issues, in order to ensure that the transition proceeds as safely as possible for different groups of children and young people.

EXAMPLES OF CREATING SAFER ENVIRONMENTS

• Link livelihood opportunities for girls with reducing early marriage
• Use media and communication programmes to raise awareness on safety for girls.

2.1.A SAFE DESIGN TOGETHER IN DISASTER RISK REDUCTION AND EMERGENCY RESPONSE

The Disaster Preparedness Process toolkit[15] describes what is needed for us to prepare for and be ready to respond to emergencies. The following are some considerations to take into account to ensure safeguarding is part of the process:

BUSINESS FUNCTION	READINESS QUESTION	ACTIONS TO ENSURE GOOD PRACTICE
PROGRAMMING	Does the Country Office have the capacity to conduct a rapid needs assessment and produce the report in a timely manner (within 72 hours)?	Analyse patterns of gender based violence and harm to children and young people of differing gender and other identities that might arise or be exacerbated during an emergency response. Ensure this reflects the specific vulnerabilities and harm which may arise because of intersecting identities. Draw on any information available on risks and issues for girls and boys, children and young people of differing gender and other identities that were identified in previous emergency responses in the country (if relevant)
	Has Plan International identified potential partners who are able to work in emergencies?	Prepare these partners on Plan International's approach to gender factors in emergencies and the competencies required to design and deliver emergency responses which are safe for girls, boys, and young people in all their diversity.
	Does the Country Office have staff with capacity on gender in emergencies?	Staff to be trained on how to incorporate gender equality safely into emergencies and how to design and deliver responses which are safe for girls ,boys, and young people in all their diversity
HUMAN RESOURCES	Do you know what the capacity of your staff to respond to emergencies is?	Complete an assessment of the staff's technical competencies for designing and delivering emergency response which is safe for girls, boys, and young people in all their diversity.

The table below highlights tasks which are relevant for designing emergency response programmes which are safe for girl and boys. Additional points to consider are in bold.

ORANGE ALERT LEVEL 1	ORANGE ALERT LEVEL 2	RED ALERT
Where no joint assessments are being carried out, conduct your own Rapid Needs Assessment **and include in the assessment potential risks for girls, boys, and young people in all their diversity which may be exacerbated by the emergency**	Participate in a detailed, inter-agency assessment for child safeguarding, **ensuring that gender considerations are reflected appropriately in this assessment along with the different risks for girls, boys, and young people in all their diversity.**	Actively participate in joint, multi-agency assessments whenever possible. During these assessments, ensure that children's needs are being considered (separately for girls and boys) and **highlight situations in which girls, boys, and young people in all their diversity may be marginalized or discriminated against, and the implications of this for programme planning.**
Ensure that each person in charge of a programme area: a) plans and designs their work in conjunction with affected children and young people **through separate consultations with different groups of girls, boys**, and **young people in all their diversity**, and their caregivers; b) communicates information about Plan International's response effectively; and c) ensures that children, young people, and caregivers are appropriately supported in order to get accurate information about protection and assistance **that is relevant to their own experiences and circumstances**		

15 Plan International (December 2017). DPP3 Ready to Respond: Guidance for Country Offices.

RISKS OF HARM TO BOYS EXACERBATED DURING AN EMERGENCY – RECENT UNHCR STUDY

(UNHCR study into sexual violence against men and boys in the Syria crisis – December 2017):

• Sexual violence and torture of men and boys in Syria by multiple parties to the conflict appears to be far more common than previously thought based on discussions with survivors, refugees and informants. UNHCR researchers heard accounts of violence against boys as young as 10, and against men including those in their 80s.

• Gay, bisexual, transgender and intersex individuals are particularly vulnerable to sexual violence and this vulnerability does not end when people leave Syria. Inside Syria armed groups were reported as the main perpetrators. Outside Syria, the danger is often from opportunistic abuse.

• Refugee boys in countries of asylum suffer sexual violence at the hands of other male refugees and from males in the local community. The high rates of child labour among Syrian refugee boys (up to 94% males in Jordan) are of particular concern in this regard.

• Sexual exploitation and blackmail of refugee males in countries of asylum was reported, especially among those working in the informal economy.

TOOLS AND PROCESSES

• The GLO Country Strategy Procedure describes the steps for developing the country strategy. The section on identifying strategic choices includes the opportunity to assess the situation.
• The Mapping Tool: Assessment of External Protection Context and Resources can be used to inform the situation assessment
• Plan International Research Policy and Standards
• The Safeguarding Risk Assessment

Guide (Annex 1) can be used to guide risk assessments, whether conducted by the proposal team, with communities, or in the early stages of an emergency response when conducting a rapid needs assessment. Attending safeguarding workshops provides the opportunity to explore different ways of mitigating risks as well as different methods of soliciting views on risk mitigation from community members and work colleagues.

• Mainstreaming Safeguarding in Thematic Areas see Annex 2. This can be used to consider specific risks that might arise from the type of programme being designed.

2.2 SAFE PREPARE TOGETHER

The Prepare Together stage provides the opportunity to put together detailed and costed implementation plans, which include the measures required for safeguarding in programmes and influencing work. The start-up workshop also offers the opportunity to discuss these requirements with relevant stakeholders and decide how these will be met, monitored and measured throughout the project lifecycle.

2.2.1. APPLY PLAN INTERNATIONAL'S THEORY OF CHANGE TO SAFE PREPARE TOGETHER

DIMENSIONS OF CHANGE	EXAMPLES OF POINTS TO CONSIDER
SOCIAL NORMS, ATTITUDES, BEHAVIOURS AND RELATIONS	• What do we need to measure in terms of norms, attitudes, behaviours and relationships to ensure our programmes or influencing interventions are safely delivering the objectives? How will these points be included in the baseline and linked with baselines related to gender and inclusion? • Who has the responsibility for monitoring the safeguarding aspects of the project, including the risks identified in relation to the situation of girls, boys and young people in all their diversity who may be particularly vulnerable due to their gender or identity? • Do all staff and partners working on the project understand the potential impact of social norms and attitudes in relation to keeping all girls, boys and young people in all their diversity involved in the project safe? Have they all received the appropriate safeguarding training? o How will we measure this understanding or the effectiveness of training? How are they putting their learning into practice? • Have you had discussions with parents/guardians – if appropriate and relevant - and gained their consent about their child's participation in the project/activity, and made sure that they fully understand any risks involved for their child and for the wider family (such as those that may arise where the child engages in activities which go against the community's values/norms)? • What kinds of resistance might arise for those who are supporting change in communities (e.g. dominant groups who are openly supportive of subordinate groups such as men and boys who are openly supportive of girls)
SOCIAL AND ECONOMIC ASSETS AND SAFETY NETS	• Are all project staff aware of the existing community or other protective arrangements that keep the different groups of children and young people safe and how to take advantage of these during the project? • Are complaints and feedback mechanisms in place which are accessible for all groups of children and young people, including those with disabilities? Are they of sufficient quality and being used? Is the feedback loop closed with communities?
POLICY FRAMEWORKS AND BUDGETS	• Are resources in place and being allocated appropriately to ensure the safety of different groups of girls, boys or young people and to undertake any necessary capacity building of staff and partners on safeguarding? • Have you considered how to best harmonize, create synergies and pool resources between safeguarding measures of different donors, offices and organizations involved in the project? • Are safeguarding roles and responsibilities in the project (throughout the cycle) clear and do all understand their obligations for reporting? • Have you engaged / consulted with local authorities or services on safeguarding risk management and safeguarding measures and agreed relevant links and referral to public reporting and services? Are there officials or leaders who can champion equality and safety issues?

2.2.2 INCLUDE INFORMATION ON SAFE PROGRAMMING/INFLUENCING IN BASELINES AND INDICATORS FOR MONITORING THE PROJECT AND MEASURING PROGRESS

- Include information gathered during the situation assessment and programme design (which impacts on the safe delivery of the project) in project baselines; link these to gender and inclusion baselines and/or ensure that gender frameworks for measuring projects /setting baselines include a safeguarding indicator

- Identify what, if any, additional baseline data needs to be collected relating to gender and safety issues

- Present this information in a way that allows steps to be taken during the project to ensure (and, ideally, improve) the safety of girls, boys young people in all their diversity. For example, this could include monitoring

  ✓ Existing community mechanisms which can be built on to enhance safety for girls, boys and young people of different identities
  ✓ Current levels of exclusion/discrimination, or patterns of gender-based violence that could be diminished through the project or campaign's safety interventions

EXAMPLE - SETTING BASELINES IN AN EDUCATION PROJECT

An education project looking to increase school attendance will need baseline information on a number of safeguarding factors which might affect school attendance. These could include:

- % schools in the target area using humiliating and/or physical discipline, including whether there is a difference in approach according to the gender of the child (this could include sexually humiliating discipline being used on girls)

- % girls, boys and young people in all their diversity in the target area/school who report having experienced humiliating and/or physical discipline, disaggregated by the gender and intersecting identities of the children and young people affected

- incidence of violence (physical, sexual, and emotional) from peers

- perceptions of safety on the way to/from schools

- % of women teachers in schools, or pattern of representation between men and women within teaching faculty

Below are some examples of indicators which could be used to monitor and evaluate safeguarding in programmes and influencing work. Appropriate indicators should be chosen for each project in line with Plan's monitoring and evaluation processes.

SUGGESTED EXAMPLES OF INDICATORS TO MONITOR AND EVALUATE SAFE PROGRAMMING AND INFLUENCING WORK

GENERAL

- # and % of programmes/ projects/influencing interventions that have included a safeguarding risk assessment which takes account of safeguarding risks, including those related to gender and identity

- # and % of projects that have included a costed safeguarding risk management plan

- # and % staff and partners who are aware of these guidelines on safeguarding in programming and influencing work

- # and % of staff who can give examples of how they have used these guidelines

- # and % of partners with their own safeguarding policy (disaggregated by different types of partners) which includes specific mention of gender-related safeguarding issues

- # and % of partners with their own code of conduct for staff (disaggregated by different types of partners) which includes specific mention of gender-related conduct issues

- # and % of funding proposals which include safeguarding measures which take account of gender and identity

- # and % of programmes/projects where children of different identities, particularly girls, have been involved in programme/campaign design

- # and % projects with outcomes related to girl safety and/or well-being

- # and % projects with baseline assessments which include information about child safety and encompass gender and identity-related issues

- % girls, boys and young people in all their diversity and their parents and caregivers in the target communities who know how to make a complaint or report a concern.

- % increase in confidence to report

- # of cases which have been dealt with effectively with optimum outcomes for girls, boys, children and young people of differing gender and other identities

- # and % programmes/projects where children and young people, desegregated by gender and intersecting identities, have been consulted for their views about what aspects of the project make them feel safe/unsafe

PROJECT SPECIFIC

- # and % projects where girls, boys and young people in all their diversity (disaggregated by group), have been involved in setting a child safety indicator for the project

- % of young people who know how to analyse risks and to identify strategies for mitigation

- # and % of girls, boys and young people in all their diversity involved in a project who say they feel safe, disaggregated by gender and intersecting identities

- Examples of good practice in a safe gender transformative programming

- Examples of how a project has made adjustments to its design and implementation because of safeguarding issues

- Examples of safety nets for girls, boys and young people in all their diversity which have been strengthened as a result of the project

2.2.3 INCLUDING SAFE PROGRAMMING/INFLUENCING COSTS IN IMPLEMENTATION PLANS AND BUDGETS

Include the measures and costs for ensuring the programme/project/influencing initiative is safe in the implementation plan and budget. The table below provides an indication of the activities that will be needed, and whether these should be allocated to project specific, cross-programme or core office costs. Costs are likely to vary according to context. Provide clear explanations and evidence to support budget requests, so that decision-makers and donors can understand the rationale.

SAFETY-RELATED ACTIVITIES	PROJECT SPECIFIC COSTS	CROSS-PROGRAMME COSTS	CORE OFFICE COSTS
• National child/youth safeguarding focal point			
• Risk assessment at programme design stage			
• Capacity building staff on safeguarding in programming and influence work			
• Disseminating Plan International's safeguarding standards, and requirements for safeguarding in programming /influencing, to all relevant stakeholders			
• Consultative risk assessment activities with different groups in early stages of the programme (where necessary)			
• Additional activities (where necessary) to ensure specific thematic projects/ programmes are delivered safely			
• Capacity building partners/suppliers/ contractors on all aspects of safeguarding and gender equality			
• Setting up or supporting partners to design and implement gender-sensitive complaints mechanisms (where these do not exist) that can handle reports from different groups, including spot-checking and auditing of responses (see section 2.3.3 below)			
• Regular monitoring of activities to determine whether risks are arising from the programme or influencing intervention			
• Regular monitoring of partners/suppliers/ contractors to determine whether they are meeting standards			
• Evaluation of programme safety at mid-term			
• Support activities for safe closure of the project/influencing intervention			

There needs to be a process for agreeing that a programme, project or influencing interventions has been designed to meet the necessary requirements for safeguarding. The flowchart below can be used by the person responsible for this to decide whether the necessary processes have been followed and the necessary safeguards built into the plan.

RISK ASSESSMENT

- Has a gender and inclusion analysis been conducted and used to inform safeguarding issues for different groups of children and young people?
- Is it clear that significant risks to different groups of children and young people - taking into account intersecting identities - have been identified?
- Was a participatory assessment conducted?
  o Were different groups of children and young people as well as families and other key stakeholders consulted on potential risks
- Was a rapid risk assessment conducted?
- Do the project implementation plans include a more participatory risk assessment to be done later?

MINIMISING RISKS

- Does the implementation plan include appropriate safeguarding measures for the relevant thematic area?
  o Are there practical plans for mitigating or minimising anticipated risks?
  o Has an analysis been done to consider reshaping parts of the programme to build safeguards into the programme or campaign design, as well as having specific mitigation measures in place?
- Does the implementation plan include activities which contribute to a safer environment?
- Does the proposal include flexibility and is it designed to work in stages?
- Has appropriate training taken place for staff, front line workers and key stakeholders to the interventions and are clear roles and responsibilities for safeguarding been outlined and assigned?
- Is there regular monitoring of activities to ensure risks are being minimised and to capture any new risks.

"CHILD SAFE" PARTNERS, CONTRACTORS & SUPPLIERS

- Have partners/contractors/suppliers been assessed for safeguarding?
  o Is the role of the partner /contractor clear and the capacity of the partner to design and deliver safe programmes clearly demonstrated?
  o Have capacity building plans for partners included gender equality and safeguarding?
  o Have minimum safeguarding requirements/standards for the work the partner will do been identified and included in the contract?
- Is a kick off meeting planned? Does the meeting include briefings on safe programming and expectations of all stakeholders in the project?
- Is regular monitoring of partner/s planned to determine whether they are meeting agreed safeguarding requirements

REPORTING CONCERNS

- Does the implementation plan include actions required to ensure all stake holders are aware of what constitutes a safeguarding concern and how to report?
- Does the implementation plan include actions required to set up community reporting/ complaints mechanisms?
  o Has there been sufficient community engagement to set up the mechanism or is this planned?
  o Is it clear that the mechanism and particularly referrals will work for the different groups of children and young people who might need to use it?

MONITORING & EVALUATION

- Is the project/activity plan accompanied by a monitoring and evaluation plan including safeguarding factors and risk review?
  o Are indicators for safeguarding different groups of children and young people included?
  o Are there regular mechanisms for review and spot-checking whether the programme or influencing intervention is working safely for different groups of children and young people?
- Is the timely implementation of the safeguarding activities part of the workplan monitored

2.2.4 SAFE PROGRAMMING AT PROJECT START UP

A project start-up meeting should be held at the commencement of the project or influencing initiative, where all staff , partners and relevant stakeholders can be brought together to make the final preparations. This should include a briefing and discussion about safeguarding and how this is being assured through the project, including verifying that appropriate mechanisms are in place, as well as clarifying the roles and expectations on all staff and partners.

2.3 SAFE DO TOGETHER

Ideally at the Do Together stage the programme, the project or influencing initiative will already have been designed with the necessary safeguards or safeguarding strategies in place and with a selection of appropriate interventions and activities. However, safeguarding needs to remain at the forefront of considerations during project implementation to ensure it is delivered as safely as possible. Key aspects to consider at this stage include the safety of the project environment, having effective community complaints mechanisms and planning for project closure.

2.3 1. APPLY PLAN INTERNATIONAL'S THEORY OF CHANGE TO SAFE DO TOGETHER

DIMENSION OF CHANGE	EXAMPLES OF POINTS TO CONSIDER
SOCIAL NORMS, ATTITUDES, BEHAVIOURS AND RELATIONS	• Are the locations / spaces where we are delivering these programmes or influencing activities safe spaces for girls, boys, and young people in all their diversity? Do we conduct continuous assessment of the changing context in the targeted areas to ensure the safety and inclusivity of our locations? • What can we do to make sure that positive changes we have encouraged in social norms is as sustainable as possible, so that the improvements for the for girls, boys, and young people in all their diversity continues also after the programme or influencing activities have finished? • What support do we need to, or can we provide to girls, boys, and young people in all their diversity after the closure of a programme or influencing intervention particularly where harmful social norms and attitudes prevail towards the group of children and young people. • Have you planned and clearly communicated to stakeholders what support may be available from the Plan International office after the project ends?

SOCIAL AND ECONOMIC ASSETS AND SAFETY NETS	• Are you regularly discussing with girls, boys and young people who and what makes them feel unsafe, discriminated or excluded and what they need to feel safe and included?
	• How can we support improve safety for girls, boys, and young people in all their diversity?
	  o Can we build on existing community mechanisms?
	  o Have you identified any informal groups or people in the community you might work with to strengthen safeguarding (e.g. women's groups who can support girls, or serve as role models; or a particular person in health clinics or schools who can champion safeguarding)?
	  o How are different groups of girls, boys, and young people supporting one another to participate safely in our programmes?
	• What safety mechanisms and services can we create or link up with within communities to ensure safe transitioning/closure of programmes and influencing interventions? Are the safety nets sufficiently diverse (e.g gender and other relevant identities)?
	• What are the risks and supports needs for girls, boys and young people who have participated in initiatives and may now have ideas, opinions and/or experiences that their families and communities do not approve of?
	• Have you included safeguarding considerations in the programme or influencing intervention handover to local organisation, government?

POLICY FRAMEWORKS AND BUDGETS	• How are changes to policy frameworks and budgets being received by families and communities? For example, has making Female Genital Mutilation (FGM) illegal led to it happening in secret? • Which service providers recognise gender and other inequalities and can be used for advice and referrals for harm arising from our programmes or influencing activities? • How can we work with government and other actors to make sure that legislation and policy frameworks that aim to create a safer environment for communities, girls, boys and young people in all their diversity are also budgeted and implemented throughout the government institutions so that it does make a change for the lives of girls, boys and young people in all their diversity

2.3.2 IMPLEMENT ACTIVITIES IN SAFE ENVIRONMENTS

Peer support and safe spaces

• Introduce peer support mechanisms for girls, boys, and young people in all their diversity. Peer support can be between just a pair or may be a small group.

• Ensure girls, boys, and young people in all their diversity are participating in programmes and influencing work in safe spaces. Safe spaces are not just about location, they are about relationships, and are where, for example, girls go to make connections, learn from role models, access services and become decision makers. They are about both the emotional and physical concepts of safety.

Mobilising communities and civil society

• Mobilise communities to create a safe environment for programming.

• Consider creating 'champions for safeguarding' to support the changes being brought about by the programme, for example established women's groups which have garnered community respect can help to advocate for safeguarding. They can also be part of the extension of girls' social and human "assets", increasing the support available to them, and being part of a wider network of adults who have the girls' best interests at heart.

• Ensure that adults (women or men) do not become the 'arbiters' of what girls and boys and young people in all their diversity can and can't do, and that creating champions does not reinforce negative social norms such as men's traditional authority and power over women children and young people.

• Work with community leaders and make sure that women and women's groups have a strong role in championing safeguarding, equality and inclusion.

EXAMPLES OF PEER SUPPORT

• Providing opportunities for girls to have a collective voice on issues;

• Girls accompanying one another to and from school to minimise risks associated with their journeys;

• Children of different identities agreeing to tell each other if harm has arisen through their involvement with the programme/event etc. if they are not confident in reporting to an adult.

CONSIDERATIONS FOR SAFE SPACES

• Is the safe space suitable for girls, boys and young people in all their diversity?

• Is the surroundings area safe and free from violence?

• Are there safe ways to travel to/from the safe space?

• Is the safe space safe for girls – spaces not surrounded by boys and young men and not spaces claimed by boys and young men as 'theirs'

• Is the safe space easy to access by girls and boys with disabilities

• What is the gender demographic of staff and volunteers managing activities in the safe space?

EXAMPLE OF SAFE SPACES

• Programmes for girls' groups delivered in the house and garden of women who are part of women's groups. The women's group provides tacit back up for the girls and places boundaries on the potential for boys and young men to disrupt the groups. This approach avoids 'persuading' boys and young men to make space for girls. It brings women into the work with girls and extends the networks of women around the girls.

2.3.3. COMMUNITY COMPLAINTS MECHANISMS WHICH WORK FOR GIRLS, BOYS AND YOUNG PEOPLE IN ALL THEIR DIVERSITY

• Ensure women, men, girls, boys, and young people in all their diversity participating in programmes understand that it is important to use the Complaints Mechanism to report any harm to children which has arisen through the delivery of the programme.

• Check whether the complaints mechanisms being introduced for a new programme, or those that are already in place, work well enough for ALL girls, boys, and young people in all their diversity to report concerns.

• Check whether referral and support services are gender-responsive and survivor-centred. If not, consider what role the project/influencing initiative can play in influencing change and whether the lack of appropriate services means that the project or initiative needs to reconsider its strategies and interventions.

SAFE COMPLAINTS MECHANISMS

• Who is the focal point for receiving reports both in the community and through a hotline - are they sensitive to the different needs, situations and circumstances of girls, boys, children and young people of differing gender and other identities?

• Is the mechanism focused around safety – is confidentiality tight, have the risks of reprisals for reporting been assessed?

• How can we ensure the complaints mechanism is being used, with robust standards of response?

2.3.4. WORK TOGETHER ON SAFE CLOSURE OF PROGRAMMES AND INFLUENCING INTERVENTIONS

Potential risks which may be presented by the closure of development and emergency programmes, as well the ending of influencing strategies or related activities that have involved children and young people will also need to be reviewed during this stage. This must include the risks related to how children and young people identify themselves.

Generally, project closure out falls into one of the following categories:

• **Transitioning of humanitarian response to longer term development programmes** – Plan International will retain responsibility for managing or delivering programmes for, or to, children, young people and communities who are now 'living' in development contexts rather than emergency contexts. Transitioning from humanitarian responses to managing longer term development programming is usually a medium to long term process. This enables Plan International to retain a measure of 'control' over the safety of girls and boys who are part of that transition

• **Transitioning or hand over of operations to local authorities or partners** – particularly the case where Plan International has been filling the role of the government whilst building their capacity to deliver, or similarly, delivering services that will become the responsibility of local organisations over the medium to long term;

• **Transitioning interventions to the community or community groups** – who have agreed to continue activities;

• **The end of an event or influencing initiative in which children and young people have participated or which have been youth led.** Where children and young people have been involved in high profile, possibly controversial one-off events or longer term influencing intervention, the end/closure and withdrawal of support may leave children and young people, particularly girls, exposed to retaliation by families, communities or authorities, depending on what the influencing intervention involved.

They may face tensions within their peer group if they have been chosen to lead or participate in events or influencing interventions and their peers have not. They may also find it difficult to step back into their homes and lives after involvement in events or influencing interventions which have taken them out of their context and considerably broadened their horizons.

- **Complete closure of all operations and funding** – the programme or project is complete and there are no plans for other organisations or community groups to continue with the activities. The complete closure of all operations and funding can leave a vacuum - and the potential for girls and boys to become vulnerable to abuse and exploitation as a consequence of the withdrawal of support.

Be clear on where the boundaries lie in safe closure. The resources required to guarantee that closure is completed safely may not be available – develop realistic plans for closing down as safely as possible, using the guidance below.

Transitioning humanitarian response to longer term development programming

- Risk assess the transition from humanitarian response to longer term development programming, including paying attention to gender and identity issues, in order to ensure that the transition proceeds as safely as possible for girls, boys and young people in all their diversity.

- Use the transition process as an opportunity to assess any protection or safeguarding issues experienced by girls, boys and young people in all their diversity during the humanitarian response which will need to be taken into account in the design of the longer term development programme.

- Ensure that accountability mechanisms and referral systems will work effectively in future development programming.

Transitioning to local authorities or partners

- Include safeguarding requirements in handover arrangements to local authorities or partners. Local authorities or partners should demonstrate that they have either integrated safeguarding into existing local and national government systems or included requirements in organisational policies and practice.

- Include in the hand over plan any outstanding priorities for addressing safeguarding gaps in local authorities or partners already contracted with Plan International.

- Conduct a safeguarding audit with hitherto uncontracted local authorities or partners to identify gaps. If the organisation has no policy or procedures in place, identify priority areas for organisational support and build this into the handover plan and agreement.

Transitioning to communities to continue with certain interventions

- Conduct a risk assessment with communities to identify potential harm to girls, boys and young people in all their diversity from community managed interventions and how this might be addressed.

- Support the communities, particularly women's groups and girls' groups, to identify solutions that they will take forward; build their capacity to implement the priority solutions

- Help community groups plan how they might implement longer term solutions and support them to map key stakeholders who can provide future support if needed.

Closure of an event or influencing intervention involving girls, boys, children and young people

- Risk assess all aspects of the closure of events or influencing interventions and decide on what further support, if any, is required to ensure girls, boys and young people in all their diversity 'return' to their lives safely. Consult with children's groups or young people's organisations on how they plan to analyse and mitigate risks in future

- Capitalise on any protective mechanisms that were put in place during the event or influencing intervention that could support safe closure

- identify & clearly communicate to young people the support that Plan can (or cannot) offer beyond the project period

- Facilitate discussion and agreement among civil society stakeholders, including young people's organisations, how they jointly want to mitigate risks in future

Closure of all operations and funding

- Obtain full information on the local authorities, services and support available for children and young people experiencing, or at risk of, harm and abuse. Take account of how these might vary for different groups (girls, boys and young people in all their diversity). This information can then be made available to the communities with whom you have been working

- Risk assess the closure – look particularly at who is likely to be most vulnerable following closure and why

- Consult with key stakeholders on how to address the risks of closure – include discussions and agreements on measures to prevent these risks arising, but also what mitigating actions can be taken by families, communities and local authorities

- Plan with different stakeholder groups how they might take the work forward and ensure that the changes arising from the programme are fully embedded in their communities.

2.3.A SAFE DO TOGETHER IN DISASTER RISK REDUCTION AND EMERGENCY RESPONSE

The table below highlights tasks which are relevant for implementing emergency response programmes which are safe for all girls and boys. Additional points to consider are in bold.

ORANGE ALERT LEVEL 1	ORANGE ALERT LEVEL 2	RED ALERT
Technical people to develop response plans for each sector that follow Sphere, INEE, CHS, and Minimum Standards for Child Protection in Humanitarian Action **(see below on applying Sector Standards to safe programming)**		
Agree on key messages and collect stories, videos and photos to ensure Plan International's visibility while respecting article 10 of the CRC and NGO Code of Conduct **and Plan International's Safeguarding Business Standard 3 Safe Publicity, Media and Communications**		

Sector Standards and safe emergency programming

STANDARDS FRAMEWORK	STANDARDS WHICH ARE PARTICULARLY RELEVANT FOR SAFEGUARDING IN PROGRAMMING
THE SPHERE HANDBOOK INCLUDING HUMANITARIAN CHARTER AND MINIMUM STANDARDS IN HUMANITARIAN RESPONSE WWW.SPHEREHANDBOOK.ORG	Humanitarian Charter Principle "the right to protection and security" (paragraph 7). • Core standards: implementing all 6 standards will contribute to safe programming, eg • Core Standard 4 Design and Response, which includes focus on taking account of risks associated with particular vulnerabilities and identities. • Core Standard 6 Aid Worker Performance. Protection Principles: all 4 principles, particularly • Protection Principle 1: Avoid exposing people to further harm as a result of your actions • Protection Principle 3: Protect people from physical and psychological harm arising from violence and coercion. This includes sections on safe environments for children and the particular risks for women and girls Minimum Standards. These are in four sections, with detailed checklists: • Minimum standards in water supply, sanitation and hygiene promotion • Minimum standards in food security and nutrition • Minimum standards in shelter, settlement and non-food items • Minimum standards in health action

Sector Standards and safe emergency programming

STANDARDS FRAMEWORK	STANDARDS WHICH ARE PARTICULARLY RELEVANT FOR SAFEGUARDING IN PROGRAMMING
MINIMUM STANDARDS FOR CHILD PROTECTION IN HUMANITARIAN ACTION (COMPANION TO THE SPHERE HANDBOOK) HTTP://CPWG.NET/MINIMUM-STANDARDS/	Principle 1: Avoid exposing people to further harm as a result of your actions Principle 6: Strengthen children's resilience in humanitarian action Standard 4: Programme Cycle Management All child protection programmes build on existing capacities, resources and structures and address the evolving child protection risks and needs identified by girls, boys and adults affected by the emergency Standards to address child protection needs Standard 17: Child Friendly Spaces Standards to mainstream child protection in other humanitarian sectors Designed in part to support organisations implement the Do No Harm principle in a range of programming activities
CORE HUMANITARIAN STANDARD WWW.COREHUMANITARIANSTANDARD.ORG	Implementing all 9 commitments will contribute to safe programming, eg Commitment 3 Communities and people affected by crisis are not negatively affected and are more prepared, resilient and less at-risk as a result of humanitarian action
STANDARDS FRAMEWORK	STANDARDS WHICH ARE PARTICULARLY RELEVANT FOR SAFEGUARDING IN PROGRAMMING
UNFPA MINIMUM STANDARDS FOR PREVENTION AND RESPONSE TO GENDER BASED VIOLENCE (GBV) HTTPS://WWW.UNFPA.ORG/FEATURED-PUBLICATION/GBVIE-STANDARDS	All standards relevant, but particularly • Standard 3 Social and gender norms: Emergency preparedness, prevention and response programming promotes positive social and gender norms to address GBV... • Standard 4: Collecting and using data: Quality, disaggregated, gender-sensitive data on the nature and scope of GBV and on the availability and accessibility of services informs programming, policy and advocacy • Standard 7 Safety & Security: Safety and security measures are in place to prevent and mitigate GBV and protect survivors • Standard 13: Preparedness & Assessment: Potential GBV risks and vulnerable groups are identified through quality, gender-sensitive assessments and risk mitigation measures are put in place before the onset of an emergency....
INTERAGENCY STANDING COMMITTEE (IIASC) GUIDELINES ON INTEGRATING GBV IN HUMANITARIAN ACTION HTTPS://GBVGUIDELINES.ORG/EN/HOME/	Section on Child Protection page 73
IASC: THE GENDER HANDBOOK FOR HUMANITARIAN ACTION HTTPS://INTERAGENCYSTANDINGCOMMITTEE.ORG/SYSTEM/FILES/2018-IASC_GENDER_HANDBOOK_FOR_HUMANITARIAN_ACTION_ENG_0.PDF	Section B: Integrating gender into the Humanitarian Programme Cycle
INEE (INTERNATIONAL NETWORK FOR EDUCATION IN EMERGENCIES) MINIMUM STANDARDS FOR EDUCATION: PREPAREDNESS, RESPONSE, RECOVERY HTTP://WWW.INEESITE.ORG/EN/MINIMUM-STANDARDS	Organised in five domains, including: • Foundational standards, including community participation • Access and learning environment – focus on access to safe and relevant learning opportunities • Toolkit includes a Gender Pocket Guide

Tools and Processes
• Plan International's Making Sure Events Involving Children and Young People Are Safe: Authorisation Requirements and Planning Guidance
• Plan International's Safeguarding in Media Guidelines

2.4. SAFE REVIEW TOGETHER

Monitoring and evaluating (M&E) safeguarding in programming/influencing work is extremely important. Delivering safe programmes, projects and influencing interventions, particularly those designed to be gender transformative e.g. developing girls' potential and increasing their assets, demands innovative and bold programming/influencing which will inevitably carry risks which cannot be mitigated fully and, therefore, need to be monitored regularly.

Understanding that social change processes are uneven can help with monitoring outputs and outcomes. It is unlikely that everything will change within the life of a programme, and monitoring and evaluation can be useful in capturing the indirect changes that emerge through the life of the programme.

Monitoring and evaluating safeguarding needs to be closely aligned with the M&E processes and framework for gender issues. National Offices can provide useful support to Country Offices, for example by ensuring resources are provided for M&E with safeguarding as a key element; by making links with global standards and indicators; by rationalising information requirements; and by supporting the knowledge management process relating to safeguarding in programmes and influencing work.

2.4.1. APPLY PLAN INTERNATIONAL'S THEORY OF SAFE REVIEW TOGETHER

DIMENSION OF CHANGE	WHAT TO CONSIDER
SOCIAL NORMS, ATTITUDES, BEHAVIOURS AND RELATIONS	• Have changes to social norms, attitudes, behaviours etc facilitated by Plan International and partners been achieved safely? • Have all girls, boys and young people in all their diversity been able to participate safely in programmes and projects, events and influencing activities? • What social spaces are more safely available to different groups of children and young people now? For example, where are girls going that they didn't go before? • Are there any signs of change happening in a more indirect way, and is this happening safely? • Has safeguarding awareness and capacity increased in those (e.g. staff, partners, service providers) involved in delivering on the intervention. Are they meeting the safeguarding requirements agreed for the intervention?
SOCIAL AND ECONOMIC ASSETS AND SAFETY NETS	• How have the relationships between different groups of children and young people, and between these groups and various adult stakeholders (community, civil society, government) changed to create safer environments? • How have the safety nets and assets of girls, boys and young people in all their diversity been strengthened and what difference has this made to their safety? • Have your safeguarding efforts and reporting mechanisms worked well and are they perceived as safe, confidential and supportive by girls, boys and young people in all their diversity? • How well was safeguarding risk identification and mitigation performed, incidents managed, lessons learnt, and improvement plans put in place? Have you reviewed this with and got feedback from the internal and external stakeholders?
POLICY FRAMEWORKS AND BUDGETS	• Have changes to policy frameworks and budgets impacted positively on the safety of programming and influencing with girls, boys and young people in all their diversity?

2.4.2. MONITORING RISKS IN PROGRAMMES, PROJECTS AND INITIATIVES

- Regularly monitor risks, and actions to minimise those risks, and whether the programme/project/campaign continues to be safe as part of the regular monitoring activities. Involve young people in these activities wherever possible. The following questions should be asked:
  - ✓ Do the risks that were identified at the outset still exist?
  - ✓ Have they been reduced, controlled and managed by the minimising actions?
  - ✓ Are there any new risks or are there groups of children for, and with, whom risks were not originally identified e.g. girls or boys with disabilities?
  - ✓ What further measures do we need to implement to reduce, remove and control these new emerging risks?

- Monitor safeguarding in programme/project at least quarterly if the programme/project is carrying high risks.

- Align gender and safeguarding monitoring frameworks.

2.4.3. MONITORING PARTNERS/SERVICE PROVIDERS/SUPPLIERS

- Monitor partners/service providers/suppliers on at least a quarterly basis for their delivery, or contribution to, programmes/projects/ influencing initiatives.

- Include the following in the monitoring:
  - ✓ Has the organisation built its capacity on

safeguarding to the extent required as part of the agreement?
  - ✓ Have there been any safeguarding cases (reports, complaints etc) in the organisation? How were they managed and dealt with? What has been the outcome of those reports and cases? Are the cases, and their management, reflective of improved safeguarding approaches?
  - ✓ Where children/young people are directly involved in the project, has the partner asked them for their views on safeguarding issues through disaggregated groups of girls, boys and young people in all their diversity? Has the consultation offered the opportunity to children from subordinate groups to inform issues?
  - ✓ Have there been external assessments of safeguarding risks?
  - ✓ Are there mechanisms of accountability for risks created by or coming from partners?
  - ✓ Are there any examples of good practice in relation to partners ensuring and promoting safeguarding?

2.4.4. EVALUATING SAFEGUARDING IN PROGRAMMES/INFLUENCING WORK AND CAPITALISING ON LESSONS LEARNED

- Include an evaluation of whether the programme/project/influencing intervention has been delivered safely when evaluating the outcomes and impact.

- Ensure the evaluation includes whether the programme achieved optimal outcomes for girls, boys and young people in all their diversity.

- Share lessons learned, as appropriate, across the organisation to inform the design and delivery of similar programmes/projects/influencing interventions in future. Good practice examples and case studies should be collected and passed to Global Child Safeguarding Team who will anonymise the data for use in learning and capacity building.

2.4.5. RESEARCH, MONITORING AND EVALUATION WITH GIRLS, BOYS AND YOUNG PEOPLE IN ALL THEIR DIVERSITY

It is Plan International's policy to involve children and young people in the research, monitoring and evaluation process[16], in order to promote child and youth participation and empowerment, and because children and young people have an important role to play both in giving their own views and in gathering feedback from their peers. When children have their opinions taken in to account it provides the basis for a more equal power balance between children and adults, if this is done in a planned and safe manner. Children and young people are often more likely to speak honestly to their peers than to adults, but consideration needs to be given to a number of issues in order to ensure that those involved are not put at risk, for example:

- What risks may arise from girls, boys and young people in all their diversity contributing to or taking a direct role in the research or evaluation?

- How can children or young people from different groups and identities be included in a meaningful and safe way?

- Are the necessary resources available to allow girls, boys and young people in all their diversity undertake their role safely?

Plan International's Framework for Ethical Monitoring, Evaluation and Research incorporates all safeguarding requirements required for ensuring associated initiatives and interventions are safe. Staff engaging in MERL activities are expected to be aware of these guidance and implement them.

2.4.A SAFE REVIEW TOGETHER IN DISASTER RISK REDUCTION AND EMERGENCY RESPONSE

The table below highlights tasks for monitoring and evaluating emergency response programmes which are safe for girl and boys. Additional points to consider are in bold.

ORANGE ALERT LEVEL 1	ORANGE ALERT LEVEL 2	RED ALERT
Establish mechanisms to monitor, evaluate, and report on work carried out during the emergency response and during protracted emergency and recovery phases. **Ensure these mechanisms include monitoring and evaluating whether work carried out was safe for girls, boys and young people in all their diversity participating in, or impacted by, the work. Ensure that lessons learned in this process can be put in practice in the future.**		
Ensure real-time evaluation mechanisms are in place and understood by Plan staff. **Real-time evaluations to include whether aid is presenting risks for girls, boys and young people in all their diversity, with recommendations on making immediate adaptions or changes to the programmes.**		
Make the results of the evaluation available to communities working with Plan, as well as donors. The information should be presented in the most appropriate and accessible way for the target audience. **Where possible, discuss the evaluation results with disaggregated groups of women, men, girls, boys and young people in all their diversity so there is the opportunity to discuss whether risks have been exacerbated by aid delivery and/or safety compromised.**		

16 Plan International (2013) Research Policy Standards and Plan Evaluation Standards (also 2013).

3. FUNDING FOR SAFE PROGRAMMING AND INFLUENCING WORK

Use the opportunity of securing funds for programming and influencing work to build relationships with donors whose values and principles uphold the safety and dignity of girls, boys and young people in all their diversity as a priority. Look for opportunities to influence donors towards 'safer' approaches and practices as well as advocating for longer term funding to support safe environments.

Urge funders to assess proposals for safety and recommend they maintain a flexible approach to funding to allow for piloting and adaptation where required, particularly when working on issues or with groups of children where Plan International has had less experience and 'testing' of approaches is necessary.
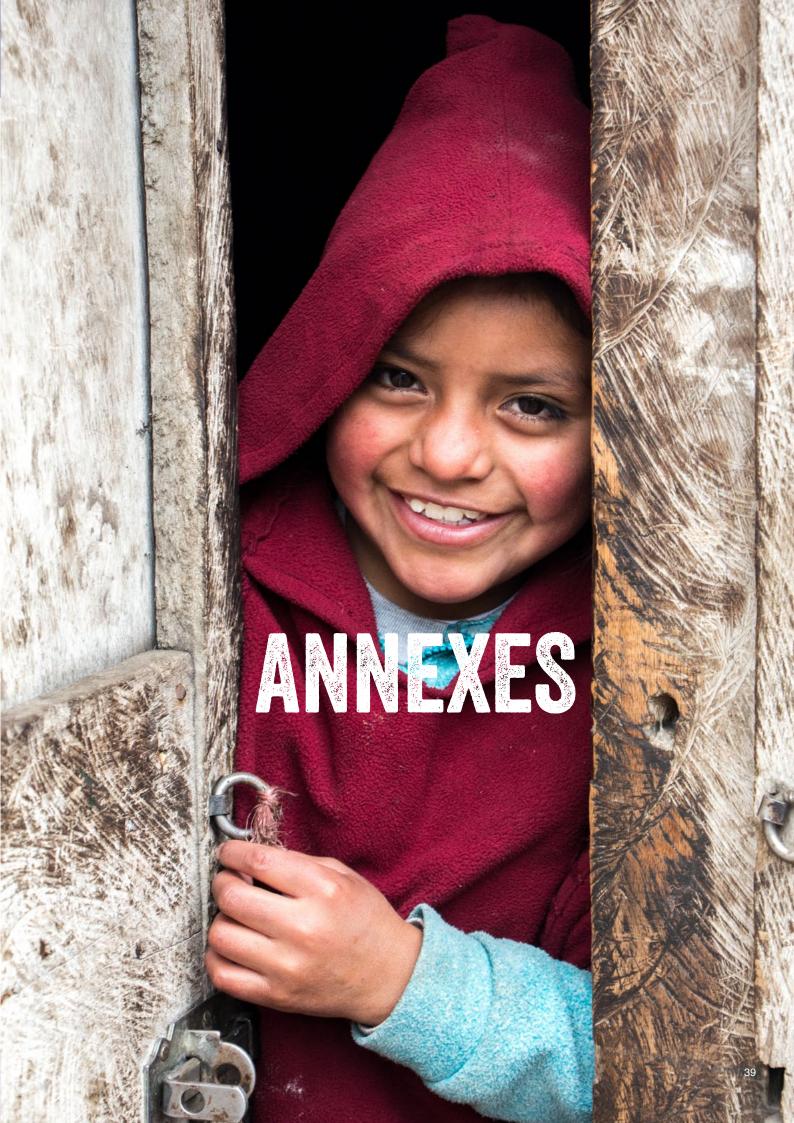
Donors whose values and principles uphold the safety and dignity of children and young people as a priority will often work to their own child rights frameworks for deciding on and funding programme and influencing work. These donors are more likely to be flexible in their approach so that inherently risky programmes can be either piloted or adapted as necessary should risks be realised. These donors are often more willing to fund programme safety and safeguarding measures. It is also important to work with donors on developing a shared understanding of effective

safeguarding as well as gender transformative programming, and the value of changing norms and expectations around girls. Including this in conversations about safe programming, and framing safety within a perspective of 'safe to…' can help to move the agenda forward.

Decisions on securing funds from donors whose approaches and practices do not accord with child rights values and principles, should include strategies for influencing these donors on best practices for safeguarding in programming and influencing work. This could include looking at potential links between donor priorities and international instruments in relation to child rights and gender equality, as well as making the connections between donor priorities and safeguarding and gender transformative programming (including recognition of potential risks and the way programmes are designed to maximise safety and fully enable participation). It could also involve developing advocacy that frames the value of safeguarding in programming and influencing work as part of the interventions being supported.

Tools and Processes

• Plan International Safeguarding in Media Guidelines

ANNEXES

WHO? /WHAT?	MAIN ASPECTS TO CONSIDER
RISKS ASSOCIATED WITH INTERACTION OF CHILDREN AND YOUNG PEOPLE WITH STAFF, VOLUNTEERS, AND ASSOCIATES	• What is their level of contact with children and young people and how can you make sure this remains safe? • Do they have the appropriate knowledge skills and attitude to work safely with girls, boys and young people in all their diversity inclusively and respectfully? • Do they understand and are they conscious of their own norms and bias that influence whether and how they engage with girls, boys and young people in all their diversity in a safe, supportive, respectful and inclusive way? • Do they understand and are they able to recognise potential negative impacts of the programme/influence interventions and able to address these within their area and level of responsibility? • Are they able to recognise indicators of abuse, (and how these are different for girls, boys and young people in all their diversity), understand what to do if a girl, boy or young person tells them of abuse, how to maintain safety and their obligations to report and processes on the same? • Are the staff (especially in programming and influencing teams) diverse (e.g. gender) with inclusive representation at sufficient levels of decision making and authority • Pay attention to the gender and diversity of partner, suppliers and contractors; for example; if they are predominantly men, what impacts might this have on girls and young women participating? • Have you considered whether all partners, suppliers, contractors, community volunteers and other relevant stakeholders working, or in contact, with children and young people and/or involved in the intervention: o have been recruited, background checked and/or vetted for safety, o received the minimum required training on safeguarding in relation to their involvement in the intervention and/or contact with children and young people; and particularly on being able to respond to reports in a sensitive way; and o whether their contractual involvement in or agreement for the programme/influencing intervention is contingent on their adherence to safe practice, to supporting reporting, and to transparency and accountability with the ability for Plan to gain assurance that these are in place. • Have you considered the risks that might be presented by partners, suppliers and contractors in relation to the implementation of the programming/influencing work e.g. certain interventions require one to one contact between a child/young person and staff, activities which involve child care arrangements which may also require contact e.g. care for children with disabilities? These types of activities present a greater risk and require specific mitigating actions.

RISKS ASSOCIATED WITH THE VULNERABILITIES OF THE GROUP OF CHILDREN AND YOUNG PEOPLE INVOLVED IN / IMPACTED BY THE PROGRAMME/ INFLUENCE WORK	• Consider the age, gender, and other identities (sexual orientation, nationality, ethnic origin, colour, race, disabilities etc) of children and young people involved or impacted by the programme/influence intervention. • Consider any specific vulnerabilities of the target group e.g. disability, the absence of parental care, girls and boys who have already experienced abuse, displacement, association with armed conflict, and the implications for their safety in, or because of, the programme/influencing intervention. • What are the local perceptions of children and young people in general and in relation to the profile of the target group? • What are the kinds of gendered norms and expectations of the target group and how might this impact on their involvement or pose risks? • What abuses/risks are those in the target group exposed to especially if they break or step outside the expected norms or beliefs for the group? • Consider the local power dynamics (which groups are dominant/privileged, and which are subordinated) – does this impact on the dignity and safety of groups and individuals engaged in the programme/influencing intervention? How might the programming/ influencing intervention fuel local tension? • Does the identity of the children and young people themselves pose a safeguarding risk within the group with other children and young people (i.e. tackling bias, power dynamics, exclusion with in the group itself? Is there a risk of abuse, bullying or exclusion of children or young people with disabilities or from marginalised tribes for example)? Decisions on how and where the programme is run, who will deliver it, and what engagement will be needed with the families irls and boys and communities will be informed by risks that might arise for girls, boys and children of different gender and other identities.

PROGRAMME OBJECTIVES AND ACTIVITIES	Consider the specific risks associated with the type of programme/influence work being delivered. Individual projects and programmes will need to be risk assessed to ensure the activities can be delivered as safely as possible.
	
	Consider
	• The kinds of gendered abuses of power (and taking into consideration intersecting identities) in general and that might be particularly associated with this type of programme/influence work,
	
	• What potential 'backlash' or resistance might there be to the involvement of and/or increased opportunities of the target group of children and young people
	
	• What kinds of violence exist that act as barriers and threats to the target groups (e.g. girls') participation in any of the project activities?
	
	• How might these [the violence] escalate if there is resistance to their increased empowerment or if they are judged harshly by their communities because of stepping outside social norms?
	
	• What topic/issue is the programme/influence work on and what are the local views and the implications for those involved? (For example, how might a programme of sexual health for young girls be viewed, or how might an influencing activity or programme on LGBTI rights be viewed, what are the risks and how can this be managed?)
	
	  o Is it likely to create reputational risk or stigma for the children and young people involved?
	
	  o Have you assessed whether and how your project might drive abuse or harmful practice underground or strengthen the negative attitudes or practices you want to change?
	
	  o Have you assessed whether working only with a particular group (e.g. girls, marginalised groups) might create resentment or frustrations amongst other groups that might create backlash towards your intended beneficiaries?
	
	• Have you discussed the potential safeguarding risks with the target group of children, young people, their parents/guardians and other relevant community stake holders? Have you consulted with them on possible mitigation measures and obtained the consent – where relevant/appropriate – to proceed.
	
	• Where using or promoting digital platforms for marketing or for and young people to engage virtually, have you provided additional briefing on safeguarding to the target group of children and young people and taken measures to ensure their (and others) who may use the platform) safety?

LOCATION AND PRIVACY	The locations where activities with girls, boys and young people take place may pose different safety risks that need to be assessed and taking into account their diverse identities (gender, gender identity, age, disability, sexual identity, tribal identity, race, religion etc) • Where are the activities are taking place in communities and are these places safe and appropriate for the target group of children and young people? • What type of structure are the activities being delivered through and is this safe? • Will the target group of children and young people be able to travel to the place safely? • Consider and pay attention to the physical environment, the timing of activities, the routes to and from, and the ways in which these impact on the target group of children and young people, girls and boys differently. • Is there enough space in the location for girls, boys and young people to talk with each other without other people watching or overhearing what they say or do? • Is the location identified associated with a particular type of activity or group of people that might create negative connotations or stigma for the young people using it? A sports programme for girls, for example, may not be safe if it is held in a place where there are groups of older boys and young men hanging around, if they have to walk through isolated areas to come, or if it is in a space that is considered to 'belong' to boys and young men. Having an 'audience' of young men potentially exposes girls and young women to intimidation, humiliation, harassment and ridicule, as well as abuse; thinking carefully about location and time can support their safety to participate.
USE OF CHILDREN'S IMAGES AND STORIES FOR COMMUNICATIONS AND FUNDRAISING	Consider what images and stories will be needed to communicate work on the project and programme or fundraise against. Consider: • Consideration is needed as to whether the images and stories may present risks of harm to girls, boys and children/young people of different gender identities, and the risk of perpetuating or reinforcing negative stereotyping, even with permissions given e.g. inappropriate images of young girls who are pregnant for raising awareness on early marriage or feeding negative stereotypes about countries, poor people, traditions etc in donor countries • Consider what messages the images are sending; how are girl and boys being represented? How are these messages reinforcing gender inequalities, even inadvertently? • How will you ensure, privacy, safety and protection is not compromised in use of images and storytelling? (e.g. do images used allow identification and thus increased risk exposure – particularly where the topic is sensitive) • The risk of sacrificing dignity and respect in the chase of a story or image • Has appropriate informed consent been sought – was it ensured that there was an understanding of where, when and how the images may be used and any associated risks / impact? • Have you reviewed and consulted with the consult back the media subject on the final design/final media to get final approval for media usage? • Important: Think beyond safeguarding – is the approach or intervention ethical and in line with our values? • Plan International's Safeguarding in Media Guidelines should be used to guide image use and media interventions.
PROCEDURES FOR REPORTING AND RESPONDING TO ALLEGATIONS	• Have the procedures for reporting allegations (including breaches of the safeguarding policy) been designed in consultation with girls, boys and young people in all their diversity as well as families? • Do children and young people in all their diversity have confidence in the mechanism, will the referrals and services work effectively for e.g. a child of a different gender identity? • Can the processes and mechanisms for reporting and referral systems be set up in a way that guarantees safety (including no backlash) and confidentiality of the person reporting? (safe access, support when a report is made, safe response and action) • Are the reporting mechanisms communicated to all (including girls, boys and young people) who need to know and use them in a manner appropriate to their gender and other identities? Do they have enough information about the procedure? • Have staff and relevant associates received enough training on the reporting and responding mechanism? • Do managers support and encourage the reporting of concerns and risks and respond to reports in a timely and effective manner

ABOUT PLAN INTERNATIONAL

Plan has been working for and with children for more than 75 years. We currently work in 50 low and middle income countries across Africa, Asia and the Americas to promote child rights and lift millions of children out of poverty. We focus on the inclusion, education and protection of the most marginalised children in partnership with communities, local and national government and civil society.

Plan works with more than 90,000 communities each year, covering a population of 78 million children. Plan is independent, with no religious, political or governmental affiliations.