

Nepal Skill Initiative Project

Risk Matrix for Safeguarding

SN	Possible Risks	Possible Mitigation Measures	Probability (High=H, Medium=M, Low=L)	Responsibility & Timeline
1	Physical Safety: Falls, accidents, and injuries due to inadequate infrastructure, poor maintenance, or lack of safety measures in schools or in classrooms.	Regular safety observations, maintenance of facilities, installation of safety equipment, and training on safety protocols to teachers, SMC and child club members, IEC materials in schools' premises	M	Schools, Local Governments and NSIP (Regularly)
2	Health Safety: Accidents, injuries, or health issues due to unsafe facilities, lack of knowledge, lack of supervision, or inadequate emergency preparedness.	Regular safety monitoring, maintenance of facilities, staff training on emergency response, and ensuring the availability of first aid resources, well-lit school premises	M	Schools, Local Governments and NSIP (Regularly)
3	Online Safety: Cyberbullying, exposure to inappropriate content, or online exploitation.	Providing education on online safety, monitoring internet use, implementing cybersecurity measures, and promoting responsible digital behavior.	M	School, Local Governments and NSIP (Regularly)
4	Inadequate background checks, insufficient knowledge or inadequate competencies leading to neglect or abuse.	Thorough background checks, proper selection, regular training for schools, and maintaining appropriate teacher-to-student ratios.	M	School, Local Governments and NSIP (Regularly)
5	Health & Hygiene: Inadequate medical care, and poor hygiene practices.	Implementation of hygiene protocols, regular health check-ups, proper training to stakeholders, and access to medical facilities.	M	School, Local Governments and NSIP (Regularly)
6	Abuse and Neglect: Physical, emotional, verbal abuse, exploitation as well as neglect to children	Comprehensive training on recognizing and preventing abuse, implementing reporting mechanisms, regular monitoring, and fostering a culture of respect.	M	School, Local Governments and NSIP (Regularly)
7	Child Protection: Physical, emotional, or sexual abuse of students by peers, teachers, or other individuals.	Implementing clear child protection policies, conducting background checks for teachers and other staff, providing training on recognizing and reporting abuse, and promoting a culture of openness and trust.	M	School, Local Governments and NSIP (Regularly)

8	Bullying and Harassment: Bullying or harassment among students and teachers.	Establishing anti-bullying policies, promoting a positive and inclusive school culture, providing counseling services, educating students and teachers on respectful behavior.	M	School, Local Governments and NSIP (Regularly)
9	Educational Neglect: Failure to provide adequate educational resources, support, or accommodations for students with diverse needs.	Ensuring inclusive education practices, providing additional support when needed, and addressing barriers to learning.	M	School, Local Governments and NSIP (Regularly)
10	Neglecting the physical and emotional well-being of students, leading to mental health issues.	Providing counseling services, creating a supportive and inclusive school environment, and promoting positive mental health initiatives/trainings to schools.	M	School, Local Governments and NSIP (Regularly)
11	Child Labor and Exploitation: Economic pressures may lead to child labor, affecting students' ability to attend schools.	Implementing awareness campaigns on the importance of education, providing economic support to families, and collaborating with local governments to address child labor issues.	M	School, Local Governments and NSIP (Regularly)
12	Lack of proper supervision during school hours or extracurricular activities to students.	Establishing clear supervision provisions, maintaining appropriate teacher: student ratios, and ensuring adequate supervision or surveillance system during all school-related activities.	M	School, Local Governments and NSIP (Regularly)
13	Limited Access to Education: Challenges in accessing education due to long distances, lack of transportation, or difficult terrain or poor learning outcomes.	Implementing initiatives such as school transportation services, establishing community learning centers, and promoting community involvement in supporting access to education.	M	School, Local Governments and NSIP (Regularly)

14	Social isolation, loneliness, and lack of engagement leading to mental health issues.	Implementation of social activities, encouragement of family and community involvement, and regular mental health assessment/training to schools.	M	School, Local Governments and NSIP (Regularly)
15	Gender based disparities in education may exist with challenges such as early marriage or gender-based violence affecting girls' access and poor-quality learning outcomes	Implementing gender-sensitive policies, conducting awareness programs on the importance of girls' education, and involving local communities in advocating for gender equality.	M	School, Local Governments and NSIP (Regularly)
16	Bullying based on gender, including verbal abuse, intimidation, or exclusion, which can create a hostile environment for students.	Implementing the comprehensive sexuality education programs that promote healthy relationships, consent, and respect for diversity.	M	School, Local Governments and NSIP (Regularly)
17	Sexual Harassment: Unwanted sexual advances, comments, or behavior directed at students and other staff, creating an uncomfortable or unsafe atmosphere in schools.	Provide teachers' training on recognizing signs of SGBV, creating a safe and inclusive classroom environment, and responding effectively to incidents.	M	School, Local Governments and NSIP (Regularly)
18	Early Marriage and School Dropouts: Cultural practices, economic factors, or societal norms may contribute to early marriages, leading to school dropouts, particularly for girl students.	Conduct awareness campaigns for students, teachers, parents, and SMCs to promote understanding of SGBV, reporting mechanisms, and available support services.	M	School, Local Governments and NSIP (Regularly)
19	Harmful Practices: Untouchability or Chaupadi or corporal punishment or early marriage or corruption or discriminatory cultural norms, may contribute to an environment conducive to SGBV and deep-rooted gender stereotypes and norms may perpetuate a culture that tolerates or ignores SGBV, especially by girls.	Develop and implement inclusive policies and trainings that address gender-based violence, promote gender equality, and create a safe and supportive learning environment.	M	School, Local Governments and NSIP (Regularly)
20	Stigma & Discrimination: Students who experience SGBV may face stigma and discrimination, discouraging them from reporting or seeking support.	Ensure the availability of counseling services within schools to support students who have experienced SGBV. Engage the local communities to challenge harmful traditions, norms, and stereotypes that contribute to SGBV.	M	School, Local Governments and NSIP (Regularly)

21	Child Trafficking and Corporal punishment: Vulnerability to child trafficking and corporal punishment who may be at risk of exploitation and violence.	Collaboration with other non-governmental organizations (NGOs) to provide additional support, resources, and expertise in addressing SGBV.	M	School, Local Governments and NSIP (Regularly)
22	Inadequate Teacher Training: Lack of training for teachers on recognizing, preventing, and addressing SGBV, leading to an ineffective response to incidents.	Advocate for and strengthen legal protections against SGBV in schools, ensuring that perpetrators are held accountable via teacher trainings, child club trainings and community awareness.	M	School, Local Governments and NSIP(Regularly)
23	Cultural Sensitivity: Lack of understanding and respect for cultural differences leading to discomfort or distress among students.	Cultural competency training for schools, provision of culturally appropriate activities, and respecting students' cultural practices.	M	School, Local Governments and NSIP (Regularly)
24	Financial Exploitation: Theft, fraud, or exploitation of financial resources.	Strict financial oversight, monitoring of accounts, and training on ethical and legal responsibilities regarding finances/documentation.	M	School, Local Governments and NSIP (Regularly)
25	Emergency Preparedness: Inadequate response to emergencies such as COVID or natural disasters	Regular drills, development of emergency response plans, and training on evacuation procedures.	M	School, Local Governments and NSIP (Regularly)
26	Privacy and Dignity: Violation of students' privacy, lack of dignity in care, and inadequate confidentiality measures.	Establishing and enforcing policies on privacy, providing private spaces, and training on maintaining dignity and confidentiality.	M	School, Local Governments and NSIP (Regularly)
27	Communication Barriers: Lack of effective communication between schools and their families.	Promoting open communication, providing language assistance when necessary, and facilitating regular updates for families.	M	School, Local Governments and NGOs (Regularly)
28	Security and Access Control: Unauthorized access to school premises, putting students at risk.	Implementing access control measures, security personnel or surveillance systems, and conducting regular security assessments.	M	School, Local Governments and NSIP (Regularly)
29	Unprofessional conduct, abuse of authority, suicide or inappropriate relationships between teachers and students.	Developing and implementing comprehensive safeguarding policies, regularly reviewing and updating them, and ensuring that all stakeholders are aware of and adhere to these policies.	M	School, Local Governments and NSIP (Regularly)
30	Shortage of qualified teachers: larger class sizes	Recruiting local teachers, providing incentives for teachers who work in promoting safeguarding, and	M	School, Local Governments and NSIP (Regularly)

	or insufficient attention to individual students.	leveraging technology for remote teaching support.		
31	Language Barriers: Language differences between teachers and students may hinder effective communication and quality learning.	Implementing language-sensitive teaching methods, providing bilingual support when necessary, and fostering a culturally sensitive learning environment.	M	School, Local Governments and NSIP (Regularly)
32	Harsh weather conditions, such as monsoons or winter snow, may disrupt regular school activities and pose risks to students.	Developing contingency plans for weather-related disruptions, ensuring the safety of students during adverse conditions, and providing weather-appropriate resources.	M	School, Local Governments and NSIP (Regularly)
33	Disaster Preparedness: Natural disasters, such as earthquakes or floods, which can pose significant risks to students.	Conducting regular drills for disaster preparedness, ensuring structural resilience, and collaborating with other likeminded organizations for emergency response plans.	M	School, Local Governments and NSIP (Regularly)
34	Workplace Harassment: Damage to the organization's reputation; increased stress, anxiety and declining in overall job satisfaction; decreased morale and productivity to contribute to goals; high turnover rates; increased absenteeism; detaching talent persons; erosion of trust among staff; non-compliance with laws; exclusive environment	Implement the policies and procedures against harassment, establish confidential reporting procedures, provide training and awareness programs, prompt response to complaints	M	School, Local Governments, NSIP, Legal Entities(Regularly)