

Goal: All students and school¹ staff are Safe and Free of Sexual Exploitation, Abuse and Harassment (SEAH) inside and outside of schools in Afghanistan

Priority area	Action (s) What will be done	Who is responsible	Additional groups to involve	When - Immediate - Medium - Long term	Resources required
Outcome 1: Enabling policies and frameworks address SEAH in schools					
1.1. Build a common understanding and operational definition of SEAH in Afghanistan	Review legal definitions of GBV and SEAH in Afghanistan as well as internationally adopted definitions of GBV. In consultation with Ministry of Justice, and other relevant ministries/ agencies, agree a working definition to be used within the Ministry of Education (MoE).	General Education and Academic Council	Education partners (Gov, DPs and Civil Society), Ministry of Justice, other relevant ministries/ agencies, and MoE relevant directorates	Immediate (0-3 months)	Financial and Technical (Legal and GBV)
	Conduct desk review of available research to build an understanding of the nature and scope of violence within the education systems in Afghanistan.	General Education and Academic Council	Education partners (Gov, DPs and Civil Society) and MoE relevant directorates	Immediate (0-3 months)	Financial and Technical
1.2. Review laws, policies and layeha (education by- laws)	Review existing MoE polices (anti-harassment, girls' education, teacher induction, curriculum, supervision, school management etc) to assess how they are proposing to deal with SEAH, identify gaps and align approaches to address them.	General Education	Relevant MoE directorates, Education partners	Immediate (0-3 months)	Financial and Technical (Legal and GBV)
	Review relevant GBV legislation to understand MoE obligations under Afghanistan legal frameworks.	General Education	Relevant MoE directorates, Education partners	Immediate (0-3 months)	Financial and Technical (Legal and GBV)
	Review layeha (education by-laws) to examine how they are currently addressing SEAH. Identify and address gaps.	General Education	Relevant MoE directorates, Education partners (Gov, DPs and Civil Society) and MoE	Immediate (0-3 months)	Financial and Technical (Legal and GBV)

¹ Applies to all schools under the supervision of the Ministry of Education.

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			relevant directorates		
	Based on review of existing legislation and MoE policies identify gaps and relevant issues from laws and policies to be incorporated into the layeha.	General Education	Relevant MoE directorates, Education partners (Gov, DPs and Civil Society) and MoE relevant directorates	Immediate (0-3 months)	Financial and Technical (Legal and GBV)
1.3. Develop School Code of Conduct (CoC) (Teachers CoC, Students CoC and other staff or community members who come into contact with students)	Hold consultations with education partners (UN, Education in Emergencies (EiE), Community Based Education (CBE), Teacher Training Institutes etc) to share experiences, good practices and lessons learned on developing and implementing CoC in Afghanistan.	General Education	Teacher Education Department (TED Human Resources (HR), Planning, Education partners in particular UN, EiE, CBE, Teacher Training Institutes etc)	Immediate (0-3 months)	Financial and Technical (GBV expertise)
	Hold consultations with schools (including teachers, parents, CDCs, students, PED, DED and Central Ministry) to inform the development of the School CoC for teachers and students including SEAH provisions, disciplinary measures, response and reporting systems and accountability mechanisms.	General Education	HR, Planning, TED Education partners (Gov, DPs and Civil Society, including CDCs and women) and MoE relevant directorates	Immediate (0-3 months)	Financial and Technical (GBV expertise)
	Review existing draft MoE Teacher CoC to identify gaps in addressing SEAH and agree on components that needed to be added or amended.	General Education	HR, Planning, TED Education partners (Gov, DPs and Civil Society) and MoE relevant directorates	Immediate (0-3 months)	Financial and Technical (GBV expertise)
	Develop and endorse a comprehensive School CoC – tailored to different strata of	General Education	HR, Planning, TED Education partners	Medium term (4-12 months)	Financial and Technical (GBV expertise)

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	staff and community members - that includes Teacher CoC, Student CoC, Shura's CoC and other key actors at the school level with provisions on SEAH.		(Gov, DPs and Civil Society, CDCs) and MoE relevant directorates		
	Establish a committee at the school level to support roll-out of the school level CoC and monitor implementation.	General Education	HR, Planning, TED, Academic Supervision Education partners (Gov, DPs and Civil Society, CDCs) and MoE relevant directorates	Medium (4-12 months)	Financial and Technical
1.4. Provide safety for students and school staff on the route between school and home	Conduct analytical survey for identification of external factors affecting students and school staff's safety and security on the route between school and homes. Explore practices in Afghanistan and globally to enhance safety on the way to/ from school.	General Education	Academic Supervision Education partners (Gov, DPs and Civil Society) and MoE relevant directorates	Medium (4-6 months)	Financial and Technical
	Establish a mechanism for providing a safe route between school and home for students and school staff. This will be contextualized to the location. It will be progressively rolled out and lessons integrated based on experience.	General Education	Gov, Security Authorities, local community, school Shura, Civil Society, CDCs and parents (including women)	Medium (4-6 months)	Financial and Technical
	Define the role of other stakeholder e.g. government, local community, shura and civil society in providing safety and security outside of schools	General Education	Gov, Security Authorities, local community, school Shura, Civil Society, CDCs and parents (including women)	Medium (4-6 months)	Financial and Technical

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				- Immediate - Medium - Long term	
1.5. Roll-out and Implementation of CoC	Develop training materials on the CoC to support roll-out.	General Education,	HR, Planning, TED, Academic Supervision Education partners (Gov, DPs and Civil Society) and MoE relevant directorates	Medium (4-12 months)	Financial and Technical
	Provide trainings to MoE staff at the central, PED, DED and school level on CoC on an ongoing basis.	General Education	HR, Planning, TED, Academic Supervision Education partners (Gov, DPs and Civil Society) and MoE relevant directorates	Medium (4-12 months)	
	Provide trainings to students, parents and shuras on the CoC on an ongoing basis.	General Education School Management	Education partners (Gov, DPs and Civil Society) and MoE relevant directorates	Medium (4-12 months)	
	Develop age-appropriate and child-friendly communication materials with key messages on the CoC.	General Education	Education partners (Gov, DPs and Civil Society) and MoE relevant directorates	Medium (4-12 months)	Financial and Technical
	Use media channels (internet, radio, TV) to build awareness on the CoC.	General Education	MoE directorates Education partners (Gov, DPs and Civil Society) and MoE relevant directorates	Medium (4-12 months)	Financial and Technical
	Incorporate teacher CoC as part of the performance appraisal of education staff at the school level.	General Education	HR and Teacher Education	Medium (4-12 months)	
Outcome 2: Establishing Credible and accessible mechanisms for reporting and responding to SEAH in schools					

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2.1. Develop complaints and reporting systems (hotlines/focal points/happiness-sadness boxes/apps)	Conduct consultations with students, teachers and parents in schools (government, religious schools, private schools and literacy centres) to identify preferences for safe, child-friendly channels that can be established to make and receive complaints. These may include: <ul style="list-style-type: none"> - Expanding use of complaints boxes in schools; - Appointing and training a focal point in each school to receive oral complaints, while adhering to principles of confidentiality; - Establish a hotline dedicated for GBV and SEAH with trained operators 	General Education, Islamic Education, Literacy Department		Immediate (0-3 months)	Financial and Technical
	Establish a confidential electronic system that can be used to document, record and monitor complaints that come through various channels.	General Education	NSIA, Gender Unit, Office of minister	Immediate (0-3 months)	Financial and Technical
2.2. Develop a protocol to respond to GBV and SEAH incidents reported in the education sector	Establish a special committee to develop a protocol to respond to incidents that are reported within the education systems. Note – this will be coordinated with committee established under Article 7 of the Anti-Harassment Law as appropriate.	General Education	Education Partners, in particular, EiE WG, CBE WG, UNFPA, UNICEF, MoPH, MoWA, AIHRC	Immediate (0-3 months)	Financial and Technical (GBV)
	Review existing documents and guidelines related to protocols for responding to incidents that are currently used in Afghanistan	Special Committee	Education Partners, in particular, EiE WG, CBE WG, UNFPA, UNICEF, MoPH, MoWA, AIHRC	Immediate (0-3 months)	Financial and Technical (GBV)

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	Draft protocol for MoE that includes how to respond and provide 1) initial response and survivor support 2) documentation and investigation 3) referral systems for health and case management for survivors 4) follow up with other relevant legal authorities.	Special Committee	Education Partners, in particular, EiE WG, CBE WG, UNFPA, UNICEF, MoPH, MoWA, AIHRC, MOJ, MOI	Medium (4-12 months)	Financial and Technical (GBV)
	Hold consultations with stakeholders on draft protocols including teachers, school principals, and local communities and students to get feedback on accessibility and appropriateness.	General Education with support from GBV and Child Protection Technical Experts	Facilitated by PED and NGOs (GBV and Education)	Medium (4-12 months)	Financial and Technical (GBV)
	Endorse/approve finalized response protocol by the Minister of Education.	General Education with support from GBV Technical Experts	EiE WG, CBE WG, UNFPA, UNICEF, MoPH, MoWA, AIHRC, MOJ, MOI	Medium (4-12 months)	Financial and Technical (GBV)
	Design training package on reporting mechanism and protocol for all stakeholders (MoE officials, PED/DED, school management, teachers, students, and service providers).	General Education with support from GBV and Child Protection Technical Experts	To be included by MoE	Medium (4-12 months)	Financial and Technical (GBV)
	Roll out trainings including ToT on complaints and reporting system and protocol developed.	Academic Supervision/TED	To be included by MoE	Long term (13-24 months)	Financial and Technical (GBV)
	Review the effectiveness of the protocol in dealing with reported incidents based on agreed indicators.	Special Committee	To be included by MoE	Long term (13-24 months)	Financial and Technical (GBV)
Outcome 3: Creating medium and long-term strategies for prevention and mitigation of SEAH in schools					
3.1. Incorporate GBV and SEAH	Review existing teacher training materials to assess how/if it includes any guidance	TED	General Education, Academic Supervision,	Medium (4-12 months)	Financial and Technical (GBV)

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into teacher training	on GBV/SEAH.		Science Centres, Gender Unit, UNESCO, GIZ, Save the Children, UNICEF		
	Develop teacher training modules for pre-service and in-service trainings that cover GBV and SEAH for teachers and principals.	TED	General Education, Academic Supervision, Science Centres, Gender Unit, UNESCO, GIZ, Save the Children, UNICEF	Medium (4-12 months)	Financial and Technical (GBV)
	Provide trainings on GBV and SEAH at the school level for teachers and school principals.	TED	As above	Long term (13-24 months)	Financial and Technical
3.2. Include GBV modules for students in the syllabus and learning resources of the new curriculum	Identify relevant topics and messages on GBV and SEAH to be included in the new curriculum including in physical health, Islamic subjects and civil education.	Curriculum Director General	As above	As per curriculum timeline (TBC)	Technical inputs
	Develop GBV and SEAH modules for inclusion on the syllabus of the relevant school subjects.	Curriculum Director General	As above	As per curriculum timeline	Technical (GBV)
	Include agreed GBV and SEAH materials in the relevant textbooks and supplementary teaching and learning materials.	Curriculum Director General	As above	As per curriculum timeline	Technical (GBV)
3.3. Involve School Management in GBV prevention and mitigation efforts	Agree on GBV prevention and mitigation measures to be included in the terms of reference (ToR) of school manager/principals.	General Education	HR	Immediate (0-3 months)	Technical (GBV)
	Ensure that GBV modules within the curriculum are implemented at the school level.	School Manager	To be included by MoE	Long term (13-24 months)	

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3.4. Creating a safer school environment	Prioritize the construction of girls' schools.	General Education and ISD	MRRD, MoUD and Education Partners	Ongoing	Financial and land
	Ensure all girls schools, including primary, have boundary walls, clean water and sanitation facilities.	General Education and ISD	MRRD and MoUD and Education Partners		Financial
	Develop programmes to promote positive behaviour among boys and girls.	School principal and teachers	General Education, and Education Partners, in particular building on UNICEF's work on Comprehensive Safe School Framework		
Outcome 4: Enhancing Institutional capacity of the MoE to address SEAH					
4.1. Establish a unit/team to lead SEAH efforts in MoE	Agree on the arrangement, composition, roles, responsibilities and reporting lines of a team/unit to lead SEAH in MoE.	HR	General Education, Islamic Education, Literacy	Immediate (0-3 months)	Financial and Technical (GBV)
	Establish dedicated team/unit in the MoE to work on SEAH.	HR	General Education, Islamic Education, Literacy	Immediate (0-3 months)	Financial and Technical (GBV)
	Identify external technical support to provide medium term GBV technical support to the MoE.	MoE and Education Partners	To be included by MoE	Long term (continuous)	Financial and Technical (GBV)
4.2. Operational Planning	Develop annual operational plans (national, provincial) with clear accountability and monitoring structures	GE	Planning Department	Long term (Annual)	Ordinary Budget
4.3. Coordination with stakeholders	Establish coordination and conduct regular coordination meetings	GE	MoE relevant departments/stakeholders	Quarterly, Annually	Ordinary budget