

GUIDE TO CHILD SAFEGUARDING IN EDUCATION COORDINATION

How Education Cluster Teams can embed Child
Safeguarding in Coordination functions to support safer
and more accountable education in emergency responses
for all girls and boys





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DEFINITION OF ACRONYMS:

AAP	Accountability to Affected People
CBOs	Community-Based Organisations
CCPM	Cluster Coordination Performance Monitoring
CHF	Common Humanitarian Funds
ChP	Child Participation
CHS	Core Humanitarian Standard on Quality and Accountability
CPAoR	Child Protection Area of Responsibility
CP	Child Protection
CPiE	Child Protection in Education/Emergencies
CSG	Child Safeguarding
CVA	Cash and Voucher Assistance
EC	Education Cluster
ECW MYRP	Education Cannot Wait Multi-Year Resilience Program
EiE	Education in Emergencies
EIEWG	Education in Emergencies Working Group
ERF	Emergency Response Fund
EVAC	End Violence Against Children
FGD	Focus Group Discussion
GBV	Gender-Based Violence
GEC	Global Education Cluster
HCT	Humanitarian Country Team
HNO	Humanitarian Needs Overview
HPC	Humanitarian Program Cycle
HRP	Humanitarian Response Plan
IMO	Information Management Officer
JENA	Joint Education Needs Assessment
LNNGOs	Local and National NGOs
MHPSS	Mental Health and Psychosocial Support
MoE	Ministry of Education
NGOs	Non Governmental Organisations
PRA	Protection Risk Analysis
PSEA	Prevention of Sexual Exploitation and Abuse
SAG	Strategic Advisory Group
SEA	Sexual Exploitation and Abuse
WG	Working Group

WHY A CHILD SAFEGUARDING GUIDE FOR EDUCATION CLUSTER TEAMS?

In light of the recognition of the importance of Child Safeguarding (CSG) in Education in Emergencies (EiE) responses, CSG also needs to be addressed in Education Cluster Coordination. Indeed, Education responses generate a massive contact with and impact on children in vulnerable situations, daily. This Guide and annexed tools are therefore an attempt to fill a gap in resources, tailored to the specific role of Education Cluster Teams¹ within the wider humanitarian coordination system. Child Safeguarding (including protection of children from sexual exploitation and sexual abuse, or PSEA)² is in this Guide framed at every step of the humanitarian programme cycle (HPC) from the specific perspective of sectoral Coordination, within accountability to affected children and populations (AAP)³, which lies at the centre of humanitarian work.⁴ By leveraging on its connections to AAP and PSEA as “must do” for all Clusters and recognised global commitments of the humanitarian sector, Child Safeguarding integration in Education Coordination functions becomes a non-negotiable element of an accountable, inclusive and protective quality Education response. Embedding Child Safeguarding in Education Coordination throughout the HPC phases also responds to the need to meet the perspective of prevention, awareness and response.

1 “Clusters” is used as shorthand throughout the document to refer to clusters or cluster-like working groups coordinating education sector responses in situations of crisis, displacement or disaster. “Education Cluster Coordination Teams” typically refers to the Education Cluster Coordinators and Information Management Officers (IMOs).

2 Protection from Sexual Exploitation and Abuse (PSEA) is the set of measures taken to protect people from sexual exploitation and abuse caused by staff and associated personnel of organisations working in the international humanitarian and development sector (adapted from [Common Humanitarian Standard Alliance, PSEAH Implementation Quick Reference Handbook, revised 2020](#)).

3 Accountability to Affected Populations (AAP) is about using power and resources ethically and responsibly. It is about putting the needs and interests of the people and communities organisations serve at the centre of decision-making, and ensuring the most appropriate and relevant outcomes for them, while preserving their rights and dignity and increasing their resilience to face situations of vulnerability and crisis (source: [UNICEF, Accountability to Affected Populations. A handbook for UNICEF and partners, June 2020](#)).

4 The engagement of the Education sector in promoting Child Safeguarding (including PSEA of children) contributes to AAP because it puts children's best interests and their active participation at the heart of Child Safeguarding (including PSEA) efforts.

The purpose of this Guide and its annexed tools is to:

- Clarify to Education Cluster Teams how they can embed Child Safeguarding (including PSEA of children) in their Coordination role.
- Provide Education Cluster Teams with a “go-to place” to find practical tools to implement Child Safeguarding (including PSEA of children) actions in each step of the humanitarian programme cycle.
- Showcase the importance and feasibility of addressing Child Safeguarding (including PSEA of children) at the sectoral level and within Education Coordination functions.
- Leveraging individual organisations’ institutional Child Safeguarding (and PSEA) systems and capacities to make coordinated education responses safer for and more accountable to children.

Education Cluster Team Partners are also encouraged to access this Guide and its annexed tools to:

- Better understand the role Education Cluster Teams play in embedding Child Safeguarding (including PSEA of children) in the Education Coordination group.
- Benefit from the provided resources to strengthen their own Child Safeguarding (and PSEA) institutional capacity.
- Provide recommendations to Education Cluster Teams for additional actions to further strengthen the integration of Child Safeguarding (and PSEA of children) in Education sector Coordination.

This Guide, and its annexed tools, is intended to be a “menu” that Education Cluster Teams (and Partners) can use to identify the most suitable actions based on their needs, capacity and priorities, and to access the relevant resources to strengthen Child Safeguarding (including PSEA of children) in Education Coordination.

THE COMPLETE GUIDE AND THE MINIMUM ACTIONS GUIDE

This Complete Guide⁵ is the standard reference tool for Education Cluster Teams to learn how to embed Child Safeguarding (including PSEA of children) in Education Coordination.

It is accompanied by a separate [Minimum Actions Guide](#)⁶ which outlines key essential actions to focus on to get started, ideally with further Child Safeguarding (and PSEA) work scaled up at a second stage.



⁵ The GEC Child Safeguarding Complete Guide is available online in English and in French.

⁶ The GEC Child Safeguarding Minimum Actions Guide is also available in French.

1.INTRODUCTION

1.1 The Child Safeguarding and Child Participation workstreams of the Global Education Cluster

Since 2019-2020, the Global Education Cluster (GEC) has included Child Safeguarding (CSG) and Child Participation (ChP) as workstreams within its strategic axes. The goal of these workstreams is **that the Education sector promotes a Child Safeguarding and a Child Participation culture in order to deliver safe, inclusive, participatory and accountable education in emergency responses.**

Accountability To Children, Child Safeguarding And Child Participation: Core Commitments Of The Humanitarian Sector

CHILD SAFEGUARDING

UNCRC

IASC 6 Principles on PSEA

Organisations' CSG Policies

National laws

ACCOUNTABILITY TO CHILDREN

IASC AAP commitments 3 & 4

Grand Bargain workstream 6 Participation
Revolution

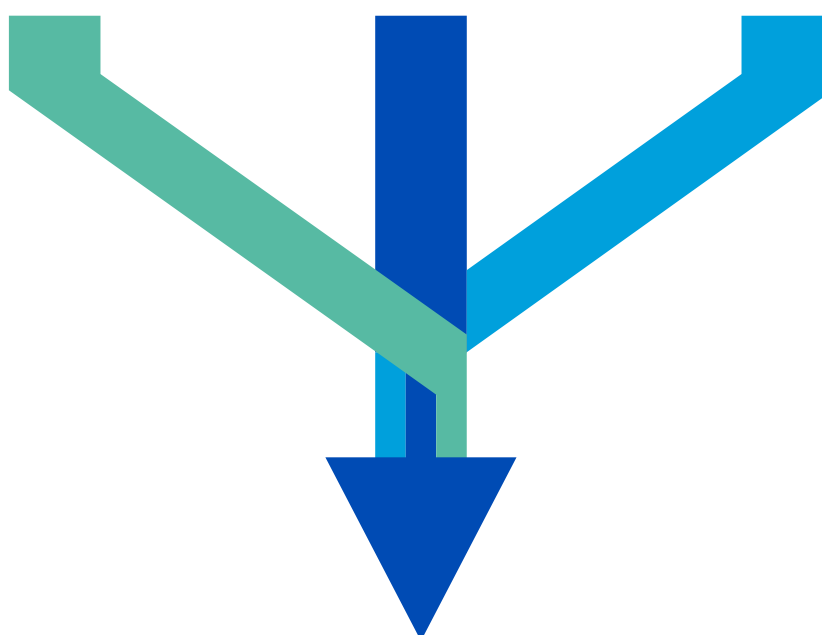
CHS commitment 4

CHILD PARTICIPATION

IASC Commitments to
Accountability to Affected
Population

Grand Bargain workstream 6
Participation Revolution

Core Humanitarian Standard (CHS)
on quality and accountability



**Safe Education Programming: CP
mainstreaming, GBV risks mitigation,
Gender mainstreaming, Inclusion**

More specifically, the GEC Child Safeguarding and Child Participation workstreams' objective is to **ensure that inclusive Child Safeguarding and quality Child Participation seamlessly fit into Coordination functions and that the capacity of Education Cluster Teams to perform those functions is strengthened.**

Education Cluster Teams will therefore help Partners ensure inclusive Child Safeguarding (including protecting children from sexual exploitation and abuse, or PSEA) and quality Child Participation (within the context of accountability to the affected population, or AAP, here accountability to the affected children) in all phases of the Humanitarian Programme Cycle (HPC).

The key outcomes of the GEC Child Safeguarding and Child Participation workstreams include:

- Provision of guidance and tools for Education Cluster Teams to embed Child Safeguarding and Child Participation in Education Coordination functions.
- Support and empower Education Cluster Teams and Partners in coordinating child-safe, inclusive, participatory and accountable education in emergency responses.
- Collaborate with relevant actors on Child Safeguarding (including PSEA of children) and Child Participation (within AAP) initiatives.
- Share learnings and global best practices on Child Safeguarding and Child Participation integration in Education Coordination.
- Work with other specialists to ensure that Child Safeguarding and Child Participation are inclusive of all children, regardless of their identity.
- Streamline Child Safeguarding and Child Participation in the GEC's different functions.

1.2 The problem

Schools, temporary learning spaces, and other learning environments are sadly common locations for physical, emotional, and sexual abuse of children (mostly by male staff against

girls), perpetrated by NGO staff, partners, teachers, assistants, caretakers, guards, cleaners, drivers, and other children.

Possible Child Safeguarding, gender-based violence (including sexual exploitation and sexual abuse) and child protection risks in Education programming

Staff behavioural issues

- Staff, volunteers or teachers use physical and humiliating punishment⁷ (physical and emotional abuse) to maintain discipline.
- Teachers request sex from students in return for grades (sexual abuse).
- Local drivers request sex from students and/or female teachers in exchange for lifts to school (sexual abuse).
- Teachers or other staff have isolated 1:1 time with children (increased likelihood of SEA).

Access issues

- Areas in school that are isolated, obstructed or poorly supervised (increased likelihood of sexual abuse).
- School latrines in an unsafe and/or unlit area and/or not sex-disaggregated for girls and boys (increased likelihood of sexual abuse).
- Uncontrolled/unmonitored access (of staff and others) to schools.
- Potential offenders access 'grooming' means in school (e.g., social media contact, IT equipment, software).
- Lack of dignity kits with menstrual hygiene items available for girls in school (leading to school absence and therefore corporal punishment)

System and programme design issues

- Lack of female teachers and teaching personnel in classrooms.
- No or not-functional child-friendly reporting system that is confidential and secure at school level.

- Mix of different ages of children in classes (increased risk of peer-on-peer abuse).
- No Codes of Conduct specifying standards of behaviour for teachers, administrators, and personnel; no policies to monitor and respond to violations of Code of Conduct.
- No Child Safeguarding Focal Point nominated in school.
- No referral pathways at the school level.
- Lack of child participation in key school management structures, project development, and/or implementation.
- No identification of Child Safeguarding, GBV (including SEA) and child protection risks facing children in education programmes and no planning of mitigation measures to prevent and respond to those risks.
- Insufficient measures to safeguard particularly vulnerable children (e.g., unaccompanied minors, children with disabilities, child-headed households).

Awareness and knowledge issues

- Lack of guidance for children and adults on the behaviour they should expect from NGO staff and how to report any concern.
- No training sessions on Child Safeguarding and Prevention of SEA for school staff.
- No training to children on child protection, GBV (including SEA) and child rights.

When personnel of education organisations commit any act of abuse, especially sexual exploitation and sexual abuse (SEA), against the children who are meant to receive safe and protective quality education, the values and principles of humanitarianism are betrayed, and the trust and the credibility of the entire Education sector is undermined. Abuse is one of the most basic failures of accountability to the

people the aid system is supposed to serve and protect. The ability of humanitarian organizations to prevent abuse and exploitation across their operations has been the subject of intense media and political scrutiny, and there is growing recognition that keeping children and vulnerable adults safe requires a sector-wide commitment to improve safeguarding practices.

⁷ Teachers and other education staff may lack the skills to work positively with children. High student-teacher ratios can be stressful for staff and teachers, making them more likely to resort to physical and humiliating punishment, and less likely to notice warning signs of abuse.

1.3 Focus on Child Safeguarding in Education Coordination

What is Child Safeguarding?

- Child Safeguarding is a responsibility organisations have to ensure that their:
- Staff (employees, trainees, interns);
- Operations;
- Programmes; and
- Associates (consultants, contractors, volunteers and partners) do no harm to children.⁸

Child Safeguarding is the set of organisational policy and procedures, including Codes of Conduct, to prevent and respond to harm to children caused by the organisation. Child's best interests and do no harm are the guiding principles.

Each Education Cluster Partner is responsible for ensuring they have Child Safeguarding measures in place: Child Safeguarding policy and procedures; Child Safeguarding Focal Point(s); Code of Conduct; safe education programming approach; and trained staff.

However, Child Safeguarding must also be seen as a collective interest for Education sector Coordination Teams and Partners:

- Child safeguarding misconduct, and in particular sexual exploitation and abuse, is a grave violation of humanitarian principles and a child rights violation.
- Child safeguarding incidents can hamper an organisation's reputation at the community level and reduce a community's trust in all humanitarian actors working in the same locations.
- Child safeguarding incidents caused by an organisation may increase security risks toward humanitarian staff in general.

- Donors may reduce funding to the involved organisation, its partners and even the whole sector for lack of trust.
- Organisations can cooperate to map resources, including institutional actors, for referral of cases from the school level.
- Organisations must disseminate consistent messages on Child Safeguarding and PSEA when conducting outreach work with children and communities in the same locations.
- Child safeguarding makes advocacy for improved safety and security in schools more effective.
- More and more, improved accountability to affected populations is based on interagency approaches. For example, interagency child-friendly feedback and complaint mechanisms in the same schools and communities.
- A community of practice helps foster peer exchange and the sharing of best practices.
- Involving local actors, such as LNNGOs and CBOs, provides benefits including local knowledge on possible safeguarding risks.

Child Safeguarding and Protection from Sexual Exploitation and Abuse of children therefore are not issues for individual organisations alone: they are **system-wide issues that need system-wide accountability and action**. Collectively, the Education Coordination Teams and Partners are responsible for doing everything possible to make Education a safe sector for children. **Collective, joint action is essential for delivering effectively on Child Safeguarding and PSEA commitments and thus supporting broader accountability objectives by ensuring that affected children are safe and respected and can access education assistance without fear of exploitation or abuse.**

Integrating Child Safeguarding and PSEA of children in Education responses is essentially part of good programming, it abides by the 'doing no harm' principle, and it serves the best interests of the child. Therefore, **it is a responsibility of the Education Coordination**

⁸ Adapted from Keeping Children Safe, <https://www.keepingchildrensafe.global/>. For more on the definition of Child Safeguarding and other related terms, access this online glossary: [Safeguarding definitions and reporting mechanisms for UK NGOs | Bond](#).

Teams to coordinate a coherent and systematic sectoral approach to Child Safeguarding and PSEA of children and to integrate them in the Humanitarian Programme Cycle (HPC).

In so doing, the Education Coordination Teams demonstrate their leadership role in steering a shared sense of values toward zero tolerance for all abuses, especially SEA, within the Education sector.⁹

How Child Safeguarding in Education Coordination links to...

CSG and Child Participation (ChP)

Children should be actively, meaningfully and ethically involved in the development of safeguarding measures. **All children should therefore be empowered and encouraged to fulfil their potential and to actively get involved in their own protection.**

CSG and Prevention of Sexual Exploitation and Abuse (PSEA)

Sets of **organisational policy and procedures** to prevent and protect:

- Children and vulnerable adults from SEA → PSEA; and
- Children from all forms of abuse (incl. SEA) → CSG.

CSG and GBV Risks Mitigation (GBV RM)

All sectors must take action to identify gender-based violence (GBV) risks that are associated with or inadvertently caused by their programming and staff, and plan, implement and monitor mitigation measures → **safe education programming.**

CSG and Child Protection (CP)

The prevention of and response to abuse, neglect, exploitation, and violence perpetrated against children by:

- Those external to an organisation → CP (**programmatic sector**); or
- An organisation's staff (including NGO teachers/school staff), partners, volunteers, representatives, casual workers, and contractors, and/or caused by poor practice within education programmes → CSG (**set of organisational policy and procedures**).

CSG and Accountability to Affected People (AAP)

When education staff commit any act of abuse, especially SEA, against the children who are meant to receive quality and protective education, the values and principles of humanitarianism are betrayed, and the trust and the credibility of the entire Education sector is undermined. Abuse is one of the **most basic failures of accountability** to the children the Education sector is supposed to serve and protect.

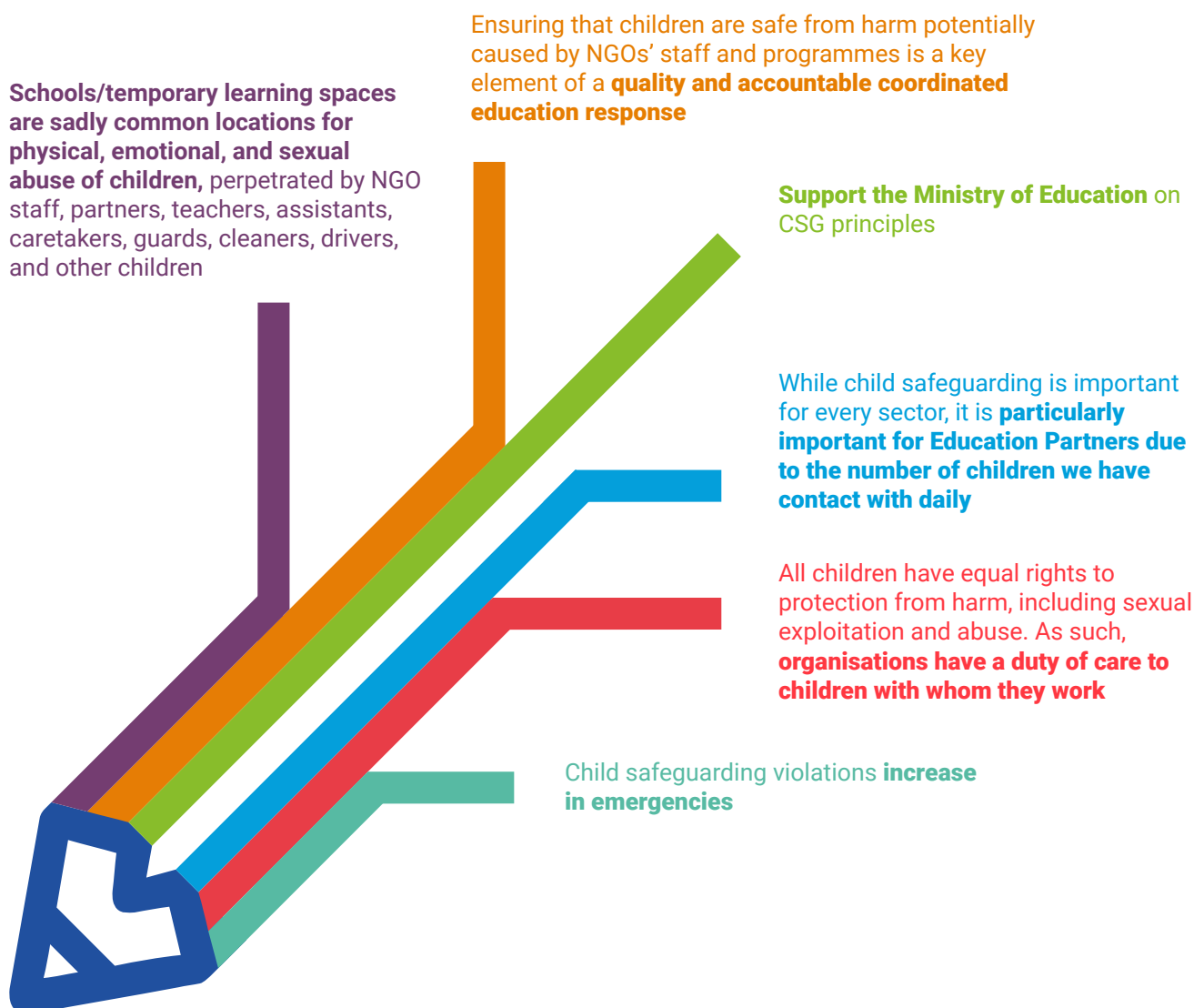
Feedback, complaints and reporting mechanisms also link AAP and CSG.

⁹ For definitions of these terms (except GBV risks mitigation), consult for example the [CPMS Glossary](#) (The Alliance for Child Protection in Humanitarian Action, 2019). To understand what GBV risks mitigation is, read for example a [definition from the GBV Guidelines](#) or consult their [website](#), in multiple languages. Also refer to [Translators without Borders Glossary of terms in foreign languages](#).

For more on how Child Safeguarding links to PSEA, AAP, CP, GBV risks mitigation and child participation, consult this GEC tool available in [English](#) and [French](#).

The Global Education Cluster, national Education Clusters and EiE Working Group Teams must use their Coordination role to support all Partners understand their Child Safeguarding responsibilities and, where possible, improve their capacities to meet these responsibilities (in turn resulting in safer education programming). By doing this, the GEC and Education Cluster Teams promote the message that Child Safeguarding (including PSEA of children) is foundational to improving impact and accountability of coordinated education responses.

Why is Child Safeguarding important in the coordination of Education responses?



Increase chances to **mobilise resources** and to put **CSG high on the agenda of the humanitarian coordination system** in country

Embedding Child Safeguarding and Child Participation in Education Cluster Team functions, through effective Coordination all along the HPC, supports enhancing the quality, coverage and accountability of Education responses.

Education actors' responsibility to safeguard children and vulnerable adults

The Global Education Cluster has identified Child Safeguarding as a priority in light of the fact that education teams in emergency responses come into contact with thousands of children in critical circumstances every day. It is every organisation's responsibility to safeguard, and to prevent, report on, and respond to harm that occurs to children and vulnerable adults directly or indirectly affected by their programmes or in contact with their staff. Indeed, an organisation's responsibility goes beyond safeguarding children: it is important to also think about adults who may be made vulnerable due to personal or external circumstance and who may come into contact with an organisation's staff and/or activities. In the Education sector, organisations therefore should also ensure the proper safeguarding of vulnerable adults, such as teachers and female personnel, within schools and education programmes. There is no quality and accountable EiE response if children or vulnerable adults are being abused within education programmes implemented by any Education sector Partner.¹⁰

¹⁰ Resources to learn more about safeguarding and PSEA can be found at the [IASC Accountability and Inclusion resources portal](#) and more specifically at its dedicated [PSEA section](#); at the [Safeguarding Resource and Support Hub](#) (also available in [French](#)); at [BOND's website dedicated to safeguarding](#); and also consulting the [CHS Alliance webpage on PSEAH](#). Also refer to [Translators without Borders Glossary of terms in foreign languages](#).

1.4 Pivotal role of Education Cluster Teams in embedding Child Safeguarding in Education Coordination

Education Cluster Teams and Partners must commit to demonstrating a collective approach through a system change in the Education sector by putting Child Safeguarding (including PSEA of children) at the heart of everything they do, at each stage of the humanitarian program cycle, with sustained resources.

Education Cluster Teams can contribute to making the Education sector safer for and more accountable to children by:



Creating Child Safeguarding awareness within the Education sector and influence externally

Education Cluster Teams **steer and support Partners to create a 'Child Safeguarding culture'** within the Education Coordination group.

Additionally, by partaking in inter-Cluster initiatives and Coordination fora, Education Cluster Teams exercise **influence both upwards (HCT) and sideways (other sectors, in particular CP and GBV) to prioritise Child Safeguarding as part of the larger AAP and PSEA commitments of the humanitarian system in country.**

Education Cluster Teams should also leverage their sectoral leadership role to influence donors and local and national authorities on funding and prioritising Child Safeguarding in the Education sector and within the national education system.



Strengthening Child Safeguarding commitments within the Education sector

The overall objective is that **the Education sector delivers safe and accountable education in emergency responses through Partners that commit to be safe organisations for children.** To this end, Education Cluster Teams contribute to strengthening Child Safeguarding systems by promoting minimum Child Safeguarding requirements that each Partner should commit to abide by and that make organisations fit to partake in accountable, safe, and inclusive coordinated Education responses. Education Cluster Teams are also a platform for exchanging lessons learned amongst organisations and including local perspectives on potential risks and mitigation measures.

Minimum Child Safeguarding requirements for Education sector Partners

1. **Organisational Child Safeguarding (and PSEA) compliance:** All Education Partners have a **Child Safeguarding Policy** and a **PSEA policy** and accompanying **operationalisation procedures** in place, as well as a **Code of Conduct** signed by all staff that explicitly explains what are prohibited behaviours towards children.
2. **People's Child Safeguarding (and PSEA) capacity:** All Education Partners ensure that Education programme staff are a) **recruited through procedures that include appropriate vetting processes** (compliant with local laws and international standards) and b) **adequately trained and periodically refreshed** on the organisation's Child Safeguarding (and PSEA) policy and procedures.
3. **Reporting of Child Safeguarding (including SEA) concerns:** All Education Partners nominate **Child Safeguarding (and PSEA) Focal Points** and create other reporting systems for staff within the organisation, as well as **child-friendly reporting mechanisms** accompanied by awareness-raising activities for children in schools/educational settings, to empower them identify and report directly concerns of CSG, including SEA.
4. **Responding to Child Safeguarding (including SEA) allegations:** All Education Partners ensure **assistance through survivor-centred approaches** in the best interests of the child, and **cooperate with the CP and GBV sectors to strengthen inter-sector referral mechanisms.**
5. **Safe education programming:** All Education Partners inform the design of their education programme through **identifying Child Safeguarding, GBV (including SEA), and CP risks to children, and plan mitigations to reduce the risk of and increase response** to abuse or exploitation of a child during programme delivery. All supported schools have a **teachers' and personnel's code of conduct, a child-friendly and gender-sensitive internal reporting system, and a referral mechanism**¹¹. The programme works within and cooperates with governmental **Child Safeguarding (and PSEA)** as well as **child participation systems, policies and guidelines.** The programme provides **teachers' training, is implemented through safe and meaningful child participatory and inclusive methods, and ensures the presence of female teachers/ personnel** in the classrooms.

¹¹ Referral mechanisms are the ideal scenario but are not functional in many/most countries, as often reiterated by the CP sector. Education actors may not have the capacity to create and support referral mechanisms alone, therefore it is understood that in many instances this minimum requirement will require extra efforts to be met.



Implementing Child Safeguarding actions within the Education Coordination functions

Education Cluster Teams need to take on a **proactive role in fostering the agendas of Child Safeguarding and PSEA of children in the Education Coordination group**, thereby contributing to making the coordinated education responses safer for and more accountable to children. As the leads of the Education sector, Education Cluster Teams actively promote and support Partners in Child Safeguarding efforts in education programming, while encouraging a cultural change within the Education sector aimed at putting children's best interests at the centre of the EiE response.

In leading by example through their commitment to Child Safeguarding and PSEA of children, Education Cluster Teams can **rally up Partners in the Education Coordination group to demonstrate a collective approach to keeping children safe in education responses. Child safeguarding actions are therefore part and parcel of the Education Coordination role, alongside and cutting across other core Coordination functions.**

Child Safeguarding and PSEA actions are pivotal to making education needs assessments meaningful and ethical for involved children, and should inform sectoral strategy and HNO/HRP documents as well as indicators/monitoring plan design. They should be considerations in defining elements of quality education programming and setting prioritisation criteria for funding allocations to Partners.

Education Cluster Teams may also have **direct Child Safeguarding responsibilities** during joint education needs assessments or joint monitoring initiatives, and must ensure that Child Safeguarding allegations (including SEA) that come to their knowledge are duly reported to the involved Partner organisation within the Coordination group.

In summary, the role of Education Cluster Teams vis-à-vis Child Safeguarding (including PSEA of children) encompasses the following:

- Ensure that Child Safeguarding (and PSEA of children) is integrated in all functions of

coordinated education responses throughout the Humanitarian Programme Cycle.

- Create better awareness on the importance of Child Safeguarding amongst Partners, thus creating a "Child Safeguarding culture" in the group, to contribute to demonstrating a collective accountability toward zero tolerance of any form of child abuse, especially SEA.
- Support Partners' commitment to minimum Child Safeguarding (and PSEA of children) requirements by ensuring Child Safeguarding and PSEA principles in their education work, in line with international standards.
- Help Partners connect to resources and tap into existing expertise within and outside of the Education sector for capacity-strengthening opportunities on Child Safeguarding, child participation, protection of children from sexual exploitation and abuse, and accountability to affected children.
- Support the institutional capacity strengthening of LNNGOs and Community Based Organizations within the Coordination group (as part of Localisation strategies) to make Child Safeguarding and PSEA core organisational functions.
- Advocate for adequate human and financial resources to support the development and implementation of Child Safeguarding and PSEA measures and of capacity development initiatives.
- Foster inter-agency as well as inter-sectoral collaboration, and influence upwards at the inter-Cluster and HCT level (if possible) and sideways by cooperating with the Child Protection and Gender-Based Violence sub-Clusters, the PSEA Network and the AAP/ Communication & Community Engagement working group (when existing).
- Engage and coordinate with specialists (disability, gender, AAP, GBV risks mitigation) and local specialized organisations (such as local child-/youth-led organisations, women-rights NGOs and Organisations of Persons with Disability) to improve inclusive Child Safeguarding and child participatory practices.

Education Cluster Teams' Role In Child Safeguarding In Education Coordination

EC/EiE WG Coordination Teams aim to urge Partners to commit to be safe organisations for children through individual and collective child safeguarding improved practices in order to contribute to minimising risks to children in education responses.

**Support partners
improve their
organisational CSG
capacity**

**Collaborate with
the CPAOR and GBV
coordinators**

**Liaise with the
ministry of education
on CSG principles**

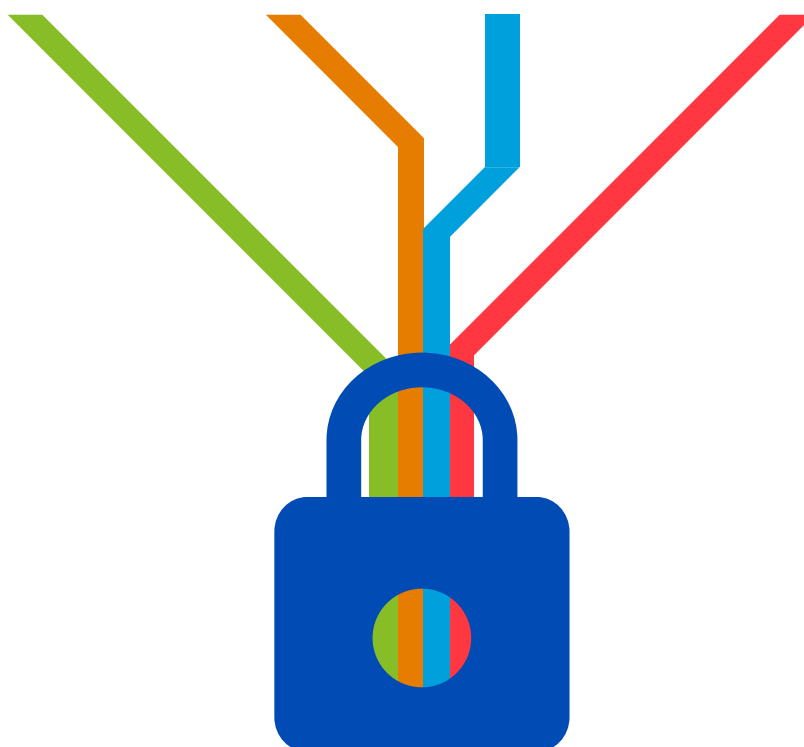
**Create the 'EC/EiE WG
CSG focal point'**

**Support partners
to identify sources
of funding and/or
technical expertise
(including from GEC)**

**Work with partners
to identify CSG, CP
and GBV (incl. SEA)
risks in education
programming (through
CHP)**

**Lead the definition
of a common set of
CSG commitments,
including safe
education
programming
principles**

**Advocate for
putting CSG high
on the agenda of
the humanitarian
coordination system
in country**



**Unlocking CSG
in Education
Coordination**

2. OVERVIEW: CHILD SAFEGUARDING INTEGRATION IN COORDINATION OF EDUCATION RESPONSES ACROSS THE HUMANITARIAN PROGRAMME CYCLE

All actions to be implemented linking to the GEC Child Participation, Localisation and CP-EiE Collaboration workstreams. Priority actions marked with (*)

Implementation & Monitoring

- Create a standard agenda item in Education Coordination meetings on Child Safeguarding (and PSEA) (facilitate a community of practice) (*)
- Appoint an Education Cluster Child Safeguarding/PSEA focal person or create a Child Safeguarding/PSEA task team (*)
- Promote Education Partners' commitment to Child Safeguarding and safe and participatory education programming, and monitor compliance through Cluster Monitoring Tools
- Link into and provide information to Education Partners on initiatives on AAP, PSEA, safeguarding, Child Safeguarding and GBV in-country, and relevant national laws, including through cooperating with the CP and the GBV sub-clusters, the PSEA Network and the AAP/Communication & Community Engagement working group (when existing) (*)
- Maintain an up-to-date list of Safeguarding/PSEA Focal Points (or other assigned person) of all Education Partners, and when required contact the Safeguarding/PSEA Focal Point (or other assigned person) of the organisation of the alleged perpetrator to report Child Safeguarding concerns, including SEA, that might become known
- Promote safeguarding children with disabilities (including from SEA) in Education responses (*)
- Share Child Safeguarding work with other sectors to influence inter-sectoral processes and prioritisation of Child Safeguarding
- Promote that Education Partners implement child-friendly feedback and complaints mechanisms, including at the school level, and contribute to the establishment/strengthening of inter-agency PSEA community-based complaints mechanisms (*)
- Promote safeguarding of children (including from SEA) in cash and vouchers programming in Education responses
- Support Education Cluster Partners in accessing guidance on keeping children safe online

Cross-cutting throughout the HPC

- Introduce Child Safeguarding in Education Coordination work (*)
- Provide training on Child Safeguarding (for both of Education Cluster Teams and Partners)
- Define and agree upon Child Safeguarding (and PSEA) minimum requirements for Education Coordination (*)
- Define and agree upon safe and participatory education programming minimum requirements (*)
- Facilitate a workshop to agree upon Child Safeguarding (and PSEA) commitments
- Establish an effective collaboration with the CP and GBV sectors, and with the PSEA Network (*)
- Establish an effective cooperation with the Ministry of Education on Child Safeguarding, both at national and subnational levels (*)

Operational Peer Review & Evaluation

- Reflect to improve integration of Child Safeguarding (and PSEA) in Education Coordination



Needs Assessment & Analysis

- Survey Education Partners' Child Safeguarding (and PSEA) practices and knowledge (*)
- Conduct ethical and meaningful child participatory Joint Education Needs Assessments (JENA) where possible, AND ensure Child Safeguarding protocols in all JENAs (including minimum standards for Data Protection)
- Identify Child Safeguarding, CP and GBV (including SEA) risks in Education programmes through a child participatory approach (*)
- Reference identified Child Safeguarding (and PSEA) gaps/needs in the HNO education section (*)

Strategic Planning

- Include Child Safeguarding (and PSEA) in the Education Cluster Strategy
- Address identified Child Safeguarding (and PSEA) gaps/needs in the HRP education section (*)
- Include Child Safeguarding (and PSEA) in Education Partners' project sheets
- Advocate for and coordinate to identify Child Safeguarding (and PSEA) capacity development opportunities for Education Partners (*)

Resource Mobilisation

- Identify funding opportunities to strengthen Education Partners' Child Safeguarding and PSEA capacity
- Prioritize Education Partners' Project Sheets that include Child Safeguarding (and PSEA) (*)

3. CHILD SAFEGUARDING INTEGRATION IN COORDINATION OF EDUCATION RESPONSES ACROSS THE HUMANITARIAN PROGRAMME CYCLE: SUGGESTED ACTIONS AND SUPPORTING TOOLS

Priority actions marked with (*)

3.1 Cross-cutting throughout the HPC

Child Safeguarding Actions In Education Coordination	Available GEC Resources And Other Suggested Resources ¹²	Purpose Of The Action And How To Use It In This HPC Phase
Introduce Child Safeguarding in Education Coordination work (*)	<p>Tool: GEC introductory (30 minutes) PPT on Child Safeguarding and Child Participation, available in English and French here.</p> <p>Tool: GEC introductory (30 minutes) PPT on Child Safeguarding, available in English and in French here.</p> <p>Kit of tools: to get yourself started and learn more on the GEC Child Safeguarding workstream, introductory reading materials are provided here.</p> <p>Tool: GEC “Repository of non-GEC resources to support Education Cluster/ EIE WG Coordinators embed Child Safeguarding throughout the HPC”, available in English here.</p>	<p>Objective: to create an interest in Education Cluster Teams and Partners in working collectively on Child Safeguarding, and possibly to introduce a standard agenda item on Child Safeguarding in Coordination meetings going forward (see Implementation phase), so that partners can discuss and share information (cross-organisational/peer exchange and discussion).</p> <p>These introductory Child Safeguarding PPTs can also serve as basic awareness-raising sessions for both Education Cluster Teams and Partners (see below activity on training).</p> <p>How to do it: the activity consists in presenting basic information on Child Safeguarding to the Education Cluster Team audience via online presentations delivered by the GEC Accountability to Children specialist.¹³</p> <p>The slide decks are available in English and French and provide a definition of what Child Safeguarding is, why it is important in Coordination of education responses, and what Education Cluster Teams and Partners can do to embed Child Safeguarding in Education Coordination work.</p> <p>Two PPTs are available to meet this purpose: a brief PPT (30 mins) that introduces both Child Safeguarding and Child Participation to Education Cluster Teams and Partners, as well as a PPT (30 mins) that focuses on Child Safeguarding specifically. The latter can follow once the first PPT covering both Child Safeguarding and Child Participation has been delivered to go further into details of Child Safeguarding.</p>

¹² As new tools might be created by the GEC, additional resources will be made available in this folder: [GEC tools_Child Safeguarding in Education Coordination](#).

¹³ But in contexts where the Education Cluster Teams Coordinator or a Cluster Partner feels confident to lead in-person presentations using the GEC slide decks, this would be preferable.

Child Safeguarding Actions In Education Coordination

Provide training on Child Safeguarding (for both of Education Cluster Teams and Partners)

Available GEC Resources And Other Suggested Resources

Training: GEC Child Safeguarding training module for Education Cluster Team Coordinators and Information Management Officers (IMOs), as well as for Education Partners, available in English [here](#).

Training: the GEC has designed a 50-minute e-learning module for Education Cluster Teams on how clusters can foster keeping children safe and support partners through child safeguarding (including PSEA of children) in coordination titled “**Child safeguarding in coordination of education and other clusters/ AoRs**”, accessible in [English](#) and in [French](#) on AGORA.

Tool: GEC introductory (30 minutes) PPT on Child Safeguarding, available in English and French [here](#).¹⁴

Tool: GEC PPT on how Child Safeguarding in Education Coordination links to Child Protection, PSEA, Child Participation, AAP and GBV Risks Mitigation, available in English and French [here](#).

Tool: GEC “Cheat-sheet: how Education Cluster/EiE WG Coordinators can support Child Safeguarding capacity development of Partners”, available in English [here](#).

Kit of tools: GEC Child Safeguarding and PSEA resources repository, available [here](#). It includes resources in French specifically in this [sub-folder](#); few resources are also available in Spanish and Arabic (and a little number also in Portuguese).

Tool: GEC “Repository of non-GEC resources to support Education Cluster/ EiE WG Coordinators embed Child Safeguarding throughout the HPC”, available in English [here](#).

Purpose Of The Action And How To Use It In This HPC Phase

Objective: the training module is for the GEC to provide Education Cluster Teams and possibly Partners with an understanding of:

- 1.a: Child Safeguarding (CSG) definition;
- 1.b: CSG, Child Protection (CP) and Protection from Sexual Exploitation and Abuse (PSEA): differences and what they have in common;
- 2: What is child abuse? (basic notions);
- 3: Role of the Education Clusters in Child Safeguarding;
- 4: Child Safeguarding organisational requirements for partner organisations in the Education sector;
- 5: Safe education programming principles.

How to do it: the 6-hour training can be delivered in person or online to Education Cluster Teams and Partners by the GEC Accountability to Children specialist with the support of Education Cluster Teams and/or of Partners’ (child) safeguarding/PSEA specialist in a joint inter-agency effort.

14 These introductory Child Safeguarding PPTs used to introduce Child Safeguarding to the Education Cluster Teams (see above activity) can also serve as basic awareness raising sessions for both Education Cluster Teams and Partners.

Child Safeguarding Actions In Education Coordination

Available GEC Resources And Other Suggested Resources

Purpose Of The Action And How To Use It In This HPC Phase

Define and agree upon Child Safeguarding (and PSEA) minimum requirements for Education Coordination (*)

Tool: GEC suggested Child Safeguarding minimum requirements and monitoring framework, available in English [here](#).

Example: “Nigeria EiE WG Child Safeguarding commitments for Education Partners and working-group monitoring table”, available in English [here](#).

Objective: to identify Child Safeguarding (and PSEA) minimum requirements that the GEC suggests Education Cluster Teams adopt and adapt in line with their commitment to accountability to affected children and to PSEA.

The suggested GEC Child Safeguarding (and PSEA) minimum requirements are based on principles of AAP, draw from PSEA global commitments of the humanitarian system, and adhere to the Common Humanitarian Standard. Child Protection and Inter-agency Network for Education in Emergencies (INEE) sectoral minimum standards also provide guidance, along with Child Safeguarding policies and tools of major child-focused/child-rights organisations with proven Child Safeguarding expertise.

How to use it: the online survey on Child Safeguarding knowledge and practices (see section on Assessment) will help the Education Cluster Teams and Partners identify their current level and guide them in the process of setting their group’s Child Safeguarding (and PSEA) minimum requirements.

Identifying Child Safeguarding, CP, and GBV (including SEA) risks in Education programmes, ideally through a child participatory approach (see Assessment phase) or through a workshop (see below), will help Education Cluster Teams and Partners understand how children might be subjected to harm as a result of EiE programmes delivered by Partners. This in turn informs the identification of the most context-adapted/relevant Education Cluster Team Child Safeguarding (and PSEA) minimum requirements, while also integrating governmental Child Safeguarding policies when existing, to mitigate those identified risks, hence contributing to making the Education sector safer for children.

Education Cluster Teams can discuss the global GEC Child Safeguarding (and PSEA) minimum requirements tool with m Partners and adapt to their specific context. A final joint decision is made by Education Cluster Teams and Partners on committing to adopting such requirements and identifying the most feasible process to endorse them. These requirements could be mandatory membership requirements for Partners or a soft guidance for more flexible adoption by Partners. All this could, for example, be done during a dedicated workshop (see below).

Where Education Partners may not have full capacity in place to meet and implement the suggested Child Safeguarding (and PSEA) minimum requirements, Education Cluster Teams will support in identifying capacity-strengthening strategies (see section on Resources mobilisation).

Child Safeguarding Actions In Education Coordination

Available GEC Resources And Other Suggested Resources

Purpose Of The Action And How To Use It In This HPC Phase

Define and agree upon **safe and participatory education programming minimum requirements** (*)

Tool: GEC suggested safe education programming minimum requirements tool, available in English [here](#).

Tool: GEC cheat-sheet “Information on safe education programming”, available in English [here](#).

Kit of tools: GEC repository of safe education programming resources (manuals, tools, reports), available [here](#). Some resources in the repository are also available in French.

Objective: in addition to Child Safeguarding minimum requirements for Education Coordination discussed above, Education Cluster Teams and Partners may decide to develop minimum requirements that all Partners should or could meet to promote Child Safeguarding and participation principles in their education programmes.

The GEC 2020 HNO-HRP review on Child Safeguarding and child participation (available [here](#)) revealed that in all countries the education sections describe activities or objectives in terms that match the notion of “safe education programming” or elements thereof. As part of their efforts to keep children safe, some (if not all) organisations include the notion of safe education programming in the definition of Child Safeguarding. Safe education programming and Child Safeguarding indeed share the objective of preventing harm to children caused by NGOs’ staff, education programme delivery modalities, and operations in supported schools/learning environments.

Safe education programmes may include a vast range of activities that contribute to keeping children safe in schools/learning environments by promoting a culture of harm prevention and building resilience and awareness in education personnel and children. Some activities directly contribute to Child Safeguarding objectives, like creation of school-based reporting mechanisms and referral pathways for response. GBV risks mitigation and safety measures are also embedded in safe education programming principles. Safe education programming also promotes accountability to children and children’s participation at all stages. Safe education programming abides by gender norms and takes particular care to ensure girls’ safety and dignity.

How to do it: the global-level GEC suggested safe and participatory education programming minimum requirements tool can be presented by Education Cluster Teams to Partners and discussed for proper adaptation to the national context and adoption by all Partners.

Child Safeguarding Actions In Education Coordination

Available GEC Resources And Other Suggested Resources

Purpose Of The Action And How To Use It In This HPC Phase

Facilitate a **workshop to agree upon Child Safeguarding (and PSEA) commitments**

Kit of tools: “Nigeria EiE WG_CSG & ChP commitments workshop documents”, available in English [here](#).

Objective: Education Cluster Teams and Partners jointly discuss, and adapt to the national context, Child Safeguarding (and PSEA) (minimum) requirements for safe education programming, and ensure their adoption by the Education sector.

How to do it: during a 1- or 2-day workshop, Child Safeguarding (and PSEA) (minimum) requirements for safe education programming become commitments that:

- The Education Partners agreed to abide by and uphold in their education work;
- The Education Cluster Team monitors, through agreed-upon indicators, while supplying support to Partners to ensure their ability to comply.

The workshop objectives are: a) reflect on the importance of Child Safeguarding in emergency education along the humanitarian programme cycle; b) identify Child Safeguarding practices and collect tools already used by Partners, including the local government and educational authorities; c) jointly define Child Safeguarding commitments (based on the GEC global tool presented above) for a child-safe and more accountable education response. It is strongly suggested to include CP and GBV Coordination group representatives in the design and delivery of the workshop. A strong participation of national and local NGOs should also be ensured.

The workshop includes the following sessions:

- Introduction on Child Safeguarding in Education Coordination;
- Presentation of governmental Child Safeguarding policies/system by educational authorities;
- Identifying Child Safeguarding risks, including CP, GBV, and SEA issues, in Education in the local context;
- Identifying how to mitigate the appraised Child Safeguarding, CP, GBV and SEA risks;
- Defining Child Safeguarding (and PSEA) commitments for Education Partners;
- Agreement on an action plan with indicators for the Education Cluster Team to monitor the Child Safeguarding (and PSEA) commitments.

The Child Safeguarding (and PSEA) commitments of the Education sector will need to be followed up by the Education Cluster Team and be periodically revised.

Child Safeguarding Actions In Education Coordination

Establish an **effective collaboration with the CP and GBV sectors, and with the PSEA Network** (*)

Available GEC Resources And Other Suggested Resources

Tool: GEC-CPAoR Safeguarding One Pager, available in English [here](#).

Guide and tools: the GEC and the CPAoR have jointly developed a CP-EiE Collaboration Framework, available in English, French and Spanish [here](#).

Tool: GEC “Repository of non-GEC resources to support Education Cluster/ EiE WG Coordinators embed Child Safeguarding throughout the HPC”, available in English [here](#).

Purpose Of The Action And How To Use It In This HPC Phase

Objective: to ensure strong working relationships that allow the Education Cluster Team, the CP and GBV sub-Clusters, and the PSEA Network to cooperate on mitigating risks and ensuring children are safe. It is indeed a known fact that schools/learning environments, whilst providing a safe space for children, can become places where abuses, included degrading and humiliating treatment, neglect, sexual abuse and exploitation, against children occur.

Working collaboratively avoids duplicating efforts and creating parallel systems/pathways that can confuse Partners, schools, children and communities. There are other distinct advantages for the Education, GBV and CP sectors working jointly on Child Safeguarding (and PSEA): maximising mutual cooperation and trust-building; reducing costs via sharing of resources; reinforcing the strength of advocacy; and improving chances of resources mobilisation. Since several Partners are members of both the Education Cluster Team and the CP sub-Cluster, and often also of the GBV sub-Cluster, there is a clear advantage in strengthening partners’ capacity for the benefit of all sectors.

Cooperation with the PSEA Network ensures that Education Cluster Team education work is aligned with and contributes to the PSEA programme (and vice versa), as a paramount best practice identified by the International Organization for Migration (IOM).¹⁵

How to do it: Partners in the Education, CP and GBV sectors will benefit from coherent messaging, sharing of resources and guidance on Child Safeguarding (and PSEA) prevention measures, as well as on establishing survivor-centred reporting and response mechanisms. Training of Education Partners at national and subnational levels on CP-GBV referral pathways, requirements and expectations, right communication to survivors, authorities, Mental Health and Psychosocial Support (MHPSS), etc., have emerged as key priorities for a stronger inter-sectoral collaboration between CP, GBV and Education. Joint advocacy and training initiatives can also be implemented.

The Education Cluster Team should work with the PSEA Coordinator in-country to identify common priorities and opportunities for cooperation to ensure that implementation of the PSEA Network work plan is informed by Education sector-specific requirements, and vice versa.¹⁶ Cooperation with the PSEA Network may include, but not be limited to: attending the respective meetings; facilitating Partners’ access to PSEA assessments conducted by UN Agencies, such as UNICEF; raising awareness of or training Education Partners on PSEA, including at school level; improving Education Partners’ capacity to report allegations of misconduct, including SEA; sharing information on how to report received allegations that Education Cluster Teams can refer to the PSEA Coordinator; sharing harmonised messaging on PSEA; and improving practices concerning feedback and complaint mechanisms at community and school levels, including on making them more accessible to children, inclusive and gender-sensitive.

¹⁵ IOM, Frequently Asked Questions on inter-agency PSEA. IOM’s lessons learned from PSEA implementation in-country, 2019

¹⁶ To ensure that the ongoing efforts on PSEA in-country are informed by and informing the work of the clusters, it is recommended that leads of members of the PSEA Network are represented in the clusters. It can take many forms in practice: The PSEA Coordinator is a standing member of the Education Cluster, while the Education Cluster Coordinator likewise joins the PSEA Network meetings. If there is no dedicated interagency PSEA Coordinator, the co-chairs of the PSEA Network can represent PSEA in cluster meetings. Or, because PSEA Focal Points making up the Network come from many organisations, they can volunteer to be the liaison between the PSEA Network and the cluster they are part of (IOM PSEA, personal communication).

Child Safeguarding Actions In Education Coordination

Available GEC Resources And Other Suggested Resources

Purpose Of The Action And How To Use It In This HPC Phase

Establish an **effective cooperation with the Ministry of Education on Child Safeguarding, both at national and subnational levels (*)**

None

Objective: to ensure strong working relationships that allow the Education Cluster Team and the Ministry of Education (in its central and peripheral declinations) to cooperate on mitigating risks and ensure that children are safe in schools/learning environments.

How to do it: where feasible, the Education Cluster Team should facilitate dialogue and cooperation with the Ministry of Education by inviting its representatives to attend or even co-chair Education Coordination meetings. Education Cluster Teams should discuss and collect any existing rules, regulations and standards issued by the Ministry of Education related to Child Safeguarding and child protection in schools/learning environments. Collaboration and information sharing with the Ministry of Education may include, but not be limited to:

- Capacity development of teachers covering, for instance, classroom management, positive discipline, psycho-social support, gender, etc.;
- Recruitment and placement of female teachers;
- Addressing traditional harmful practices, such as corporal punishment and other humiliating and degrading attitudes toward children in school;
- Campaigning against sex-for-grades and other exploitative practices (for instance, children working in teacher's field) potentially adopted by teachers;
- Developing or reviewing Codes of Conduct that government employees working in schools are to sign, and which include zero tolerance of abuse;
- Advocating against the prohibition of school attendance for pregnant and/or married girls;
- Putting in place a child-friendly reporting mechanism in schools/learning spaces, training all school personnel and learners on it, and communicating about it regularly (information sessions, posters in the schools, etc.);
- Supporting information sharing on CP/GBV referral pathways at school level.

The Education Cluster Team should facilitate the cooperation between the Ministry of Education and the Partners in the schools/learning spaces where education responses are implemented, and the adoption by the Education Partners of governmental/Ministry of Education guidelines, tools, or directives concerning aspects of (child) safeguarding and child protection in the schools/learning spaces they support.

3.2 Needs Assessment & Analysis

Child Safeguarding Actions In Education Coordination	Available GEC Resources And Other Suggested Resources ¹⁷	Purpose Of The Action And How To Use It In This HPC Phase
Survey Education Partners' Child Safeguarding (and PSEA) practices and knowledge (*)	<p>Tool: GEC Cluster Partner Safeguarding Survey guidance note and tool, available in English and French here.</p> <p>Tool: GEC online survey in Microsoft Forms (in English and French).</p> <p>Example: Survey data analysis reports:</p> <p>Cluster Education RDC (in French);</p> <p>Group de travail Protection de l'Enfance RDC (in French);</p> <p>EiE WG Nigeria (in English);</p> <p>EiE WG Kenya (in English);</p> <p>available in English and French here.</p> <p>Tool: GEC "Repository of non-GEC resources to support Education Cluster/EiE WG Coordinators embed Child Safeguarding throughout the HPC", available in English here.</p>	<p>Objective: to:</p> <ul style="list-style-type: none"> • Provide Education Cluster Teams and Partners with an understanding of current practices and knowledge on Child Safeguarding amongst the respondents. This will identify gaps hence support Education Cluster Teams and Partners thinking of a capacity development strategy that they could adopt, advocate for and mobilise funding/resources for addressing (see Resources Mobilisation phase). • Create a base of evidence on existing gaps/needs concerning Child Safeguarding that could inform HNO, HRP and Education Cluster Strategy documents (see Planning phase). Findings from this survey can be used to include an analysis of the Child Safeguarding and PSEA environment in Secondary Data Review. • Present the (anonymised) findings to OCHA and the inter-Cluster Coordination forum, and to the CP and GBV sectors, to highlight the need to improve capacity of humanitarian actors in Child Safeguarding and generate interest from other Clusters (see Implementation phase). <p>How to do it: through a GEC tool that Education Cluster Teams can adapt to their needs/ context, the survey includes questions on Partners' Child Safeguarding practices and a few questions on PSEA. A series of questions also focuses on staff's knowledge of Child Safeguarding.</p> <p>The approximately 30-minute survey can be administered online via a file in Microsoft Forms created by the GEC. Alternatively, Education Cluster Team IMOs with IT skills can choose to host the questionnaire on Kobo, Survey Monkey or any other platform of their preference.</p> <p>Findings can be easily extracted from the online hosting platform (charts and Excel database) and analysed with guidance provided by the GEC tool, with examples in English and French of complete survey reports also provided.</p>

¹⁷ As new tools might be created by the GEC, additional resources will be made available in this folder: [GEC tools_Child Safeguarding in Education Coordination](#)

Conduct ethical and meaningful child participatory Joint Education Needs Assessments (JENA) where possible, AND ensure Child Safeguarding protocols in all JENAs

Kit of tools: visit the GEC “**Child Participation and Child Safeguarding in Joint Education Needs Assessments (JENA) package folder**”, available in English [here](#). The folder includes the following, amongst others: [Child Participation in EiE NA: Supplementary Guide](#); [Child Participation in EiE NA: Quick Guide](#) (also available in [French](#)); [Children's Participation folder](#); [Training PPT Child participation and Child Safeguarding in Education Cluster Joint education needs assessments \(JENA\)](#).

Examples:

Child participatory JENA in Burkina Faso (in French): assessment terms of reference (ToR) inclusive of child participatory component (objective, research questions, children sampling methodology, Child Safeguarding procedures), focus group discussion (FGD) guides with child-friendly activities and reporting tools, final assessment report embedding children's inputs from FGD, specific report on findings from FGD with children (annexed to the main JENA report), Code of Conduct for enumerators, child-friendly feedback reports for children and adolescents, and slides for training enumerators on the child participatory component. Available [here](#). See also the case study: [Burkina Faso](#).

Child participatory JENA in Yemen (in English): assessment ToR inclusive of child participatory component (objective, research questions, children sampling methodology, Child Safeguarding procedures), (phone) interview guides for children 8 to 12 years old and 13 to 17 years old, and consent form for children and parents/caregivers. Available [here](#). See also the case study: [Sudan/Yemen](#).

Tool: GEC checklist “**Considerations for Protection Against Sexual Exploitation and Abuse & Gender-based Violence in Education in Emergencies Needs Assessments Checklist**”, available in English [here](#).

Objective: to ensure that the Joint Education Needs Assessment (JENA) process adheres to Child Safeguarding requirements at all times (including minimum standards for data protection).¹⁸

When children are involved as direct participants of the Education needs assessment, Child Safeguarding responsibilities of the Education Cluster Team are great and essential for ensuring children participate meaningfully and ethically, that is, keeping them safe during the process. However, even in the event that children are not consulted specifically, Child Safeguarding in JENA is paramount. In fact, during needs assessments, enumerators are sent to schools to interview teachers, parents, and school principals, which opens up the chance for adult enumerators to come into contact with children during such visits.

How to do it: the guidance on how to conduct ethical and meaningful child participation in JENA provides support to clarify whether involving children is appropriate, suggests some examples of child participatory and child-friendly activities that can be used in focus group discussions with children, and provides additional tools for ensuring Child Safeguarding requirements are met when consulting with children.

Even in the event that children are not consulted specifically, as a minimum JENA enumerators must be trained on Child Safeguarding and on gender-sensitive data collection, sign a dedicated Code of Conduct, know and understand how to refer children in case of need (including in case of children disclosing abuse spontaneously to JENA enumerators). A system must be in place to report and deal with Child Safeguarding concerns occurring as a consequence of the JENA. All these actions are to be ensured by the Education Cluster Team and Partners statutorily as part of planning and implementing any JENA.

18 A key activity of the Coordination cycle is an in-depth assessment of education needs that Education Cluster Teams should conduct to inform their analysis and planning phases. The GEC has designed an extensive guide and provides a coaching programme to ECs on how to conduct Joint Education Needs Assessments (JENA) (available here). As part of the approach to conducting JENA, the GEC has integrated guidance on how to involve children in the assessment.

Identify Child Safeguarding, CP and GBV (including SEA) risks in Education programmes through a child participatory approach (*)

Kit of tools: GEC repository of Child Safeguarding risks analysis tools, available in English [here](#). It is worth noting that, amongst others, this repository includes an example of a barriers analysis tool based on the **AAAQ (accessibility, availability, acceptability and quality) framework for the Education Sector**, accessible in English [here](#).

Kit of tools: GEC toolkit on “How to identify Child Safeguarding, CP and GBV (incl. SEA) risks for children in education programming during a workshop” available in English [here](#).

Tool: GEC cheat-sheet “Basic concepts for understanding GBV risks mitigation in humanitarian action”, available in English [here](#).

Example: “GBV risks analysis and mitigation strategies design to address GBV risks in Education in emergency programming”, available in English [here](#).

Kit of tools: GEC repository on PSEA and GBV risks mitigation, available [here](#). This document includes information on [Safety Audits](#), that are a good way to identify risks. A second example of how to integrate PSEA and GBV risks mitigation in Education programming issued by UNICEF that can also be used to create a tool to conduct a Safety Audit in schools/learning spaces supported by Education Partners is provided in the same repository in English [here](#). An example of a check-list to integrate child protection and GBV in safe education programming, issued by the Child Protection Working Group in the Central Africa Republic, is available in French [here](#).

Objective: to ensure that the Joint Education Needs Assessment (JENA)¹⁹

Findings from the identification of Child Safeguarding, CP and GBV (including SEA) risks in Education programmes serve multiple purposes throughout the HPC:

Knowing where CSG, CP and GBV (including SEA) risks in education exist can lead to increased mitigations and thus prevention of harm and abuse.

Combined with the findings from the survey (see above), understanding how education programming can potentially cause harm to children allows Education Cluster Teams and Partners to understand their organisational gaps and areas for improvement. In turn, this helps Education Cluster Teams and Partners discuss the need for Child Safeguarding capacity strengthening.

Identified CSG, CP and GBV (including SEA) risks can inform analysis of education needs in the HNO stage (during the Needs identification and analysis phase).

Identified Child Safeguarding capacity gaps can inform the prioritisation of education programmatic activities in the HRP stage (during the Planning phase) to mitigate identified CSG, CP and GBV (including SEA) risks in education programmes.

Such findings can also contribute to analysis and planning for the Education Cluster Strategy (during the Planning phase).

How to do it: the GEC promotes that Education Cluster Teams and Partners identify Child Safeguarding, CP and GBV (including SEA) risks in Education programmes through child participatory approaches. Children in fact are experts in their own lives and are therefore vital to hear from as the Education Cluster Team decides to better understand how education work can – if inadvertently – negatively affect children. For this reason, in an attempt to understand what forms and in what ways Child Safeguarding, CP and GBV (including SEA) risks can occur in education responses, children – not only adults – must be consulted. In this participatory approach, children are also involved in the analysis of the results, in order to create effective responses to the issues they identify.

Tools on how to conduct a child participatory process to identify Child Safeguarding, CP and GBV (including SEA) risks in Education programmes are further provided in the GEC “Guide on how to integrate child participation in Education Coordination functions” (under development).

Another way to identify Child Safeguarding, CP and GBV (including SEA) risks in Education programmes is through Safety Audits.

¹⁹ As outlined by the IOM regarding PSEA programmes within the in-country humanitarian Coordination functions, “a joint risk assessment provides a baseline which makes it easier to monitor success, helps prevent future SEA through program adjustment, and raises awareness around SEA risk among stakeholders. A joint risk assessment can identify early SEA trends and patterns [...] to offer concrete guidance to organizations and clusters on how to reduce the risk of SEA in their programming. As such, a joint risk assessment can be an important first step to mainstream PSEA and its results can feed into the HNO and hence the HRP” (source: IOM, Frequently Asked Questions on inter-agency PSEA. IOM’s lessons learned from PSEA implementation in-country, 2019, page 31).

Identify Child Safeguarding, CP and GBV (including SEA) risks in Education programmes through a child participatory approach (*)
(continued)

Tool: GEC “Tip-sheet for CSG in project sheets & budgeting”, available in English [here](#), includes an example of a safe project design, implementation and monitoring check-list that can also be used to create a tool to conduct a Safety Audit in schools/ learning spaces supported by Education Partners.

Tool: GEC “Briefing note: Education programming & Gender-based violence risks”, based on the IASC GBV Guidelines and highlighting how well-designed education programmes play a critical role in reducing GBV-related risks and harm amongst learners, their families and their communities. Education can bring significant positive change and influence to children, families and communities with the capacity to prevent GBV from occurring. Available in English [here](#).

Tool: GEC checklist “Considerations for Protection Against Sexual Exploitation and Abuse & Gender-based Violence in Education in Emergencies Needs Assessments Checklist”, available in English [here](#).

Kit of tools: GEC repository of resources on violence against children, including GBV and SEA, in schools, available [here](#). It contains reading materials to better understand the forms of abuse that children may become victims of in schools.

Tool: GEC “Repository of non-GEC resources to support Education Cluster/EiE WG Coordinators embed Child Safeguarding throughout the HPC”, available in English [here](#).

If neither a child-participatory identification of Child Safeguarding, CP, and GBV (including SEA) risks and mitigation measures nor Safety Audits can take place, Education Cluster Teams and Partners may opt for at least arranging a workshop to complete a Child Safeguarding, CP and GBV (including SEA) risks and mitigation measures analysis using the provided sample tools (see above).

It is paramount to ensure that local actors and CP and GBV sectors are consulted when identifying risks and reporting mechanisms.

Reference identified Child Safeguarding (and PSEA) gaps/ needs in the HNO education section (*)

Tool: GEC “Check-list for inclusion of Child Safeguarding and Child Participation in the education section of HNOs and HRP (also including AAP, Disability, GBV risk mitigation and Localization)”, available in English [here](#).

Objective: to include Child Safeguarding (and PSEA) risks in the education needs analysis.

How to do it: findings from the online Child Safeguarding capacity and practice survey and identified Child Safeguarding, CP and GBV (including SEA) risks in education programmes (during the Assessment phase) can inform analysis of education needs in the HNO stage. Child safeguarding and PSEA capacity issues/gaps analysed in the HNO should then be followed by a plan to address those Child Safeguarding and PSEA issues/needs/priorities in the HRP (see below).

It is to be noted that this suggestion made by the GEC is in line with PSEA best practices as recommended by the IOM.²⁰

²⁰ “It is good practice to integrate PSEA indicators in the humanitarian needs assessments overseen by OCHA, the findings of which shape the Humanitarian Needs Overview (HNO). The HNO is then used as a basis for the design of the HRP” (source: IOM, Frequently Asked Questions on inter-agency PSEA. IOM’s lessons learned from PSEA implementation in-country, 2019, page 44-45).

3.3 Strategic Planning

Child Safeguarding Actions In Education Coordination	Available GEC Resources And Other Suggested Resources ²¹	Purpose Of The Action And How To Use It In This HPC Phase
Include Child Safeguarding (and PSEA) in the Education Cluster Strategy	<p>Tool: GEC EC strategy development package addendum: “Tips for inclusion of Child Safeguarding and child participation in EC strategy”, available in English here.</p> <p>Examples: ECs’ strategies including Child Safeguarding: 2019-2020 Ukraine Education Cluster Strategy; 2020 Stratégie du Cluster Education RDC.</p>	<p>Objective: to include Child Safeguarding (and PSEA) as a quality element of the Education Cluster Strategy to ensure safe and accountable coordinated EiE responses for all children.</p> <p>How to do it: during the EC strategy process, include Child Safeguarding elements based on findings from the online Child Safeguarding capacity and practice survey and identified Child Safeguarding, CP and GBV (including SEA) risks in education programmes (during the Assessment phase). The EC strategy must also include mitigation actions across education programmes. Costed capacity-strengthening actions on Child Safeguarding should also be included. Indicators to monitor Education Cluster Team performance on Child Safeguarding are also to be developed (see Implementation and Monitoring phase).</p>
Address identified Child Safeguarding (and PSEA) gaps/needs in the HRP education section (*)	<p>Tool: GEC “Check-list for inclusion of Child Safeguarding and Child Participation in the education section of HNOs and HRP (also including AAP, Disability, GBV risk mitigation and Localization)”, available in English here.</p> <p>Tool: GEC “Suggested Child Safeguarding sample sentences for inclusion in HRP Education section”, available in English and French here.</p> <p>Tool: GEC set of monitoring indicators on Child Safeguarding and participatory education programming, available in English here.</p>	<p>Objective: to help ensure that Child Safeguarding and PSEA activities are resourced, while simultaneously mainstreaming Child Safeguarding and PSEA activities as part of the Education Cluster Team shared vision of how to respond to the assessed and expressed needs of affected children (in line with PSEA best practices as recommended by the IOM).²² It is important to remember that needs that are not mentioned in the HRP as priority issues to address in the Education response may not be included in funding requests for Pooled Funds, for example. Risk mitigation measures and indicators are also to be planned in the HRP.</p> <p>How to do it: findings from the online Child Safeguarding capacity and practice survey and identified Child Safeguarding, CP and GBV (including SEA) risks in education programmes (during the Assessment phase) can inform the identification of priority activities in the HRP to mitigate identified risks in education programmes.</p> <p>Objectives and indicators concerning identification and mitigation of Child Safeguarding, CP and GBV (including SEA) risks in education programmes should be included in the Education HRP.</p> <p>Additionally, referencing Child Safeguarding and PSEA as a priority in the HRP education response can help Education Cluster Teams and Partners leverage funding to address those needs (see Resources Mobilisation phase), starting from developing Partners’ project sheets (see below).</p>

²¹ As new tools might be created by the GEC, additional resources will be made available in this folder: [GEC tools Child Safeguarding in Education Coordination](#)

²² IOM, Frequently Asked Questions on inter-agency PSEA. IOM’s lessons learned from PSEA implementation in-country, 2019, page 44-45-46.

Child Safeguarding Actions In Education Coordination

Available GEC Resources And Other Suggested Resources

Purpose Of The Action And How To Use It In This HPC Phase

Include Child Safeguarding (and PSEA) in Education Partners' Project Sheets

Tool: GEC “Tip-sheet for EC/EiE WG Teams and Partners on what to include in Project Sheets regarding Child Safeguarding, including costing, in education programmes”, available in English [here](#).

An example of a check-list to integrate child protection and GBV in safe education programming, issued by the Child Protection Working Group in the Central Africa Republic, is available in French [here](#).

Tool: GEC “Briefing note: Education programming & Gender-based violence risks” (based on the IASC GBV Guidelines), available in English [here](#).

Sample GEC Partners' project sheet for NGO consortia delivering dedicated capacity development programmes to N-LNGOs (available in [English](#)) developed by the GEC Localisation workstream.

Objective: to support the development of Partners' Project Sheets that include:

- Child Safeguarding actions (including against SEA), including costed required items in budget, for any type of education intervention; and
- Dedicated Project Sheet for Partners to deliver a capacity development strategy on Child Safeguarding and PSEA (for example: recruitment of a Child Safeguarding/PSEA focal person within the organisation; or INGOs building national or local NGOs' capacity through a dedicated project; engaging external trainers specialised in Child Safeguarding/PSEA to support a group of organisations within the Education Cluster Team; etc).

Child Safeguarding Actions In Education Coordination

Available GEC Resources And Other Suggested Resources

Purpose Of The Action And How To Use It In This HPC Phase

Advocate for and coordinate to identify Child Safeguarding (and PSEA) capacity development opportunities for Education Partners (*)

Tool: GEC “Cheat-sheet: how EC/EiE WG Coordinators can support Child Safeguarding capacity development of Partners”, available in English [here](#).

Kit of tools: GEC repository of Child Safeguarding toolkits, available [here](#).

Amongst the toolkits in the repository, an interesting support for Partners with limited financial availability to improve their Child Safeguarding capacity is *Trickle-Up Low and No-Cost Safeguarding Measures for Small Non Profits: A Manual*, available in English [here](#).

Tool: GEC “Cheat-sheet: essential Child Safeguarding requirements to make an Education Partner an organisation safe for children”, available in English [here](#).

Kit of tools: GEC repository of Child Safeguarding readings and GEC guidance/tools, available [here](#). The folders in this repository include various resources on Child Safeguarding, PSEA and GBV, as well as developed GEC guidance and tools on Child Safeguarding in Education Cluster Coordination that can help Partners educate themselves on these topics. It includes resources in French specifically in this [sub-folder](#); few resources are also available in Spanish and Arabic (and a little number also in Portuguese).

GEC Localisation workstream resources: Framework on Institutional Capacity Strengthening for Local Actors, available in [English](#), [Spanish](#), [French](#), and [Arabic](#).

Tool: GEC “Repository of non-GEC resources to support Education Cluster/EiE WG Coordinators embed Child Safeguarding throughout the HPC”, available in English [here](#).

Objective: to tap into funding opportunities or mobilise support from Partners (see Resources Mobilisation).

Cooperation with the GEC Localisation workstream is paramount for identifying an approach to helping local and national NGOs strengthen their institutional Child Safeguarding (and PSEA) capacity as part of the Education Coordination Team’s strategy for institutional capacity strengthening of local actors.

How to do it: mobilize Education Partners to take on voluntarily Child Safeguarding (and PSEA) roles within the Education Coordination group. The Education Cluster Team should promote partnerships that include mentoring and coaching on Child Safeguarding (and PSEA), going beyond sub-grantee compliance. Bigger organisations with consolidated Child Safeguarding (and PSEA) expertise could support by putting tools, guidance, staff, training opportunities, support for investigation of allegations, and time at disposal of the Education Coordination group. For example, they could support capacity development of national or local NGOs or take on the role of Education Cluster Team Child Safeguarding/PSEA focal person (see Implementation phase).

The GEC has created an online repository of useful Child Safeguarding and PSEA documents that contains resources on various topics.

Provided documents include a range of resources to understand Child Safeguarding and PSEA principles and standards and guidelines/toolkits for Partners needing to develop (or strengthen) their Child Safeguarding and PSEA organisational systems. For example, how to create a Child Safeguarding or PSEA policy, how to draft a code of conduct, how to set up an internal Child Safeguarding or PSEA reporting system, and other procedures required for any organisation to effectively create and implement a proper Child Safeguarding and PSEA system. It is to be noted that the GEC CSG and PSEA online resources repository does not imply that the GEC endorses or promotes the use of any of the listed tools. The aim is rather to facilitate Education Cluster Teams and Partners accessing available Child Safeguarding and PSEA resources that they may choose to use, at their own discretion, if found relevant to their needs. The provided documents do not have the ambition to represent an exhaustive bibliography on Child Safeguarding and PSEA (for example, PSEA resources include only essential documents; more extensive safeguarding resources are not always included to keep the focus on Child Safeguarding more specifically).

3.4 Resource Mobilisation

Child Safeguarding Actions In Education Coordination	Available GEC Resources And Other Suggested Resources ²³	Purpose Of The Action And How To Use It In This HPC Phase
Identify funding opportunities to strengthen Education Partners' Child Safeguarding (and PSEA) capacity	None	<p>Objective: to identify funding opportunities (ECW, EVAC, bilateral donors, pooled funds, etc.) for NGOs' Child Safeguarding (and PSEA) capacity development (in particular for national or local partners') and for them to implement Child Safeguarding activities in their education programmes. Indeed, successfully integrating Child Safeguarding and PSEA (including GBV risks mitigation) into programming requires resources. Rather than see Child Safeguarding and PSEA (including GBV risks mitigation) as stand-alone or optional activities, Education Cluster Teams should advocate that Partners and donors include sufficient budget and funding for Child Safeguarding and PSEA (including GBV risks mitigation) activities as a fundamental part of effective and quality education programming.</p> <p>Education Cluster Teams may also consider identifying funding opportunities for recruiting a dedicated (full-time) Education Cluster Team Child Safeguarding/PSEA focal person, who could also work on developing Partners' Child Safeguarding capacity, in particular those with fewer resources (see Implementation phase). Budget for translation costs of Child Safeguarding guidance should also be considered, to increase local actors' and communities' access to such guidance.</p> <p>How to do it: include adequate budget related to Child Safeguarding, PSEA and GBV risks mitigation in the Education response plan and Education Cluster Strategy. Also, promote the use of in-country pooled funding mechanisms, such as Emergency Response Funds (ERFs) and Common Humanitarian Funds (CHF), to support specific activities or projects related to Child Safeguarding. Since country-based Pooled Funds are critical, the Education sector can develop a funds allocation strategy that includes Child Safeguarding.</p>
Prioritise Education Partners' project sheets that include Child Safeguarding (and PSEA) (*)	Tool: GEC "Tip-sheet for EC/EIE WG Teams and Partners on what to include in Project Sheets regarding Child Safeguarding, including costing, in education programmes", available in English here .	<p>Objective: to prioritise Partners' Project Sheets for education projects that are safe for children by including Child Safeguarding-related activities (and PSEA), as well as Project Sheets that include Child Safeguarding (and PSEA) capacity building of local actors.</p> <p>How to do it: integrate Child Safeguarding (and PSEA) in the project vetting criteria of the Education sector. Specific activities or projects related to Child Safeguarding (and PSEA) may involve facilitating children's consultations; child-friendly and inclusive information campaigns; child-friendly, inclusive and gender-sensitive complaint and feedback mechanisms, etc.</p> <p>Since in many contexts Project Sheets have a mandatory section on protection risk analysis (PRA), inclusion of Child Safeguarding and PSEA, as well as the abovementioned activity on CSG, CP, GBV (including SEA) risks analysis, should be linked into the PRA process, such as through the PRA tools/templates for Cluster partners to (mandatorily) address in their project sheets.</p>

²³ As new tools might be created by the GEC, additional resources will be made available in this folder: [GEC tools Child Safeguarding in Education Coordination](#)

3.5 Implementation & Monitoring

Child Safeguarding Actions In Education Coordination	Available GEC Resources And Other Suggested Resources ²⁴	Purpose Of The Action And How To Use It In This HPC Phase
Create a standard agenda item in Education Coordination meetings on Child Safeguarding (and PSEA) (facilitate a community of practice) (*)	None	<p>Objective: to make Child Safeguarding (and PSEA) an agenda item in Education Coordination meetings to facilitate regular time and space for peer exchange and discussion. This will hopefully foster sharing of good practices and exchange on challenges and solutions. The Education Cluster Team's promoting the inclusion of Child Safeguarding (and PSEA) in Coordination meetings' agenda is an important way to prioritise Child Safeguarding (and PSEA), instil an improved Child Safeguarding and PSEA culture within the group, and demonstrate to Partners that Child Safeguarding and PSEA are fundamental commitments of accountable education responses.</p> <p>In summary, regular conversations on Child Safeguarding and PSEA in their turn help Education Cluster Teams and Partners:</p> <ul style="list-style-type: none"> • Increase the appetite for doing more and better work on Child Safeguarding (and PSEA), therefore fostering a "Child Safeguarding culture"; • Mobilise internal resources when available; • Identify key Child Safeguarding and PSEA needs and capacity gaps for the group; • Come up with ideas on how to scope needed resources to address identified gaps; • Agree on key advocacy asks for the Education Cluster Coordinators to present, for example, at the inter-Cluster Coordination forum. <p>How to do it:</p> <ul style="list-style-type: none"> • Include Child Safeguarding and PSEA trainings, discussions, and information sharing during already-scheduled Education Coordination meetings and activities. • Occasionally, Education Cluster Teams can also arrange dedicated Child Safeguarding and PSEA sessions or workshops. • Share ongoing initiatives, achievements, and challenges in Child Safeguarding and PSEA implementation during Education Coordination meetings to create better Child Safeguarding and PSEA awareness in education responses in the country-context, including what practices are effective and what challenges exist. Through a "Child Safeguarding culture" based on openness, Education Cluster Teams can help Partners find support in the Coordination group to address the challenges along the way. • It is also important for Education Cluster Teams and Partners to agree on sharing information about complaints (within the limitations of strict confidentiality rules)²⁵ in order to identify Child Safeguarding violations trends, including SEA, so that mitigations can be implemented or improved to make the Education sector safer for all children. Knowing where Child Safeguarding issues and risks, including SEA, exist in Education responses so that programmes can be adjusted greatly helps making Child Safeguarding and PSEA collective accountabilities of an effectively coordinated Education sector. • Of particular importance is to leverage national and local NGOs' approaches to Child Safeguarding (and PSEA). Some national and local NGO Partners may not have, as such, Child Safeguarding policies or formal tools to consult children; nonetheless, children are not necessarily put at heightened risks in their programmes. Indeed, many national and local NGOs know how to ensure children's safeguarding and participation: They may simply not translate Child Safeguarding (and PSEA) terminology, but rather may make use of traditional and customary approaches.

²⁴ As new tools might be created by the GEC, additional resources will be made available in this folder: [GEC tools_Child Safeguarding in Education Coordination](#)

²⁵ This recommendation is in line with PSEA best practices suggested by IOM: "Information sharing does not mean sharing personally identifiable information about any party to the complaint; it merely means sharing with an identified person or persons the fact that a complaint was received and referred, and as agreed additional non-identifying data, so that a designated person (ideally the PSEA Coordinator) can have an overall understanding of complaints occurring.

Child Safeguarding Actions In Education Coordination

Available GEC Resources And Other Suggested Resources

Purpose Of The Action And How To Use It In This HPC Phase

Appoint an Education Cluster Child Safeguarding/ PSEA focal person or create a Child Safeguarding/PSEA task team (*)

Tool: **GEC EC/EiE WG Child Safeguarding focal person ToR**, available in English [here](#).

Tool: **GEC EC/EiE WG Child Safeguarding task team ToR**, available in English [here](#).

Objective: to provide Partners with information, resources and support on Child Safeguarding through a dedicated Education Cluster Child Safeguarding focal person or task team.

How to do it: the Education Cluster Child Safeguarding focal person is not in charge of developing an Education Cluster Child Safeguarding policy (creating their own Child Safeguarding policy remains an individual organisational responsibility of Education Partners). The Education Cluster Child Safeguarding focal person is not in charge of managing Partners' reporting and response/investigation mechanisms, which remain an individual organisational responsibility of Partners. In other words, the presence of the Education Cluster Child Safeguarding focal person does not diminish the individual responsibility of Partners to develop and/or strengthen their own Child Safeguarding institutional system. The Education Cluster Child Safeguarding focal person helps organisations follow good practices in the implementation of Child Safeguarding actions in education toward collective achievements, while the final responsibility for institutional Child Safeguarding lies with Partners.

The Education Cluster Child Safeguarding focal person is therefore a go-to person for Partners and:

- Coordinates the design and implementation of approaches to integrate and scale up Child Safeguarding in Education Coordination;
- Contextualises and adapts the Child Safeguarding guidance locally;
- Facilitates Partners' improved understanding of Child Safeguarding principles and approaches in their work and behaviours (including, if possible and when required, through delivering training sessions on Child Safeguarding);
- Supports Partners' plan for Child Safeguarding activities and budget in Project Sheets;
- Ensures Child Safeguarding requirements are met in education needs assessments (with or without inclusion of children's participation);
- Suggests approaches to mobilise resources for Child Safeguarding;
- Oversees monitoring of Child Safeguarding indicators in the Education Cluster reporting matrix;
- Generates evidence on integration of Child Safeguarding in Education Coordination functions;
- Links with the PSEA Network in-country, and with the CP and GBV sub-Clusters.

It is to be noted that the Education Cluster Coordinator is not necessarily to take on the function of Child Safeguarding focal person. Instead, resources would be needed if the Education Cluster Child Safeguarding focal person was a full-time role within the Education Cluster Team. For this reason, it is not necessarily suggested that a person is hired on purpose – at least in the beginning – but that Partners with substantial Child Safeguarding capacity volunteer to act as the Education Cluster Child Safeguarding focal person, *pro bono*. It may even be possible to create a lighter version of the Education Cluster Child Safeguarding focal person through identifying a "Child Safeguarding champion", possibly a Partner's staff (not necessarily the Education Cluster Coordinator) who could be at a minimum the go-to person for Partners who may need Child Safeguarding support and who could act as the liaison with the GEC to access more support from the GEC Child Safeguarding workstream specialist.

Alternatively, a subgroup of the Education Cluster could constitute a dedicated Child Safeguarding task team, for example attached to the EC SAG.

Child Safeguarding Actions In Education Coordination

Available GEC Resources And Other Suggested Resources

Purpose Of The Action And How To Use It In This HPC Phase

Promote Education Partners' commitments to Child Safeguarding and safe and participatory education programming, and monitor compliance through Cluster Monitoring Tools

Tool: **GEC "Set of monitoring indicators on Child Safeguarding and safe and participatory education programming"**, available in English [here](#).

Tool: **GEC suggested Child Safeguarding minimum requirements and monitoring framework**, available in English [here](#).

Example: **EiE WG Nigeria "Monitoring matrix of the minimum Child Safeguarding (including PSEA) commitments for Education Partners"** designed and agreed upon with Partners in a workshop²⁶, available in English [here](#).

Link into and provide information to Education Partners on initiatives on AAP, PSEA, safeguarding, Child Safeguarding and GBV in-country and relevant national laws, including through cooperating with the CP and the GBV sub-Clusters, the PSEA Network and the AAP/Communication & Community Engagement working group (when existing) (*)

Tool: **GEC "Repository of non-GEC resources to support Education Cluster/EiE WG Coordinators embed Child Safeguarding throughout the HPC"**, available in English [here](#).

Objective: to promote (or require adherence to) Child Safeguarding and safe and participatory education programming (ideally with MoE approval). Child safeguarding and safe and participatory education programming commitments (see cross-cutting section above) can be jointly defined and adopted by the Education Cluster Team and Partners, and their enforcement may vary from country to country. In some cases, the Education Coordination group may decide to expect all Partners to abide by those requirements; in other cases these requirements might remain as suggested only.

How to do it: no matter what enforcement modality Education Cluster Teams and Partners will agree upon, compliance to Child Safeguarding and safe and participatory education programming commitments can be monitored through the Education Cluster Monitoring Tools, such as the 3-4-5Ws matrix, or through an *ad hoc* monitoring tool. To this extent, Education Cluster Teams identify and adopt relevant indicators concerning the agreed-upon Child Safeguarding and safe and participatory education programming minimum commitments with their Partners. With support from the GEC, Education Cluster Team IMOs modify the group's monitoring matrix to accommodate the identified indicators measuring compliance to Child Safeguarding requirements, or create a new monitoring tool. The set of indicators in the GEC global tool is not prescriptive, and must rather be adapted to the specific needs of the Education Cluster Team and the reporting capacity of Partners. As a starter, Education Cluster Teams may choose to identify a small number of basic Child Safeguarding indicators (for example, number of Safety Audits conducted), to then expand to more indicators in the following years.

Partners report on such indicators the same way they report on other indicators/reach data, on a regular basis (e.g., quarterly).

Objective: to link the Education Cluster Team Child Safeguarding work to larger AAP and PSEA initiatives of the HCT in-country for influencing other sectors on prioritising Child Safeguarding (see below). It is also functional to the Education Cluster Team objectives on Child Safeguarding. Indeed, AAP and PSEA are currently priority commitments of the humanitarian sector, as enshrined in global frameworks²⁷. The link between Child Safeguarding and PSEA needs to be explicitly captured because ensuring Child Safeguarding as prevention in education responses supports the delivery of safe and accountable programmes that contribute to protection from sexual exploitation and abuse of children. -

How to do it: cooperation with the CP and GBV sub-Clusters is required to learn more about national laws on CP, social policies, and existing SEA supports (including, for example, referral mechanisms) in-country. Education Cluster Coordinators should reach out to the PSEA Network and AAP or Communication with Communities working group in countries where these exist to identify ways of cooperation (see above on cross-cutting actions).

²⁶ See all workshop tools used by the Nigeria EiE WG to define Child Safeguarding and child participation commitments for Partners in English [here](#).

²⁷ For example: IASC Commitments to Accountability to Affected Population; Grand Bargain workstream 6 Participation Revolution; Core Humanitarian Standards (CHS) on quality and accountability; IASC 6 Principles on PSEA; Secretary General's Bulletin on Special Measures for Protection from Sexual Exploitation and Sexual Abuse (PSEA), 2003 (SG Bulletin ST/SGB/2003/13).

Child Safeguarding Actions In Education Coordination

Available GEC Resources And Other Suggested Resources

Purpose Of The Action And How To Use It In This HPC Phase

Maintain an up-to-date list of Safeguarding/PSEA Focal Points (or other assigned person) of all Education Partners, and when required contact the Safeguarding/PSEA Focal Point (or other assigned person) of the organisation of the alleged perpetrator to report Child Safeguarding concerns, including SEA, that might become known

Tool: GEC “Sample EC/EiE WG contact list of Partners’ Child Safeguarding and PSEA focal points”, available in English and French [here](#).

Kit of tools: GEC repository of resources on how to take GBV, SEA and CSG disclosures that might be reported to Education Cluster Team staff while on duty, available in English [here](#).

Objective: Education Cluster Coordinators and Information Managers find themselves in a peculiar position, unlike most other staff of their same organisation, for their daily and substantive interaction with plenty of humanitarian workers from other NGOs, UN agencies, and government representatives. This might expose Education Cluster Coordinators and Information Managers to higher chances to hear or be informed of, witness, or suspect that a (humanitarian) staff of another organisation has been involved in wrongdoing against children (or vulnerable adults). All humanitarian staff have an obligation to report allegations of abuse, as stated in the UN Secretary General’s Bulletin on Special Measures for Protection from Sexual Abuse and Sexual Exploitation (2003).²⁸ By understanding how to behave before this challenge, Education Cluster Coordinators and Information Managers will be able to act to prevent or stop potential abuse.

How to do it: regardless of their professional affiliation with a specific hiring organisation, all Education Cluster Coordinators and Information Managers will have to create and maintain an up-to-date list of (child) Safeguarding (and PSEA) Focal Points (or other assigned person) of all the Partners, to regularly circulate, along with reminders on where the list can be found.

In case of becoming aware of a Child Safeguarding allegation or other act of misconduct, Education Cluster Coordinators and Information Managers will have to contact the Safeguarding/PSEA Focal Point (or other assigned person) of the organisation of the alleged perpetrator to report such concerns.²⁹ Education Cluster Coordinators and Information Managers are not involved with the follow-up and management of the allegation, which remain the sole responsibility of the Partners.

Sharing the Education Cluster list of (child) Safeguarding/PSEA Focal Points (or other assigned person) of all the Partners will allow all participants in the Education Cluster to follow the same reporting procedure should they become aware of a Child Safeguarding/PSEA allegation or other act of misconduct (allegedly) committed by a staff of another organisation within the Education Cluster.

It is to be noted that this approach suggested by the GEC is in line with IOM-identified best practices for PSEA programmes in-country.³⁰

Regarding this responsibility, cooperation with the PSEA Coordinator is paramount because they should already have lists of organisations’ Safeguarding/PSEA Focal Points and would be able to advise on how best to refer allegations to the right entity.

28 (e) Where a United Nations staff member develops concerns or suspicions regarding sexual exploitation or sexual abuse by a fellow worker, whether in the same agency or not and whether or not within the United Nations system, he or she must report such concerns via established reporting mechanisms. Section 6.1 of the document binds the staff of non-UN entities that have entered into an agreement with a UN agency to the same reporting obligations. Source: United Nations Secretariat. 9 October 2003. Secretary General’s Bulletin on Special Measures for Protection from Sexual Abuse and Sexual Exploitation, 2003/13 (ST/SGB/2003/13). United Nations.

29 Limiting sharing of sensitive complaint information to a “need to know” basis, in line with data protection principles and a victim-centred approach.

30 “The SEA complaint referral pathway can be as simple as having a Contact List of the personnel in each organization who will receive SEA complaints” and “34. What is the agreed complaint handling process in an inter-agency CBCM? 1. Receive SEA allegation. 2. Immediate follow up to victim/complainant (manage expectations) as possible. 3. Use CBCM SOPs to refer the victim to relevant assistance services (GBV services or other as identified). 4. Use CBCM SOPs to refer the allegation to the organization that employs the alleged perpetrator. 5. Investigation by the organization employing the alleged perpetrator. 6. Provide feedback to the complainant on status and outcome of the investigation (as possible)” (source: IOM, Frequently Asked Questions on inter-agency PSEA. IOM’s lessons learned from PSEA implementation in-country, 2019, page 35).

Child Safeguarding Actions In Education Coordination

Available GEC Resources And Other Suggested Resources

Purpose Of The Action And How To Use It In This HPC Phase

Promote safeguarding of children with disabilities (including from SEA) in Education responses (*)

Kit of tools: GEC repository of resources on safeguarding children with disability and inclusive safeguarding, available [here](#). The archived resources include Able Child Africa - Save the Children, *Disability-inclusive Child Safeguarding guidelines*, and the UKAid, *Resources & Support Hub*, *Tip Sheet*. *People with disabilities and the safeguarding journey* (also available in French) that are particularly relevant. Able Child Africa - Save the Children manual is an actual toolkit to design a Child Safeguarding system for children with disability.

Share Child Safeguarding work with other sectors to **influence inter-sectoral processes and prioritisation of Child Safeguarding**

Tool: GEC FAQs on how CSG and ChP are functional to better coordinated education responses, available in English [here](#).

Objective: to contribute to making education programming more inclusive and better responding to specific needs of children with disability. In turn, inclusive education programming that is safe for children with disability contributes to achieving a higher impact and meeting the targets of the education response. Only by ensuring the safeguarding of children with disability can education responses truly be accountable to affected children.

How to do it: people and children with disabilities are often unconsciously excluded from safeguarding activities, meaning that the specific risk factors they experience are not captured in initial planning processes. Other important messages that Education Cluster Teams should promote amongst Partners include the fact that inaccessible services, including inaccessible schools, can increase risks for persons and children with disability. Additionally, non-inclusive reporting mechanisms exclude people and children with disabilities and thus have limited effectiveness. It is also important to remember that accessible and inclusive information provided in a variety of ways maximises message dissemination. Finally, gender equality is also paramount to inclusive programming: women, girls and adolescents with disabilities are at greater risk of SEA given that gender inequalities intersect with disability discrimination.

Objective: to increase chances to mobilise resources and to put Child Safeguarding high on the agenda of the humanitarian Coordination system in-country. If the Education sector makes Child Safeguarding better understood in Coordination work, Education and other humanitarian actors can make more solid and resourced commitments to be more accountable to children and keep them safer in humanitarian crisis.

How to do it: key advocacy asks for the Education Cluster Coordinators to present, for example, at the inter-Cluster Coordination forum and/or to other Clusters are to be agreed upon in Education Coordination meetings.

Additionally, Education Cluster Coordinators can use findings from the survey on Partners' Child Safeguarding knowledge and practices (see Assessment phase) to showcase to the inter-Cluster Coordination forum and/or to other Clusters the need to mobilise resources to improve Child Safeguarding capacity of humanitarian actors. Likewise, Education Cluster Team Coordinators can use findings from the (child-participatory) Child Safeguarding, CP and GBV (including SEA) risks identification process (see Assessment phase) to highlight how humanitarian responses can cause harm to children, requiring mitigation and preventative actions to be put in place with adequate resources in recognition that meaningful child participation and insurance of Child Safeguarding principles contribute to accountable humanitarian responses and support PSEA efforts. It is also important that the Education Cluster Team Coordinators seize the opportunity to address the inter-Cluster Coordination forum, the HCT if possible (through the country director/country representative of their organisation), and other Clusters to remind all humanitarian actors that Child Safeguarding is not an issue for individual organisations alone nor for the Education sector alone: Child safeguarding is a system-wide issue that needs system-wide accountability and action. Collectively, humanitarian actors and the Cluster Coordination System are responsible for doing everything possible to ensure that children's voices are heard and considered, and that delivered humanitarian assistance is safe for children.

Collaboration with the CP and the GBV sub-Clusters is paramount for making advocacy asks more effective.

Child Safeguarding Actions In Education Coordination

Available GEC Resources And Other Suggested Resources

Purpose Of The Action And How To Use It In This HPC Phase

Promote that Education Partners implement child-friendly feedback and complaints mechanisms, including at the school level, and contribute to the establishment/strengthening of interagency PSEA community-based complaints mechanisms (*)

Tool: GEC “Cheat-sheet: Why Education Cluster/EiE WG Coordinators should promote that Education Partners implement child-friendly feedback and complaints mechanisms, including at the school level”, available in English [here](#).

Kit of tools: GEC repository of child-friendly feedback and complaints mechanisms, available [here](#).

Kit of tools: GEC repository of IASC PSEA documents on inter-agency community-based complaints mechanisms, available [here](#).

Tool: GEC “Repository of non-GEC resources to support Education Cluster/EiE WG Coordinators embed Child Safeguarding throughout the HPC”, available in English [here](#).

Objective: to contribute to making the Education sector more accountable to affected populations and children (in line with the Core Humanitarian Standard on Quality and Accountability (CHS) and supported by the guiding principle of the UN Convention on the Rights of the Child (UNCRC) on children’s right to participation) through promoting that Partners establish/strengthen gender- and age-appropriate and child-friendly, inclusive, safe and confidential feedback and complaints mechanisms.

How to do it: Education Cluster Teams are to remind Partners of the importance of establishing feedback and complaints mechanisms within their education programmes. The existence of feedback and complaints mechanisms in schools is very important to ensure that voices of students, parents and teachers are heard and engaged in the decision-making process. Indeed, child-friendly feedback and complaints mechanisms are key to making education responses more accountable and safer for children.

Education Cluster Teams should also remind Partners that for feedback and complaints mechanisms to be truly child-friendly, children should be consulted for the identification of age- and gender-appropriate reporting channels that are user-friendly, safe, and accessible for girls and boys of different ages and abilities. This will result in building trust in the safe and confidential reporting of any Child Safeguarding misconduct.

In line with PSEA best practices, Education Cluster Teams should also promote and facilitate Partners working together (and with CP and GBV Coordination groups) on messaging initiatives on Child Safeguarding and PSEA, in an attempt to disseminate consistent information to children and communities within the Education sector, thus also saving time and improving effectiveness.³¹

In some countries, the PSEA programme implemented by humanitarian coordinators and country humanitarian teams, often through a PSEA Coordinator and Network, includes the creation/strengthening of interagency community-based complaints mechanisms. When this is the case, Education Cluster Teams should cooperate with the PSEA Coordinator and Network to play a critical role in supporting Education Partners connecting their existing child-friendly feedback and complaints mechanisms, including at the school level, to the interagency operating procedures that link individual complaints channels into a coordinated referral system, to ensure that any SEA allegation raised by community members can reach a feedback and complaints mechanism. In working with the PSEA Coordinator and Network, Education Cluster Teams should also advocate that all existing feedback and complaints mechanisms are child-friendly, and that school-level feedback and complaints mechanisms must also be part of interagency community-based complaints mechanisms.

31 IOM, Frequently Asked Questions on inter-agency PSEA. IOM’s lessons learned from PSEA implementation in-country, 2019, page 27.

Child Safeguarding Actions In Education Coordination

Available GEC Resources And Other Suggested Resources

Purpose Of The Action And How To Use It In This HPC Phase

Promote safeguarding of children (including from SEA) in cash and vouchers programming in Education responses

Kit of tools: GEC repository of resources on safeguarding children in cash and vouchers programming, available [here](#).

Kit of tools: GEC cash and vouchers programming library, available [here](#), with particular reference to the synthesis document available in English, French, Spanish, and Arabic [here](#).

Support Education Partners accessing guidance on keeping children safe online

Kit of tools: GEC repository of guidelines and resources on keeping children safe online, available [here](#).

Objective: to ensure that Child Safeguarding is considered in all cash transfer programming used in Education responses.

How to do it: Education Cluster Teams must recognise that while cash transfers have become a key intervention in emergencies, like all interventions they may also pose risks for beneficiaries. It is therefore important that Education Cluster Teams remind Education Partners that they need to prevent or mitigate Child Safeguarding risks that can emerge in cash and voucher assistance (CVA). If using a CVA modality, Education actors must first identify potential Child Safeguarding risks associated with their CVA interventions and understand how to manage them (including monitoring and mitigating), to ensure children are safe. The impact of CVA programming on children's well-being must, therefore, be considered at all stages of the project cycle.

Objective: to promote that Education Cluster Teams and Partners make all efforts to keep children safe while online, and also provide support to parents, teachers, and volunteers in this endeavour, since remote and online engagement with children, especially for distance-learning education during schools' closure, is nowadays the norm in many countries.

In today's world and beyond the effects caused by the Covid-19 pandemic, children's online safeguarding remains a priority in humanitarian contexts where more and more remote engagement with affected populations is required in hard-to-reach or insecure areas.

How to do it: the GEC has created a repository of guidelines and resources on keeping children safe online. However, it is to be noted that the GEC has not created any guidance specific for Education Cluster Teams on keeping children safe in online education programming, nor has vetted other organisations' tools provided in the repository.

3.6 Operational Peer Review & Evaluation

Child Safeguarding Actions In Education Coordination	Available GEC Resources And Other Suggested Resources ³²	Purpose Of The Action And How To Use It In This HPC Phase
Reflect to improve integration of Child Safeguarding (and PSEA) in Education Coordination	None	<p>Objective: to improve the integration of Child Safeguarding (and PSEA) in Education Coordination going forward.</p> <p>How to do it: when doing annual reviews of the Education Cluster response, or for more formal evaluation processes, ensure that Child Safeguarding (and PSEA) issues are included in the agenda and ToR. An analysis of Child Safeguarding (and PSEA) concerns or trends should also be included in any documentation of lessons learned to inform future response planning and strategic processes.</p> <p>When a Cluster Coordination Performance Monitoring (CCPM) is conducted annually, Education Cluster Coordinators may take the opportunity to advocate for changes in the process to include Child Safeguarding and PSEA in the standard questionnaires.</p>

³² As new tools might be created by the GEC, additional resources will be made available in this folder: GEC tools_Child Safeguarding in Education Coordination

4. MINIMUM ACTIONS TO INTEGRATE CHILD SAFEGUARDING IN COORDINATION OF EDUCATION RESPONSES

The suggested actions presented in the above sections show how much Education Cluster Teams and Partners can do to improve the integration of Child Safeguarding (including PSEA of children) in the Coordination of Education responses to sustain a concrete commitment toward stronger accountability of the Education sector. Nonetheless, it is recognised that Education Cluster Teams may need to choose a limited implementation of Child Safeguarding activities (including PSEA of children) in their group, be it for lack of time, resources, or capacity, or owing to other prevailing priorities. For these circumstances, the GEC has identified a few key actions that represent the minimum changes each Education Cluster Team and Partners should strive to achieve.

The suggested Minimum Actions that each Education Cluster Team can implement, in collaboration with Partners, include simple changes to the way the Education Coordination process functions habitually that start instilling a sense of greater responsibility in Partners and Coordination Teams. To safeguard and to prevent, report on, and respond to harm that occurs to children (and vulnerable adults), measures are to be put in place to reduce the risk of harm, injury, or abuse. These required measures span all organisational functions, and the GEC has identified that ensuring Child Safeguarding (including PSEA of children) policies and procedures and promoting safe education programming constitute essential if minimum steps toward making the Education sector safer for and more accountable to children.

Through implementation of simple but effective Minimum Actions, the GEC promotes that Education Cluster Teams work with and support their Partners to achieve two objectives:

1. All Education Cluster Partners ensure organisational Child Safeguarding (and PSEA) compliance

At a minimum, all Education Partners have a **Child Safeguarding Policy** (that includes specific reference to preventing and responding to sexual exploitation and abuse of children) and a **Code of Conduct** that explicitly explains what are prohibited behaviours toward children (and that all staff of the organisation sign mandatorily).

2. All coordinated education responses promote the implementation of safe education programming³³

At a minimum, all Education Partners know how to **identify Child Safeguarding, CP and GBV (including SEA) risks** for children in and around schools, and how to **mitigate the risks of and improve response to abuse or exploitation** of children during education programme delivery.

Compliance to Child Safeguarding (and PSEA) standards and adoption of safe education programming approaches **make Education Partners more accountable to affected children by ensuring that all boys and girls are respected, dignified, and protected in Education response.**

When resources and conditions improve, Education Cluster Teams are encouraged to scale-up Child Safeguarding activities (including PSEA of children) within their group.

These actions are described in a separate [Minimum Actions Guide](#)³⁴, and are summarised below:

33 Designing and delivering child-safe education programmes means ensuring that the organisation's education work does not do harm to children involved in or in contact with the programme. Indeed, there has been a growing recognition that, as well as risks to children from staff and associates, inappropriately designed programmes and poor operational management can also create the possibility of harm to children (source: Keeping Children Safe, The International Child Safeguarding Standards, n.d., p.2).

34 The GEC Child Safeguarding Minimum Actions Guide is also available in [French](#).

Minimum Actions For Child Safeguarding In Education Coordination



Objective 1: All Education Cluster Partners ensure organisational Child Safeguarding (and PSEA) compliance

At a minimum, all Education Cluster Partners have a **Child Safeguarding policy** (that includes specific reference to **preventing and responding to sexual exploitation and abuse of children**) and a **Code of Conduct** that explicitly explains what are prohibited behaviours towards children (and that all staff of the organisation sign mandatorily).

Action 1: Support Partners to ensure they have a Child Safeguarding policy and a Code of Conduct in place

Identify Partners that do not have a Child Safeguarding policy and a Code of Conduct.

Reference identified gaps of Child Safeguarding policies and Codes of Conduct in the HNO and HRP and Strategy, and prioritise Project Sheets of Partners that include Child Safeguarding elements to increase chances of funds allocations.

Particularly support LNNGOs in strengthening their Child Safeguarding capacity (within the Localisation approach).

Follow up to ensure that all Partners have a Child Safeguarding policy and Code of Conduct within a year.



Objective 2: All coordinated education responses promote the implementation of safe education programming

At a minimum, all Education Cluster Partners know how to **identify Child Safeguarding, CP and GBV (including SEA)** risks for children in and around schools, and how to **mitigate the risks of and improve response to abuse or exploitation** of children during education programme delivery.

Action 2: With Partners, identify Child Safeguarding, CP and GBV (including SEA) risks for children in education programmes

Identify the most likely or frequently reported Child Safeguarding, CP and GBV (including SEA) risks affecting children in and around schools in your context.

Mention identified Child Safeguarding, CP and GBV (including SEA) risks in the HNO.

Action 3: Coordinate partners to design mitigation measures to prevent and respond to abuse or exploitation of children in education programmes

Plan measures to adopt in education programmes to mitigate previously identified Child Safeguarding, CP and GBV (including SEA) risks.

Include child safeguarding (and PSEA) as elements in the Education Cluster Strategy.

Include identified mitigation measures to reduce and respond to Child Safeguarding, CP and GBV (including SEA) risks in the HRP, and design at least one indicator on safeguarding mitigation measures.

Follow up with Partners to ensure they implement safe education programmes.

5. CONCLUSIONS

Children's participation and Child Safeguarding are essential elements of ensuring accountability to affected children and populations and to protect all, including children, from sexual exploitation and abuse in all sectors of humanitarian responses.

The Education sector must commit to being a safe sector for children and show concretely a "zero-tolerance attitude" toward abuse of children. Education Cluster Teams and Partners therefore need to put Child Safeguarding at the heart of everything they do, with sustained resources. To make the Education response more accountable, Education Cluster Teams and Partners should improve children's participation in education programming and strengthen Child Safeguarding commitments (including PSEA of children), also through safe education programming principles (to enable the Education response to more effectively prevent and respond to SEA and mitigate CP and GBV risks).

Child Safeguarding is both an individual and a collective responsibility. Each Education Partner is individually responsible for ensuring they have organisational Child Safeguarding and PSEA of children measures in place, but Child Safeguarding and PSEA need system-wide accountability and action. Collective, joint action is essential to effectively deliver on Child Safeguarding and PSEA commitments, thus supporting broader accountability objectives by ensuring that affected children are safe and respected and can access education assistance without fear of exploitation or abuse.

The Global Education Cluster and Education Cluster Teams are using their Coordination role to promote that Partners understand their safeguarding responsibilities and, where possible, have improved capacities to do so (in turn resulting in safer education programming). By doing this, the GEC and Education Cluster Teams want to promote the message that Child Safeguarding is foundational to improving impact and accountability of coordinated education in emergency responses.

6. RECOMMENDATIONS

Helping Education Partners meet compliance to Child Safeguarding (and PSEA) standards and adoption of safe education programming approaches increases quality and accountability of the education response.

Referencing Child Safeguarding in strategic documents like HNO, HRP and Cluster Strategy increases the chances that Education actors make a resourced engagement to be more accountable to children and keep them safer in humanitarian crisis. Child safeguarding-related indicators should be included in the HRP to monitor progress.

Strengthened collaboration with the CP and GBV sectors, as well as the PSEA Network and AAP working group, improves the effectiveness of sectoral and inter-sectoral Coordination, and makes the Education sector a more influential actor within the humanitarian Coordination system in-country.