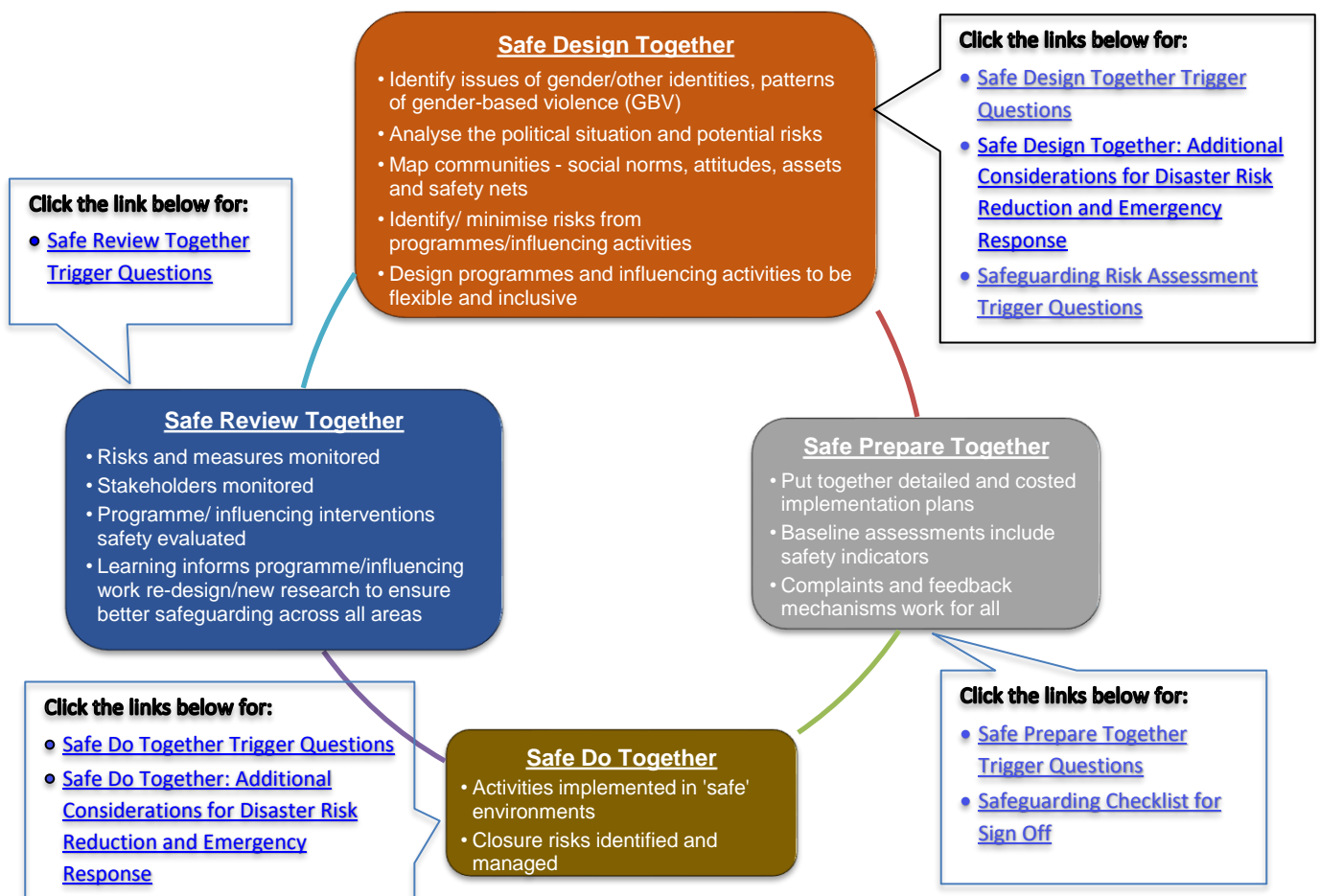


## Safeguarding in Programming and Influencing Work Ensuring We Do NO HARM *and*

### Helping you implement Safeguarding Business Standard 2: Safe Programming, Influencing, Monitoring, Evaluation and Research A Quick Overview and Guide

The sections in this quick overview and guide are set out according to Plan International's project cycle procedures. However, for the purposes of this document the stage of "Do & Review" has been separated in order to provide enough detail for the different processes and approaches used in **Doing** and in **Reviewing**. The diagram below therefore highlights key safeguarding tasks within the project cycles various stages. It should be stressed here that the project cycle and the tools and approaches used should be iterative in nature and that some processes may be running in parallel or overlap. There should therefore be a process of continual revision and adaptation of tools or approaches in order to adjust for and address any challenges or changes which impact the project during its lifecycle. **Trigger Questions have been designed to help you ensure safeguarding is embedded in the programming and/or influencing project cycle.**



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

The Safeguarding in Programming and Influencing guidelines contains guidance to help reflect on the trigger questions e.g. examples of safety assets for girls and boys (which may need to be localised and should consider diverse identities) and safeguarding considerations when closing or transitioning a programme or influencing intervention.

## SAFE DESIGN TOGETHER – SAFEGUARDING TRIGGER QUESTIONS – APPLYING PLAN INTERNATIONAL’S THEORY OF CHANGE TO SAFE DESIGN TOGETHER

Dimension of change	Examples of points to consider
<b>Social norms, attitudes and behaviours</b>	<ul style="list-style-type: none"> <li>● Draw on the situation assessment and /or gender, inclusion and age analysis carried out for the project and identify the implications for safeguarding               <ul style="list-style-type: none"> <li>○ What are the social norms, attitudes and behaviours towards and cultural practices and beliefs about girls, boys and young people in all their diversity?</li> <li>○ What specific vulnerabilities emerge:                   <ul style="list-style-type: none"> <li>▪ What are the existing patterns of discrimination, abuse, violence and gender-based violence?</li> <li>▪ How might this impact their inclusion in and the safe implementation of project</li> <li>▪ How might the project make this worse for girl, boys and young people??</li> <li>▪ What support will we need to provide to them to ensure their safe involvement in the project and at the end of the project, for example for those returning to communities following the closure of an influencing activity/project where harmful social norms/attitudes remain? <i>For example, what are community/family expectations for young people engaging in advocacy or activism?</i></li> </ul> </li> <li>○ What are the key existing relationships amongst different groups of girls, boys and young people and how can these be built on for safe programming and influencing?</li> <li>○ What are the constraints on mothers or fathers and what impact might this have on the safe participation of their sons or daughters in programmes/influencing activities?</li> <li>○ What is the likely impact of a lack of diversity or inclusion in the services or systems we are aiming to link, refer or gain access to for different groups of children?</li> <li>○ How might family members, community members and/or government stakeholders react to young people speaking out and how might this impact on their safety?</li> </ul> </li> </ul>
<b>Social and economic assets and safety nets</b>	<ul style="list-style-type: none"> <li>● Who controls resources and decision-making in households and in communities? Is the programme/influencing intervention aiming at transforming the economic power dynamics? What harm / risks might this create for different groups of children and young people?</li> <li>● What social assets and safety nets exist for different groups of girls, boys and young people and how can these be incorporated into our measures to minimise or address safeguarding risks? (For example: Where are the women who might be able to support girls? Where are the men who could serve as good male role models? Are there other civil society actors who could help? Are there existing groups, such as youth groups, already working to address safety and other relevant issues in the community?)</li> <li>● What needs to be in place for girls, boys and young people in all their diversity, (particularly girls) to be and feel ‘safe to’ participate and engage? (For example: is there potential for creating or supporting new or emerging safety nets and assets)</li> </ul>
<b>Policy frameworks and budgets</b>	<ul style="list-style-type: none"> <li>● What policies, mechanisms and structures are in place for preventing and responding to violence? Are these effective and safe for use and referrals? Will they support our response to harm arising from our programmes/influencing work?</li> <li>● What laws and policies are in place that limit the right to participate in a safe way? How are these implemented? Is advocacy needed in relation to this?</li> <li>● What is the potential negative impact of achieving policy change in one area on another where funds and budgets do not exist to support both? For example, diversion of funds from adolescent health services to fund commitments to education?</li> </ul>

## SAFE DESIGN TOGETHER: ADDITIONAL CONSIDERATIONS FOR DISASTER RISK REDUCTION AND EMERGENCY RESPONSE

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

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

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

## SAFE DESIGN TOGETHER - SAFEGUARDING RISK ASSESSMENT TRIGGER QUESTIONS

Who? /What?	Main aspects to consider
<p><b>Risks associated with interaction of children and young people with staff, volunteers, and associates</b></p>	<ul style="list-style-type: none"> <li>▪ What is their level of contact with children and young people and how can you make sure this remains safe?</li> <li>▪ Do they have the appropriate knowledge skills and attitude to work safely with girls, boys and young people in all their diversity inclusively and respectfully?</li> <li>▪ Do they understand and are they conscious of their own norms and bias that influence whether and how they engage with girls, boys and young people in all their diversity in a safe, supportive, respectful and inclusive way?</li> <li>▪ Do they understand and are they able to recognise potential negative impacts of the programme/influence interventions and able to address these within their area and level of responsibility?</li> <li>▪ Are they able to recognise indicators of abuse, (and how these are different for girls, boys and young people in all their diversity), understand what to do if a girl, boy or young person tells them of abuse, how to maintain safety and their obligations to report and processes on the same?</li> <li>▪ Are the staff (especially in programming and influencing teams) diverse (e.g. gender) with inclusive representation at sufficient levels of decision making and authority</li> <li>▪ Pay attention to the gender and diversity of partner, suppliers and contractors; <i>for example; if they are predominantly men, what impacts might this have on girls and young women participating?</i></li> <li>▪ Have you considered whether all partners, suppliers, contractors, community volunteers and other relevant stakeholders working, or in contact, with children and young people and/or involved in the intervention: <ul style="list-style-type: none"> <li>▪ have been recruited, background checked and/or vetted for safety,</li> <li>▪ received the minimum required training on safeguarding in relation to their involvement in the intervention and/or contact with children and young people; and particularly on being able to respond to reports in a sensitive way; and</li> <li>▪ whether their contractual involvement in or agreement for the programme/influencing intervention is contingent on their adherence to safe practice, to supporting reporting, and to transparency and accountability with the ability for Plan to gain assurance that these are in place.</li> </ul> </li> <li>▪ Have you considered the risks that might be presented by partners, suppliers and contractors in relation to the implementation of the programming/influencing work e.g. certain interventions require one to one contact between a child/young person and staff, activities which involve child care arrangements which may also require contact e.g. care for children with disabilities? These types of activities present a greater risk and require specific mitigating actions.</li> </ul>
<p><b>Risks associated with the vulnerabilities of the group of children and young people involved in / impacted by the programme/influence work</b></p>	<ul style="list-style-type: none"> <li>• Consider the age, gender, and other identities (sexual orientation, nationality, ethnic origin, colour, race, disabilities etc) of children and young people involved or impacted by the programme/influence intervention.</li> <li>• Consider any specific vulnerabilities of the target group e.g. disability, the absence of parental care, girls and boys who have already experienced abuse, displacement, association with armed conflict, and the implications for their safety in, or because of, the programme/influencing intervention.</li> <li>• What are the local perceptions of children and young people in general and in relation to the profile of the target group?</li> <li>• What are the kinds of gendered norms and expectations of the target group and how might this impact on their involvement or pose risks?</li> <li>• What abuses/risks are those in the target group exposed to especially if they break or step outside the expected norms or beliefs for the group?</li> <li>• Consider the local power dynamics (which groups are dominant/privileged, and which are subordinated) – does this impact on the dignity and safety of groups and individuals</li> </ul>

	<p>engaged in the programme/influencing intervention? How might the programming/influencing intervention fuel local tension?</p> <ul style="list-style-type: none"> <li>Does the identity of the children and young people themselves pose a safeguarding risk within the group with other children and young people (i.e. <i>tackling bias, power dynamics, exclusion within the group itself? Is there a risk of abuse, bullying or exclusion of children or young people with disabilities or from marginalised tribes for example?</i>)</li> </ul> <p>Decisions on how and where the programme is run, who will deliver it, and what engagement will be needed with the families of girls and boys and communities will be informed by risks that might arise for girls, boys and children of different gender and other identities.</p>
<p><b>Programme objectives and activities</b></p>	<p>Consider the specific risks associated with the type of programme/influence work being delivered. Individual projects and programmes will need to be risk assessed to ensure the activities can be delivered as safely as possible.</p> <p>Consider</p> <ul style="list-style-type: none"> <li>The kinds of gendered abuses of power (and taking into consideration intersecting identities) in general and that might be particularly associated with this type of programme/influence work,</li> <li>What potential ‘backlash’ or resistance might there be to the involvement of and/or increased opportunities of the target group of children and young people</li> <li>What kinds of violence exist that act as barriers and threats to the target groups (e.g. girls’) participation in any of the project activities?</li> <li>How might these [the violence] escalate if there is resistance to their increased empowerment or if they are judged harshly by their communities because of stepping outside social norms?</li> <li>What topic/issue is the programme/influence work on and what are the local views and the implications for those involved? (<i>For example, how might a programme of sexual health for young girls be viewed, or how might an influencing activity or programme on LGBTI rights be viewed, what are the risks and how can this be managed?</i>) <ul style="list-style-type: none"> <li>Is it likely to create reputational risk or stigma for the children and young people involved?</li> <li>Have you assessed whether and how your project might drive abuse or harmful practice underground or strengthen the negative attitudes or practices you want to change?</li> <li>Have you assessed whether working only with a particular group (e.g. girls, marginalised groups) might create resentment or frustrations amongst other groups that might create backlash towards your intended beneficiaries?</li> </ul> </li> <li>Have you discussed the potential safeguarding risks with the target group of children, young people, their parents/guardians and other relevant community stake holders? Have you consulted with them on possible mitigation measures and obtained the consent – where relevant/appropriate – to proceed.</li> <li>Where using or promoting digital platforms for marketing or for and young people to engage virtually, have you provided additional briefing on safeguarding to the target group of children and young people and taken measures to ensure their ( and others) who may use the platform) safety?</li> </ul>
<p><b>Location and Privacy</b></p>	<p>The locations where activities with girls, boys and young people take place may pose different safety risks that need to be assessed and taking into account their diverse identities (gender, gender identity, age, disability, sexual identity, tribal identity, race, religion etc)</p> <ul style="list-style-type: none"> <li>Where are the activities are taking place in communities and are these places safe and appropriate for the target group of children and young people?</li> <li>What type of structure are the activities being delivered through and is this safe?</li> <li>Will the target group of children and young people be able to travel to the place safely?</li> <li>Consider and pay attention to the physical environment, the timing of activities, the routes to and from, and the ways in which these impact on the target group of children and young people, girls and boys differently.</li> <li>Is there enough space in the location for girls, boys and young people to talk with each other without other people watching or overhearing what they say or do?</li> </ul>

	<ul style="list-style-type: none"> <li>Is the location identified associated with a particular type of activity or group of people that might create negative connotations or stigma for the young people using it?</li> </ul> <p><i>A sports programme for girls, for example, may not be safe if it is held in a place where there are groups of older boys and young men hanging around, if they have to walk through isolated areas to come, or if it is in a space that is considered to 'belong' to boys and young men. Having an 'audience' of young men potentially exposes girls and young women to intimidation, humiliation, harassment and ridicule, as well as abuse; thinking carefully about location and time can support their safety to participate.</i></p>
<p><b>Use of children's images and stories for communications and fundraising</b></p>	<p>Consider what images and stories will be needed to communicate work on the project and programme or fundraise against.</p> <p>Consider:</p> <ul style="list-style-type: none"> <li>Consideration is needed as to whether the images and stories may present risks of harm to girls, boys and children/young people of different gender identities, and the risk of perpetuating or reinforcing negative stereotyping, even with permissions given e.g. <i>inappropriate images of young girls who are pregnant for raising awareness on early marriage or feeding negative stereotypes about countries, poor people, traditions etc in donor countries</i></li> <li>Consider what messages the images are sending; how are girl and boys being represented? How are these messages reinforcing gender inequalities, even inadvertently?</li> <li>How will you ensure, privacy, safety and protection is not compromised in use of images and storytelling? (e.g. <i>do images used allow identification and thus increased risk exposure – particularly where the topic is sensitive</i>)</li> <li>The risk of sacrificing dignity and respect in the chase of a story or image</li> <li>Has appropriate informed consent been sought – was it ensured that there was an understanding of where, when and how the images may be used and any associated risks / impact?</li> <li>Have you reviewed and consulted with the consult back the media subject on the final design/final media to get final approval for media usage?</li> <li>Important: Think beyond safeguarding – is the approach or intervention ethical and in line with our values?</li> </ul> <p>Plan International's Safeguarding in Media Guidelines should be used to guide image use and media interventions.</p>
<p><b>Procedures for reporting and responding to allegations</b></p>	<ul style="list-style-type: none"> <li>Have the procedures for reporting allegations (including breaches of the safeguarding policy) been designed in consultation with girls, boys and young people in all their diversity as well as families?</li> <li>Do children and young people in all their diversity have confidence in the mechanism, will the referrals and services work effectively for e.g. a child of a different gender identity?</li> <li>Can the processes and mechanisms for reporting and referral systems be set up in a way that guarantees safety (including no backlash) and confidentiality of the person reporting? (safe access, support when a report is made, safe response and action)</li> <li>Are the reporting mechanisms communicated to all (including girls, boys and young people) who need to know and use them in a manner appropriate to their gender and other identities? Do they have enough information about the procedure?</li> <li>Have staff and relevant associates received enough training on the reporting and responding mechanism?</li> <li>Do managers support and encourage the reporting of concerns and risks and respond to reports in a timely and effective manner</li> </ul>

## SAFE PREPARE TOGETHER TRIGGER QUESTIONS – APPLYING PLAN INTERNATIONAL’S THEORY OF CHANGE TO SAFE PREPARE TOGETHER

Dimensions of change	Examples of points to consider
Social norms, attitudes, behaviours and relations	<ul style="list-style-type: none"> <li>● What do we need to measure in terms of norms, attitudes, behaviours and relationships to ensure our programmes or influencing interventions are safely delivering the objectives? How will these points be included in the baseline and linked with baselines related to gender and inclusion?</li> <li>● Who has the responsibility for monitoring the safeguarding aspects of the project, including the risks identified in relation to the situation of girls, boys and young people in all their diversity who may be particularly vulnerable due to their gender or identity?</li> <li>● Do all staff and partners working on the project understand the potential impact of social norms and attitudes in relation to keeping all girls, boys and young people in all their diversity involved in the project safe? Have they all received the appropriate safeguarding training? <ul style="list-style-type: none"> <li>○ How will we measure this understanding or the effectiveness of training? How are they putting their learning into practice?</li> </ul> </li> <li>● Have you had discussions with parents/guardians – if appropriate and relevant - and gained their consent about their child’s participation in the project/activity, and made sure that they fully understand any risks involved for their child and for the wider family (such as those that may arise where the child engages in activities which go against the community’s values/norms)?</li> <li>● What kinds of resistance might arise for those who are supporting change in communities (e.g. dominant groups who are openly supportive of subordinate groups such as men and boys who are openly supportive of girls)</li> </ul>
Social and economic assets and safety nets	<ul style="list-style-type: none"> <li>● Are all project staff aware of the existing community or other protective arrangements that keep the different groups of children and young people safe and how to take advantage of these during the project?</li> <li>● Are complaints and feedback mechanisms in place which are accessible for all groups of children and young people, including those with disabilities? Are they of sufficient quality and being used? Is the feedback loop closed with communities?</li> </ul>
Policy frameworks and budgets	<ul style="list-style-type: none"> <li>● Are resources in place and being allocated appropriately to ensure the safety of different groups of girls, boys or young people and to undertake any necessary capacity building of staff and partners on safeguarding?</li> <li>● Have you considered how to best harmonize, create synergies and pool resources between safeguarding measures of different donors, offices and organizations involved in the project?</li> <li>● Are safeguarding roles and responsibilities in the project (throughout the cycle) clear and do all understand their obligations for reporting?</li> <li>● Have you engaged / consulted with local authorities or services on safeguarding risk management and safeguarding measures and agreed relevant links and referral to public reporting and services? Are there officials or leaders who can champion equality and safety issues?</li> </ul>

## SAFE PREPARE TOGETHER - SAFEGUARDING CHECKLIST FOR SIGN OFF

### Risk assessment

- Has a gender and inclusion analysis been conducted and used to inform safeguarding issues for different groups of children and young people?
- Is it clear that significant risks to different groups of children and young people - taking into account intersecting identities - have been identified?
- Was a participatory assessment conducted?
  - Were different groups of children and young people as well as families and other key stakeholders consulted on potential risks and mitigation measures.
- Was a risk assessment conducted and is there a mechanism in place to ensure the risk management plan is regularly reviewed and updated to reflect new and emerging risks?
- Do the project implementation plans include a more participatory risk assessment to be done later?

### Minimising risks

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

### "Child safe" partners, contractors & suppliers

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

### Reporting concerns

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

### Monitoring & evaluation

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



## SAFE DO TOGETHER TRIGGER QUESTIONS - APPLYING PLAN INTERNATIONAL'S THEORY OF CHANGE TO SAFE DO TOGETHER

Dimension of change	Examples of points to consider
<b>Social norms, attitudes, behaviours and relations</b>	<ul style="list-style-type: none"> <li>● Are the locations / spaces where we are delivering these programmes or influencing activities safe spaces for girls, boys, and young people in all their diversity? Do we conduct continuous assessment of the changing context in the targeted areas to ensure the safety and inclusivity of our locations?</li> <li>● What can we do to make sure that positive changes we have encouraged in social norms is as sustainable as possible, so that the improvements for the for girls, boys, and young people in all their diversity continues also after the programme or influencing activities have finished?</li> <li>● What support do we need to, or can we provide to girls, boys, and young people in all their diversity after the closure of a programme or influencing intervention particularly where harmful social norms and attitudes prevail towards the group of children and young people.</li> <li>● Have you planned and clearly communicated to stakeholders what support may be available from the Plan International office after the project ends?</li> </ul>
<b>Social and economic assets and safety nets</b>	<ul style="list-style-type: none"> <li>● Are you regularly discussing with girls, boys and young people who and what makes them feel unsafe, discriminated or excluded and what they need to feel safe and included?</li> <li>● How can we support improve safety for girls, boys, and young people in all their diversity? <ul style="list-style-type: none"> <li>• Can we build on existing community mechanisms?</li> <li>• Have you identified any informal groups or people in the community you might work with to strengthen safeguarding (e.g. <i>women's groups who can support girls, or serve as role models; or a particular person in health clinics or schools who can champion safeguarding</i>)?</li> <li>• How are different groups of girls, boys, and young people supporting one another to participate safely in our programmes?</li> </ul> </li> <li>● What safety mechanisms and services can we create or link up with within communities to ensure safe transitioning/closure of programmes and influencing interventions? Are the safety nets sufficiently diverse (e.g gender and other relevant identities)?</li> <li>● What are the risks and supports needs for girls, boys and young people who have participated in initiatives and may now have ideas, opinions and/or experiences that their families and communities do not approve of?</li> <li>● Have you included safeguarding considerations in the programme or influencing intervention handover to local organisation, government?</li> </ul>
<b>Policy frameworks and budgets</b>	<ul style="list-style-type: none"> <li>● How are changes to policy frameworks and budgets being received by families and communities? <i>For example, has making Female Genital Mutilation (FGM) illegal led to it happening in secret?</i></li> <li>● Which service providers recognise gender and other inequalities and can be used for advice and referrals for harm arising from our programmes or influencing activities?</li> <li>● How can we work with government and other actors to make sure that legislation and policy frameworks that aim to create a safer environment for communities, girls, boys and young people in all their diversity are also budgeted and implemented throughout the government institutions so that it does make a change for the lives of girls, boys and young people in all their diversity</li> </ul>

## SAFE DO TOGETHER: ADDITIONAL CONSIDERATIONS FOR DISASTER RISK REDUCTION AND EMERGENCY RESPONSE

The table below highlights tasks which are relevant for implementing emergency response programmes which are safe for all girls and boys.

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

### Sector Standards and safe emergency programming

Standards framework	Standards which are particularly relevant for safeguarding in programming
<p><b>The Sphere Handbook including Humanitarian Charter and Minimum Standards in Humanitarian Response</b></p> <p><a href="http://www.spherehandbook.org">www.spherehandbook.org</a></p>	<p>Humanitarian Charter Principle "the right to protection and security" (paragraph 7).</p> <p>Core standards: implementing all 6 standards will contribute to safe programming, eg</p> <ul style="list-style-type: none"> <li>• Core Standard 4 Design and Response, which includes focus on taking account of risks associated with particular vulnerabilities and identities.</li> <li>• Core Standard 6 Aid Worker Performance.</li> </ul> <p>Protection Principles: all 4 principles, particularly</p> <ul style="list-style-type: none"> <li>• Protection Principle 1: Avoid exposing people to further harm as a result of your actions</li> <li>• Protection Principle 3: Protect people from physical and psychological harm arising from violence and coercion. This includes sections on safe environments for children and the particular risks for women and girls</li> </ul> <p>Minimum Standards. These are in four sections, with detailed checklists:</p> <ul style="list-style-type: none"> <li>• Minimum standards in water supply, sanitation and hygiene promotion</li> <li>• Minimum standards in food security and nutrition</li> <li>• Minimum standards in shelter, settlement and non-food items</li> <li>• Minimum standards in health action</li> </ul>
<p><b>Minimum Standards for Child Protection in Humanitarian Action (Companion to the Sphere Handbook)</b></p> <p><a href="http://cpwg.net/minimum-standards/">http://cpwg.net/minimum-standards/</a></p>	<p>Principle 1: Avoid exposing people to further harm as a result of your actions</p> <p>Principle 6: Strengthen children's resilience in humanitarian action</p> <p>Standard 4: Programme Cycle Management</p> <p>All child protection programmes build on existing capacities, resources and structures and address the evolving child protection risks and needs identified by girls, boys and adults affected by the emergency</p> <p>Standards to address child protection needs</p> <p>Standard 17: Child Friendly Spaces</p> <p>Standards to mainstream child protection in other humanitarian sectors</p> <p>Designed in part to support organisations implement the Do No Harm principle in a range of programming activities</p>

Standards framework	Standards which are particularly relevant for safeguarding in programming
<p>Core Humanitarian Standard</p> <p><a href="http://www.corshumanitarianstandard.org">www.corshumanitarianstandard.org</a></p>	<p>Implementing all 9 commitments will contribute to safe programming, eg Commitment 3 Communities and people affected by crisis are not negatively affected and are more prepared, resilient and less at-risk as a result of humanitarian action</p>
<p>UNFPA Minimum Standards for Prevention and Response to Gender Based violence (GBV)</p> <p><a href="https://www.unfpa.org/featured-publication/gbviie-standards">https://www.unfpa.org/featured-publication/gbviie-standards</a></p>	<p>All standards relevant, but particularly</p> <ul style="list-style-type: none"> <li>• Standard 3 Social and gender norms: Emergency preparedness, prevention and response programming promotes positive social and gender norms to address GBV...</li> <li>• Standard 4: Collecting and using data: Quality, disaggregated, gender-sensitive data on the nature and scope of GBV and on the availability and accessibility of services informs programming, policy and advocacy</li> <li>• Standard 7 Safety &amp; Security: Safety and security measures are in place to prevent and mitigate GBV and protect survivors</li> <li>• Standard 13: Preparedness &amp; Assessment: Potential GBV risks and vulnerable groups are identified through quality, gender-sensitive assessments and risk mitigation measures are put in place before the onset of an emergency....</li> </ul>
<p>Interagency Standing Committee (IASC) Guidelines on Integrating GBV in Humanitarian Action</p> <p><a href="https://gbvguidelines.org/en/home/">https://gbvguidelines.org/en/home/</a></p>	<p>Section on Child Protection page 73</p>
<p>IASC: The Gender Handbook for Humanitarian Action</p> <p><a href="https://interagencystandingcommittee.org/system/files/2018-iasc_gender_handbook_for_humanitarian_action_eng_0.pdf">https://interagencystandingcommittee.org/system/files/2018-iasc_gender_handbook_for_humanitarian_action_eng_0.pdf</a></p>	<p>Section B: Integrating gender into the Humanitarian Programme Cycle</p>
<p>INEE (International Network for Education in Emergencies) Minimum Standards for Education: Preparedness, Response, Recovery</p> <p><a href="http://www.ineesite.org/en/minimum-standards">http://www.ineesite.org/en/minimum-standards</a></p>	<p>Organised in five domains, including:</p> <ul style="list-style-type: none"> <li>• Foundational standards, including community participation</li> <li>• Access and learning environment – focus on access to safe and relevant learning opportunities</li> </ul> <p>Toolkit includes a Gender Pocket Guide</p>

## SAFE REVIEW TOGETHER TRIGGER QUESTIONS - APPLYING PLAN INTERNATIONAL'S THEORY OF SAFE REVIEW TOGETHER

Dimension of change	What to consider
<b>Social norms, attitudes, behaviours and relations</b>	<ul style="list-style-type: none"> <li>• Have changes to social norms, attitudes, behaviours etc facilitated by Plan International and partners been achieved safely?</li> <li>• Have all girls, boys and young people in all their diversity been able to participate safely in programmes and projects, events and influencing activities?</li> <li>• What social spaces are more safely available to different groups of children and young people now? For example, where are girls going that they didn't go before?</li> <li>• Are there any signs of change happening in a more indirect way, and is this happening safely?</li> <li>• Has safeguarding awareness and capacity increased in those (e.g. staff, partners, service providers) involved in delivering on the intervention. Are they meeting the safeguarding requirements agreed for the intervention?</li> </ul>
<b>Social and economic assets and safety nets</b>	<ul style="list-style-type: none"> <li>• How have the relationships between different groups of children and young people, and between these groups and various adult stakeholders (community, civil society, government) changed to create safer environments?</li> <li>• How have the safety nets and assets of girls, boys and young people in all their diversity been strengthened and what difference has this made to their safety?</li> <li>• Have your safeguarding efforts and reporting mechanisms worked well and are they perceived as safe, confidential and supportive by girls, boys and young people in all their diversity?</li> <li>• How well was safeguarding risk identification and mitigation performed, incidents managed, lessons learnt, and improvement plans put in place? Have you reviewed this with and got feedback from the internal and external stakeholders?</li> </ul>
<b>Policy frameworks and budgets</b>	<ul style="list-style-type: none"> <li>• Have changes to policy frameworks and budgets impacted positively on the safety of programming and influencing with girls, boys and young people in all their diversity?</li> </ul>