

Considerations for Protection Against Sexual Exploitation and Abuse & Gender-based Violence in Education in Emergencies Needs Assessments

Checklist

This Checklist presents some specific, concrete actions and main considerations to keep in mind and pertaining to protection against sexual exploitation and abuse (PSEA) and gender-based violence (GBV) when conducting Education in Emergencies (EiE) needs assessments. The steps and sections of this Checklist correspond with the GEC's [Guide to Coordinated Education in Emergencies Needs Assessments and Analysis](#). For more general information, see [Briefing note: Education programming & Gender-based violence risks](#).

#	KEY ACTION	Resources
1.1	Establish an Assessment Working Group	
<input type="checkbox"/>	Ensure the AWG Terms of Reference includes the specific role and responsibility of members to proactively identify and mitigate potential risks of harm to affected communities due to the design or implementation of the assessment.	
<input type="checkbox"/>	Ensure at least one AWG member has experience or expertise in PSEA, GBV risk mitigation and child safeguarding.	Keeping Children Safe: Child Safeguarding Standards ; Standard 2 (pgs. 17-23)
2.2	Design the SDR	
2.2.2	Prepare an SDR Tool	
<input type="checkbox"/>	When preparing the SDR tool/matrix, ensure that relevant PSEA and GBV thematic tags are included in order to enable tagging and subsequently analyzing secondary education data related to PSEA and GBV.	
3.1	Plan the assessment	
3.1.3	Determine assessment coordination team	
<input type="checkbox"/>	For key assessment team roles, such as the Assessment Coordinator, include specific roles and responsibilities in the ToR to uphold best practices including PSEA and GBV risk mitigation.	Keeping Children Safe: Child Safeguarding Standards Standard 2 (pgs. 17-23)
3.1.6	Develop a code of conduct and options for providing informed consent	
<input type="checkbox"/>	Develop a Code of Conduct (click for template/examples) for all assessment team members (regardless of agency) that outlines guiding principles and expected conduct with specific attention to SEA, GBV and safe conduct with children; what constitutes breaches of conduct; and ramifications and consequences.	CHS Alliance PSEA Handbook pg. 15; Keeping Children Safe: Child Safeguarding Standards Standard 2 (pgs. 17-23)
<input type="checkbox"/>	Ensure all individuals involved with the assessment receive and agree to the Code of Conduct before primary data collection or engagement with communities.	
<input type="checkbox"/>	Develop an urgency action form to refer children who require an urgent support and train all assessment team in coordination with Child Protection, GBV and other protection actors.	See Tool 4 Urgent Action Report template in the Child Protection Rapid Assessment Toolkit (pgs. 61-63), GBV pocket guide
<input type="checkbox"/>	Develop an informed consent process (click for template/examples) that takes into consideration the varying literacy, linguistic and disability considerations of participants. Include information for participants on how to raise a complaint or concern and expectations for response. Liaise with child, GBV and disability specialists on best practices.	Keeping Children Safe: Child Safeguarding Standards Standard 3 (pgs. 24-39)

3.2 Design the assessment

- As elements of the design phase of the assessment are drafted, consider engaging and coordinating with GBV and child protection specialists to help ensure GBV and PSEA considerations have been adequately made. This may involve their help ensuring that your (1) sampling methodologies, (2) collection methodologies, (3) data collection questions and (4) enumerator team composition considerations are safe and appropriate. Be sure to consider GBV and safety risks for girls and boys of different ages as well as children with disabilities
- DO NOT collect or ask information on incidents, cases or experiences of violence including GBV and violence against children.
- DO NOT actively identify survivors of GBV or survivors of other forms of violence.
- DO NOT convene FGDs, interviews or any other consultation solely targeting survivors of GBV or other forms of violence, children of survivors of GBV or other forms of violence, etc.

[AAAQ Framework](#)

3.2.2 Develop a sampling strategy

- As appropriate, ensure girls, female caregivers, boys and children with disabilities (different gender, age groups and other factors where appropriate) meaningfully and actively participate in the assessment and are considered in the sampling.

3.2.4 Design, translate and pilot collection tool(s)

- Ensure girls, female caregivers, boys and children with disabilities (different gender, age groups and other factors where appropriate) participate in the pilot and provide feedback on the appropriateness of the assessment methodology, appropriateness of the questions/topics discussed and feedback on composition of the enumerator team including translators.

3.3 Collect and enter primary data

3.3.1 Train assessment field teams and data entry teams

- Collect information on existing GBV referral pathways and protocols for addressing SEA by liaising with GBV, child protection and other specialists.
- Brief key supervisory positions on (1) protocols for a breach of conduct, including concerns of SEA or participant well-being and (2) what to do if a participant discloses GBV or a child protection concern.
- Integrate training segments on: (1) safe and appropriate conduct of field teams including informed consent and PSEA and (2) how to support someone who willingly discloses an experience of harm including GBV. Liaise with GBV specialists to support facilitation or to facilitate relevant segments in the training.

[Keeping Children Safe: Child Safeguarding Standards](#) Standard 3 (pgs. 24-39)

[CHS Alliance PSEA Handbook](#) (pgs. 31-32)

[GBV Pocket Guide](#): User Guide has sample training modules, materials and agendas

3.3.3 Debrief with assessment field teams

- During debriefs and spot-checks, look out for issues, considerations or real-time improvements that can be made to ensure risks to communities are reduced.

3.4 Analyze the data

- Throughout data analysis, including the interpretation and shared analysis components, be sure to seek support from Child Protection, GBV and other protection specialists to better understand and interpret data regarding protection concerns related to education.

3.5 Generate and share an assessment report and products

- Share assessment report and products with Child Protection, GBV and other relevant protection stakeholders. Be sure to include these specialists in the action plan workshop in order to plan a joint action as needed.
- Apply and advocate for PSEA and GBV risk mitigation actions in harmonized and multi-sector assessments.
- Prepare the tools and protocols needed to ensure mitigating risks of harm throughout an assessment including Code of Conduct templates, AWG ToRs, informed consent options based on context, urgent action forms, protocols for SEA and other conduct breaches, collection of GBV and child protection referral pathways and inclusion of materials on SEA and GBV in training package.

Additional support

The GEC Help Desk works hand-in-hand with the GBViE Programme Specialist with the GBV Guidelines inter-agency team to support education-related GBV queries. Any practitioner can contact the Help Desk and GBV queries will be automatically routed to specialized support. Available support includes:

1. *Rapid remote support*: through email, skype or other platform. Examples include:
 - Review and strategizing on education assessments, ToRs and tools to integrate GBV.
 - Support with data analysis of assessments or M&E data to identify GBV risks or other information related to making education programmes safer
 - Review of cluster-specific tools and resources that education clusters are developing to integrate GBV
2. *In-country technical support*: dependent on the mission ToR.

For more information on additional support, see this briefing note for [Global Education Help Desk & GBV technical support](#)