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COVER NOTE

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Delegations will find attached document SWD(2019) 150 final/2.

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CORRIGENDUM

This document corrects document SWD(2019) 150 final of 28.03.2019

Clerical error corrected on pp. 16, 20, 28, 59, 61. Text aligned with Interinstitutional Style Guide
The text shall read as follows

COMMISSION STAFF WORKING DOCUMENT

Education in Emergencies in EU-funded Humanitarian Aid Operations

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Education in Emergencies in EU-funded Humanitarian Aid Operations

Contents

Introduction

The purpose of this document is to set out the objectives, principles and the scope of the European Commission's humanitarian assistance in the field of education in emergencies (EiE) based on the humanitarian mandate[1], and framed by the 2018 European Commission's *Communication on Education in Emergencies and Protracted Crises[2]* (henceforth, the 2018 Communication).

The document is aimed at a number of audiences, including:

- Staff in the Directorate-General for European Civil Protection and Humanitarian Aid Operations (DG ECHO) and other EC services,
- Staff of its implementing partners, and
- Other stakeholders interested in understanding the focus and scope of the European Commission's humanitarian assistance to EiE.

The document is divided into two main sections, with additional guidance and resources provided in the Annexes that are to be read in conjunction with specific sub-sections but can be used as 'handouts' in a standalone fashion. The first section describes the scope, contexts, and principles of EiE humanitarian assistance in the context of the 2018 Communication. The second section provides programming considerations for the design, implementation and monitoring of EU-funded EiE actions in humanitarian projects by describing a variety of possible indicative responses that can be implemented depending on a given context.

While the document seeks to provide the target audiences in particular with programming guidance to help align responses with the policy framework, it does not intend to provide a binding, predetermined set of EiE responses or types of activities that may or may not be supported, as this is dependent on the specific context and would appear overly prescriptive. Context-specific EiE strategy and priorities are elaborated in the Technical Annex of each Humanitarian Implementation Plan.

The policy framework for EiE and protracted crises

In recognition of the importance of EiE and protracted crises, the European Commission released the 2018 Communication to set out the EU's policy framework, its objectives and scope of its assistance outside the EU in the face of growing challenges in this sector. With this, the EU followed up on its pledge made at the World Humanitarian Summit in 2016 to strengthen support to access to quality education in crisis environments for host communities and internally displaced and refugee children and young people. The 2018 policy framework was endorsed by EU Member States in the *Council Conclusions on Education in Emergencies and Protracted Crises* (14719/18) adopted on 26 November 2018. With this, closer coordination with Member States has been embedded in the policy framework.

The EU commitment to EiE and protracted crises sits within broader commitments on education, including Goal 4 of the 2030 Agenda for Sustainable Development, focused on the importance of quality education and training for all, and in particular *Education 2030: Incheon Declaration and Framework for Action*.[3] Recognition of the right to education and commitments to protect the rights of the child are included in the *Charter of Fundamental Rights of the European Union* (2000), *Treaty*

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[1] European Consensus on Humanitarian Aid, OJ C 46, 24.2.2006

[2] Communication from the Commission to the European Parliament and The Council on Education in Emergencies and Protracted Crises, COM (2018) 304 final

[3] *Education 2030: Incheon Declaration and Framework for Action* (ED-2016/WS/28) for the implementation of Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

on European Union (2007), *Treaty of Lisbon* (2009) and the *European Pillar of Social Rights* (2017). Children have a special place in EU external action, anchored in children's rights.[4]

With an overall aim to restore and maintain access to safe and quality education during humanitarian crises and to support out of school children to quickly enter or return to quality learning opportunities, the European Commission's humanitarian aid budget has significantly increased funding for EiE: from 1% in 2015 to a commitment to aim to dedicate 10% of its humanitarian assistance to EiE as of 2019. At the same time, more than half of EU development assistance for education is allocated to fragile states.

In order to ensure coherence among its various instruments, the EU policy framework set out a nexus approach to EiE and protracted crises. Under this approach, the European Commission's EiE humanitarian assistance is designed to be complementary to, and coordinated with, the role, funding and activities of other EU instruments working across the humanitarian-development nexus.

Box 1: EiE across the humanitarian-development nexus

Both the 2018 Communication and Council Conclusions acknowledge that EU responses to education in emergencies and protracted crises require **both humanitarian and development instruments**, working together and in complementary ways. This implies an expansion of traditional perceptions that humanitarian actors initiate the education response and then 'hand over' to development actors. Crises are often protracted and complex and require the full strength of EU instruments working together at different levels, at the same time, to address educational needs.

Working across the nexus requires a joint analysis of the education needs and **differentiated roles and responsibilities** for various instruments in the response.[5] Long-term education system strengthening and capacity building, budget support and policy dialogue are strengths of EU development assistance. While development instruments may not have the agility, reach or partnerships to provide emergency assistance or to access hard-to-reach populations, they may also be able to join longer term support on to initiatives started by humanitarian actors.

Joint work is important across the nexus. Within the EU joint humanitarian-development frameworks and programming initiatives are examples of ways to work together. Where multiple instruments support the same country or region, education authority or implementing partner, efforts should be made to have joint planning, monitoring, review, and evaluation events.

Beyond the importance of the nexus among Commission instruments, the 2018 Communication and Council Conclusions also call for this approach to be followed under sectoral coordination with EU Member States.

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[4] EU Guidelines for the Promotion and Protection of the Rights of the Child, adopted by Council in 2017.

[5] Directorate-General for International Cooperation and Development (DG DEVCO): Tools & Methods Series Reference Document on Education (to be published in 2019).

Conceptual framework of EU humanitarian assistance to EiE

1.1 EiE at the heart of humanitarian action

EU humanitarian assistance provides a needs-based humanitarian response aimed at preserving life, preventing and alleviating human suffering and maintaining human dignity wherever the need arises. Education is a basic need of children caught up in emergencies, not only a fundamental right[6]. Therefore, EiE is a key component of humanitarian action for four main reasons.

First, **education provides immediate physical, psychosocial and cognitive protection** during crises. Out-of-school children are more vulnerable and exposed to protection risks, e.g. to gender-based violence, early marriage, early pregnancy, child labour and forced recruitment.

Second, **education is a major contributor to individual, community and societal resilience**. Access to safe, quality education – combined with the provision of lifesaving skills, social and emotional learning, and psychosocial support – can help children and adolescents to cope with, and recover from, crises. The skills and knowledge learned through education can enhance access to opportunities for the next generation, breaking cycles of vulnerability to shocks.

Third, **education is prioritised by communities, parents and children themselves[7]** to build their future, even in the most challenging humanitarian contexts. In line with the principle of accountability, humanitarian responders must listen to the self-identified needs of those affected by crises and respond accordingly.

Fourth, **humanitarian responders are uniquely placed to meet education needs in crisis contexts**, with the agility and capacity to reach children that development actors cannot provide, often even in protracted conflicts and extended periods of forced displacement. Boys and girls risk missing their entire education cycle unless humanitarian actors respond to their needs, while working to establish links to government services or longer-term development responses. Moreover, humanitarian efforts to **protect education from attack** are critical, given the increasing frequency attacks on schools, students and educators.

1.2 Key actions from the 2018 Communication most relevant for humanitarian aid

The 2018 Communication lays out a set of key actions important for delivery of quality EiE support. The key actions most relevant in the EU's humanitarian assistance are:

- Support and promote proactive and rapid response mechanisms (RRMs), including by humanitarian organisations and relevant authorities, to reach children during emergencies and crises and aim to **return them to learning within three months**. Support and promote the use of innovative approaches to improve access, inclusion, and quality.
- Support initiatives to allow certification, mobility, accreditation, recognition and transition of displaced children and young people between education systems, and actions that **ensure entry and retention of children** through various formal and non-formal education pathways.
- Advocate through all channels available to the EU for the **end to attacks on education** and actively support initiatives and projects that seek to protect education from attack.
- Support innovative approaches to **improving the personal resilience** of girls and boys affected by emergencies and protracted crises, including through actions incorporating psycho-social support and social and emotional learning interventions.

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[6] Charter of Fundamental Rights of the European Union, Article 14. OJ C 326, 26.10.2012, p. 391–407; UN General Assembly, Convention on the Rights of the Child, 20 Nov. 1989, UN, Treaty Series, vol. 1577

[7] Save the Children (2015) *What children tell us they want in times of emergency and crisis?* According to 16 studies from eight organisations covering 17 different emergencies – ranging from conflict to protracted crises and disasters – reflecting the voices of 8,749 children, 99% of children in crisis situations see education as a priority.

- Support actions to **prevent and respond to violence**, including school related sexual and gender-based violence through **strengthening child safeguarding frameworks**.
- Strengthen education systems to **prepare for and respond to disasters**, such as through the Comprehensive School Safety Framework.
- Support capacity-building of education actors in emergencies and crises, such as coordination bodies, response actors, with an emphasis on civil society and local actors, through new and established capacity development initiatives.

1.3 The objectives of the EU's humanitarian assistance to EiE

The overall aim of EU humanitarian assistance to EiE is to restore and maintain access to safe and quality education during humanitarian crises, and to support out of school children to quickly enter or return to quality learning opportunities. Its role is to minimise the impacts of crisis on the right to education and children's learning.

To achieve this aim and aligned with the four priorities of the 2018 Communication, EU humanitarian assistance works towards four EiE objectives. Given the magnitude of needs globally, these objectives are not absolute but serve to guide the EU's actions.

Objective 1: To increase **access to education services** for vulnerable girls and boys affected by humanitarian crises.

Objective 2: To **promote quality education** that increases personal resilience of children affected by humanitarian crises.

Objective 3: To **protect girls and boys** affected by humanitarian crises by minimising damage to education service delivery and enabling education to provide life-sustaining and life-saving physical, psychosocial and cognitive support.

Objective 4: To **strengthen the capacities** of the humanitarian aid system to enhance efficiency, quality and effectiveness in EiE delivery.

Annex A includes an indicative checklist to help ensure that project proposals are aligned with the overall aim of the EU's humanitarian assistance to EiE, as developed in the Technical Annex of each Humanitarian Implementation Plan. **Annex B** provides a checklist for monitoring activities. The remaining Annexes contain detailed practical information in response to frequently asked questions or complement some of the key sections.

1.4 Core principles and standards

Aligned with the European Consensus on Humanitarian Aid,[8] all EiE humanitarian assistance must adhere to the humanitarian principles of **humanity, neutrality, impartiality, and independence**. All programming should be delivered in a way that is intended to **do no harm**. Free and compulsory primary education is a fundamental right[9] of any individual or group irrespective of gender, ethnicity, religion, political belief and economic or social status, and must be delivered in accordance with the **principle of non-discrimination**.[10]

EiE humanitarian assistance provides access to quality education to **those girls and boys who are most in need**. Strong needs assessments are required to inform humanitarian responses, and to shape the design and implementation of education interventions. Education should be included in multi-sectoral needs assessments as an essential sector in a humanitarian response. Further, **joint**

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[8] European Consensus on Humanitarian Aid, OJ C 46, 24.2.2006

[9] Charter of Fundamental Rights of the European Union, Article 14. OJ C 326, 26.10.2012, p. 391–407; UN General Assembly, Convention on the Rights of the Child, 20 Nov. 1989, UN, Treaty Series, vol. 1577

[10] On linkages between the rights-based and needs-based approaches see DG ECHO Thematic Policy n°8 on Humanitarian Protection (henceforth, DG ECHO Protection Policy) (2016) p.8. In line with this, the four core principles of the United Nations Convention on the Rights of the Child (non-discrimination, best interest of the child, right to life, survival and development, and respect for the views of the child) should inform the design and implementation of humanitarian assistance in this field.

education needs assessments (JENA)[11] should be conducted in coordination with partners such as the national Ministry of Education (MoE) or other authorities, the Education Cluster (or relevant coordination mechanism), and others involved in EiE provision in the context (Section 2.4.4).

Wherever possible, EiE interventions will be **coordinated with and support Ministries of Education** and other authorities responsible for education. In addition, local actors should be supported, including School Management Teams (SMTs), parents and communities, in line with the humanitarian commitment to strengthen local capacities.

DG ECHO selects and designs responses in an **evidence-based manner**. Responses will demonstrate a theory of change and linkages with the intervention to the EU priority areas and the objectives of EU humanitarian assistance to EiE.

All EiE programming and assistance will also adhere to **recognised international standards** such as those endorsed and promoted by the Inter-Agency Network on Education in Emergencies (INEE) (see Box 2), the Global Education Cluster (GEC) and the Sphere Project.

As primary target group for EiE humanitarian assistance is children, protection should be mainstreamed into any programmes receiving support. Relevant guidance and instruments are referenced throughout **Section 2**. Specialised child protection responses including responses to gender based violence should be delivered by protection experts, but these can be designed as part of an integrated EiE and child protection response, where implementing partners have the appropriate capacities. This should conform to the *IASC Minimum Standards for Child Protection in Humanitarian Action*[12], developed by the Child Protection Working Group in 2012 with an update planned for 2019. Standard 20 directly speaks to education concerns:

- **Standard on Education and child protection:** this standard provides guidance for child protection concerns to be reflected in the assessment, design, monitoring and evaluation of education programmes, so that girls and boys of all ages can access safe, high quality, child-friendly, flexible, relevant and protective learning opportunities in a protective environment.

Box 2: The INEE Minimum Standards

Widely used by EiE actors, the *INEE Minimum Standards for Education: Preparedness, Response, Recovery* (2010) are a vital tool for quality and accountable programming in the education sector during crisis. Like the Sphere Standards for other humanitarian sectors, the INEE Minimum Standards outline crucial areas of response in the education sector, covering five domains:

- **Foundational Standards:** These include coordination, community participation, and analysis and should be applied across all domains to promote a holistic quality response.

- **Access and Learning Environment:** Standards focus on access to safe and relevant learning opportunities, highlighting critical linkages with other sectors such as health, water and sanitation, nutrition and shelter.

- **Teaching and Learning:** These focus on critical elements that promote effective teaching and learning, including curricula, training, professional development and support, instruction and learning processes, and assessment of learning outcomes.

- **Teachers and Other Education Personnel:** Standards cover administration and management of human resources in the field of education. This includes recruitment and selection, conditions of service, and supervision and support.

- **Education Policy:** Standards here focus on policy formulation and enactment, planning and implementation.

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[11] Global Education Cluster Joint Education Needs Assessment Toolkit
[12] See also other relevant guidance such as the IASC (2015) *IASC GBV Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action* and UNESCO (2016) *Global Guidance on School-Related Gender Based Violence*.

Annexes C and D contain specific guidance relating to child protection and psychosocial support.

1.5 Crisis contexts and response

While the approach by EU humanitarian assistance may vary from context to context, EiE should be a priority in all humanitarian crises, including sudden and slow-onset emergencies, conflicts, situations of violence, forced displacement, man-made and natural disasters, public health emergencies, protracted and recurrent crises or any combination of these. While contexts are often complex, with more than one type of crisis present at a time, the categories below provide broad direction on the types of responses that may be appropriate and expected collaboration.

In **natural disasters and sudden onset emergencies**, focus on bringing children back to school or temporary learning spaces, aiming for a return to normality as soon as possible. Design of responses should involve protection colleagues where needed and be short-term with plans to hand over to authorities and development actors when possible, except in recurrent natural disasters where EiE should be longer term to support disaster preparedness and disaster risk reduction.

In contexts of **protracted displacement**, focus on facilitating the integration of displaced children into the national educational system as quickly and effectively as possible. This requires targeted actions to address barriers children and their families may face, collaboration with protection actors, and close links with actions by the authorities, development actors, and in refugee contexts, UNHCR.

During **active conflicts**, focus on protecting children, teachers and their education institutions to restore some sense of normality and facilitate learning. Conflict sensitive education principles are central to response. Where education is at risk of attack, initiatives to protect learners, teachers and education spaces are imperative and should closely involve protection colleagues and actors. Coordination with the authorities and development actors should be undertaken where appropriate.

1.6 Targeting of support

Needs and risk analysis should form the basis of response prioritisation, aiming to determine which **children are most in need** and paying attention to aspects that may increase the vulnerability of children to the risks they face. While the point of departure for the targeting analysis should be the entire crisis-affected population, relevant vulnerabilities are likely to include **out-of-school girls and boys** and **those at risk of education disruption** including **forcibly displaced children** (refugees, internally displaced people (IDPs)), **children in host communities** and returnees; **children in hard-to-reach areas**, in **active conflict zones** and those living in areas with **fragile education systems**; **vulnerable and disadvantaged groups**, including girls, children who are separated and unaccompanied, living with disabilities or additional needs, associated with armed forces and groups and belonging to ethno-linguistic minorities and poorer socio-economic groups.

Terminology relevant to EiE targeting:

- **Children** are the target group for EiE activities supported by EU humanitarian aid, defined by the United Nations Convention on the Rights of the Child (UNCRC), which defines a child as a person up to the age of eighteen years. **Adolescents** and a large portion of **youth** fall within this age range and should be supported by EiE.[13]
- **School-aged children** fall within the official age of state-provided formal basic education and upper secondary education.
- Aligned with DG ECHO's Gender policy[14], responses should be tailored to the needs of girls and boys according to their age and gender. Policy compliance is measured with the help of

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[13] Note: the terms adolescent and youth are not used throughout this guidance as they are legally undefined terms and may be defined differently across organisations. They are, however, included in EiE programming up to the age of 18.
[14] *Staff Working Document on Gender in Humanitarian Aid: Different Needs, Adapted Assistance* (SWD, 2013, 290 final) and the Gender and Age Marker

the **Gender and Age Marker**, a tool to assess the extent to which each humanitarian action integrates gender and age considerations.

1.7 Types of EiE delivery

EiE responses may include **non-formal education (NFE) and formal education** to prevent and reduce disruptions in education for crisis-affected school-aged children, and to support authorities to resume education services during or after a crisis. This will often be achieved through temporary non-formal programmes that are designed with entry pathways into the formal system, working with authorities on recognition of credentials from non-formal programmes. In settings where formal education services are not available due to the crisis, alternatives such as community-based education services should be established but should align to the overall structure of formal education, to facilitate accreditation and future integration.

The EU recognises **governments** as the duty bearers to education, therefore EiE actions are designed to align with, coordinate with and strengthen government service provision to the extent possible in a given context. In adherence to humanitarian principles, support will be needs-based and will prioritise those children in need of support, regardless of their nationality or ethnic background, political or ideological views.

1.8 Priority levels of education

Actions should focus EiE support on those levels of education that are already covered by State commitments to free and compulsory **basic education** - usually **primary, lower and upper secondary levels of education.** Based on the International Standard Classification of Education[15], the EU's humanitarian assistance to EiE translates to supporting education levels 1-3 – in particular general education institutions – in alignment with the relevant commitments to free and compulsory education in a given country context.

Early Childhood Education will be considered in specific circumstances, where it is already established in formal initial education. To be considered, early childhood education (or pre-school) must be part of the government system under free and compulsory basic education, with established standards (curriculum, teacher training and payment etc.). If prior learning is required to enter the first grade of primary school, pre-school could be considered. Technical and vocational education and training, as well as tertiary education fall outside of the scope of EU humanitarian assistance to EiE.

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[15] UNESCO UIS (2011) UNESCO's International Standard Classification of Education (ISCED)

2. Education in emergencies programming considerations

Building on the objectives of EiE humanitarian assistance, this section provides information on typical responses to educational needs in emergencies. While EiE humanitarian assistance has supported the kind of interventions described here, this list should not be regarded as exhaustive, nor prescriptive or in any order of priority. Furthermore, while each action is included under one of the four objectives, due to strong inter-sectoral linkages, many of the actions may have multiple outcomes, contributing to several objectives at the same time.

Certain issues are especially important to consider across all interventions and through the entirety of the programme cycle, as detailed in Table 1.

Table 1: Critical issues across all interventions and through the programme cycle

INNOVATIVE APPROACHES: The use of new and innovative approaches to ensure access to inclusive and safe and quality learning environments is encouraged. This may include the use of information technology, digital learning and online solutions and platforms, but should also consider new approaches to partnership, alternative models of programme delivery and adaptations of approaches that have worked in other contexts or sectors. Innovative practices should not be supported for their own sake, but where they offer the possibility of improving outcomes for target populations. When innovative approaches are used, it is important to document good practices and lessons learned as this is essential for successful innovation to eventually go to scale.

CHILD SAFEGUARDING: All implementing organisations should have a child safeguarding policy in place to ensure children are safe when engaging in programming or in other interactions with agency staff/contractors. Policies should detail how all staff will be made aware of the risks girls and boys face including child abuse and sexual exploitation; staff duties and responsibilities in child safeguarding; how risk will be minimised through awareness raising and identification of best practice; provide clarity as to what steps will be taken where concerns arise; and explain how action will be taken to support, safeguard and protect girls and boys where concerns arise.

CHILD PROTECTION: In all education interventions, coordination with protection and other relevant sectors is imperative to determine the priority risks and needs, using DG ECHO's Protection Risk Analysis[16] as a key tool. Success of protective education programmes depend on the ability to understand and be responsive to the specific risks girls and boys face, within the context and the capacity to implement mainstreamed as well as targeted protection elements. Where possible, existing capacities and systems will be strengthened, and good practice from development actors used to ensure continuum of care and services.

CHILD PARTICIPATION: In line with one of the elements of protection mainstreaming, humanitarian actors should consider the best and safest ways to engage children and their caregivers in programming. Under dangerous humanitarian conditions, child participation may be too risky, but beyond extreme contexts, a minimum of child and caregiver consultation should be incorporated, extending where possible to collaborative design and implementation approaches between adults and children, and in the best cases, developing into child-led programming where girls and boys themselves identify issues of concern and control the process.

In addition to these considerations, ***interventions should seek alignment across the humanitarian-development nexus***, as detailed in Box 1. Furthermore, as education is closely linked with several other sectors beyond protection, such as health, water and sanitation, nutrition and shelter, DG ECHO will promote integrated approaches with relevant sectors to ensure increasingly holistic responses to children's needs.

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[16] DG ECHO Protection Policy

2.1 Promoting access, inclusion and equity

DG ECHO OBJECTIVE 1: To increase access to education services for vulnerable girls and boys affected by humanitarian crises	
Contributes to EU Priority: Promoting access, inclusion and equity	**Indicative Responses** 2.1.1 Ensuring education service provision in crises 2.1.2 Reducing barriers to education 2.1.3 Teacher recruitment, retention and compensation 2.1.4 Disaster preparedness and risk reduction

Central to this objective is the commitment to minimise education disruption, with an aim to **return girls and boys to learning within three months** of a crisis. This involves dual approach: for many, supporting formal schools to remain or re-open, recover, and expand for new students is enough to achieve this; for others, providing a combination of supports to address barriers to education – including temporary provision – is necessary. Strengthening education systems to **prepare for and respond to disasters** is also central to reducing disruption to education.

2.1.1 Ensuring education service provision in crises

In situations of mass displacement, a rapid increase in demand may overburden teachers, schools and education systems; reducing access and quality for both displaced and host-community children. In natural disasters or conflict-affected settings, a loss of education infrastructure, supplies and staff may eliminate educational opportunities or create new risks for learners and education personnel. Nearly all cases will require both re-establishing education services through support to the formal system to and the establishment of temporary and/or non-formal learning opportunities. In all cases, programmes must be aligned with education sector plans and collaborative approaches must be taken with relevant authorities to avoid the establishment or provision of parallel services.

- In many cases a lack of education personnel will **make teacher training and support** an essential element to meeting demands (Section 2.2.3 and 2.4.3, **Annex H**)

- In cases where supply must be increased rapidly or where access is a challenge, **innovative technological solutions such as tablet or radio learning** may be a good option.

- In still others, where education systems are constrained, alternative education services such as **community schools** can be employed to accommodate students who cannot safely attend formal schools (**Annex E**).

Establishing safe and protective learning spaces will always be a priority. Providing physical safety and conducive learning spaces can help girls and boys and families become comfortable enough to return to learning. To ensure learners return to classrooms as soon as is safely possible, emergency programmes should focus on providing temporary learning spaces and light school refurbishment projects. Simultaneously, humanitarian actors should work with development actors to establish permanent schools as soon as possible (**Annex J**).

2.1.2 Reducing barriers to education

Children affected by humanitarian crises may experience multiple barriers to education. Education needs assessments should be used to identify the most obstructive barriers before consultations are then done to develop a sound response strategy; responding to these barriers often requires a broader consideration of girls and boys' needs and multi-sectoral response plans. A typology of barriers with examples of possible interventions is provided in Table 2.

Table 2: Barriers to education and examples of response

Physical and infrastructural barriers: Crises can cause damage to educational infrastructure, affecting the existence and availability of safe learning spaces, including related infrastructure and services (in particular hygiene, water and sanitation (WASH)).

Response examples: light classroom refurbishment; establishment of temporary learning spaces; gender-sensitive WASH facilities; risk mapping and site planning; ensuring accessibility through universal design and reasonable accommodation for girls and boys with disabilities (**Annex J**)

Protection barriers: Children may also be denied access to learning due to protection risks in, near or on the way to school. Girls and boys become particularly vulnerable when the humanitarian situation creates increased risk of gender-based violence, child labour, trafficking and early marriage. Crisis-related poverty can create increased demands for child labour or when conflict increases the risk of recruitment to armed groups and kidnapping.

Response examples: provision of psycho-social support (**Annex D**); referral to child protection responses that include gender-based violence and case management[17] (**Annex C**); safe school approaches (Section 2.3.1)

Social barriers: Discrimination that girls and boys may experience that result in denial of rights to education or create obstacles to integration into the education system, which may increase due to the crisis. Children may face discrimination from peers, school staff and the wider community based on their religion, ethnicity, refugee or IDP status, disability, affiliation with parties to a conflict, or nationality. Girls and boys of different ages may face additional obstacles when strict social norms restrict their right to education.

Response examples: Community sensitisation; mobilisation and awareness-raising through peer networks; community leaders and role models; school transportation; social cohesion activities.

Institutional barriers: Often related to social barriers, these can include discriminatory practices of school management and teachers denying access or may manifest in unwelcoming attitudes, segregation, inequitable resource allocation or verbal, emotional, sexual or physical violence against girls and boys. Administrative barriers include requirements for legal documents to register for education services, application of arbitrary ages for enrolment, or requirements to pass entrance examinations or health checks. IDPs and refugees are particularly vulnerable to administrative barriers in host communities and may require case management support.

Response examples: advocacy with local and national education authorities; teacher training; Educational campaigns including 'back to learning' with tailored messages; referral for protection case management.

Financial barriers: Children affected by humanitarian crises may be unable to afford the costs of returning to education including increased secondary costs (i.e. transportation, school fees, uniforms, supplies, exam fees, sanitary items, etc.). Even where education is free, vulnerable girls and boys may be required to contribute to their household or to provide for their own basic needs (particularly for separated, unaccompanied children and child-headed households).

Response examples: Cash Programming can be used to off-set opportunity costs of child labour and other negative coping mechanisms (**Annex G**); where cash is not applicable/feasible, in-kind supports including school supplies, transportation and uniforms may be effective; multi-sectoral approaches to a humanitarian crisis may cover food insecurity and other household-level needs.

Academic barriers: Children may have missed out on all formal education or may have gaps in

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[17] To be provided by specialised child protection actors.

their education and learning achievement due to school closures, weak education systems, conflict, displacement, poverty, discrimination or disasters. Learning gaps make it challenging to enter or return to school, particularly at the age-appropriate level. Displaced and marginalised populations may experience language barriers which prevent them from effectively learning.

Response examples: accelerated education programme (AEP), catch-up programmes, language education and other mechanisms for transition into formal systems and access to accreditation for learners (Section 2.2 and **Annex E**)

Disabilities: Children with disabilities at times are not allowed to access school (policy barrier), are not seen as welcome in school (attitudinal barrier) or the school and its facilities are not physically accessible for children with disabilities (physical barrier).

Response examples: Advocacy and raising awareness of staff, students, families, teachers and community members to ensure that education is provided based on individual needs and strengths without discrimination. Ensure accessibility through universal design and reasonable accommodation to render the school physically accessible.[18]

Case study 1: Child protection through cash assistance for education for Syrian and Iraqi refugees in Jordan

In this DG ECHO-supported **project for refugees and Jordanian host community children**, CARE uses an approach that actively links education and child protection through the provision of cash transfers. The project is innovative in that it uses child protection referral mechanisms to identify cases for EiE intervention. Key steps to the approach include:

1. **Identification of the most vulnerable and at-risk households and girls and boys** during case management assessments by CARE's child protection referral system and mobile outreach unit. This is based on criteria that consider financial and social vulnerabilities as well as protection risks for out-of-school children. The child must also have a desire to return to school and parents/caregivers should be committed to support this.

2. **Provide selected households with conditional cash payments** over the course of the school year. To continue receiving the cash payments, the child must attend school for the full school year. The cash is intended to offset costs of child labour or other negative coping strategies at household level, so the child can attend school instead.

3. **Conduct home and school visits** to monitor the supported children's attendance, participation and academic performance as well as parents' and caregivers' ongoing commitment to keep their girls and boys in school.

4. **Provide child protection case management**. Children identified as needing specialist services are referred to and supported by appropriate services.

5. **Provide after-school, remedial activities** to help children reintegrate in school.

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[18] See DG ECHO's *Guidance Note on the Inclusion of Persons with Disabilities in EU-funded Humanitarian Aid Operations* (2019)

2.1.3 Teacher recruitment, retention and compensation

Immediately following a crisis, a lack of teachers may present a significant obstacle to reopening education. Teacher shortages, unpaid teachers and voluntary teaching staff are common in protracted crises, particularly in resource-poor contexts. Additionally, staff may not be able to draw payroll in non-formal or temporary education services or in hard-to-reach areas within a conflict setting. In such cases, it may be necessary to provide some immediate compensation to recruit and retain teaching personnel.[19]

- **Coordination** within the education sector, and with sectors is critical as pay differentials in the national education system – or between different providers of education – may undermine the national education system or the coordinated humanitarian effort.
- **Exit-planning is critical** to ensure continuity of teaching and learning, an exit plan must be in place and well-communicated at the time of establishment of a compensation programme.

It is important to remember that teachers too will have been subject to the effects of humanitarian crisis, so in terms of support, compensation may not be enough.

- **Wellbeing plans** should be put in place to ensure that teachers receive the emotional and psycho-social support needed to be effective educators and caregivers for children.
- **Mentorship and establishment of support groups** may help provide peer support in both technical/pedagogical areas, and in terms of providing psychosocial/emotional support.
- **Other support** to be considered may include new or revised administrative functions, planned down-time, and in-kind contributions to offset costs at home.

2.1.4 Disaster preparedness and risk reduction

Where disasters and crises are foreseeable and recurrent, education systems must be prepared for and take steps to actively reduce risks to learners, education staff and schools. Advocacy is needed for the mainstreaming of sector level disaster risk reduction (DRR) measures into national Education Sector Plans and education policy in order to mitigate the impact of disasters. At the community, school and individual level, the learning and planning that is facilitated through DRR and preparedness programming can provide immediate protection to children, their teachers and families and ensure the continuity of education, potentially mitigating the impact of emergency.

Preparedness and DRR efforts are often addressed simultaneously across several sectors. For education, their aim should be to minimise education service disruption and enhance children's safe access to schools during and after natural disasters. This will necessitate working with the relevant authorities, at school level and with communities.

Education specific work on **disaster preparedness** includes:

- Conducting and training education staff to carry out school level risk assessments;
- Planning for disasters, including through the development of Safety Management Plans, Emergency Response Plans, School DRR Plans, etc.;
- Prepare for disasters through training, sensitisation and outreach to teachers, local administration, communities, parents and children;
- Small-scale/school level (structural and non-structural) mitigation and preparedness measures.

Education-related DRR activities include:

- Adapting and maintaining Early Warning Systems (EWS) in schools
- Supporting an information and communication system for rapid feedback;
- Providing psychosocial support to students and teachers affected by disaster;

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[19] The design of this system should be aligned to *INEE Guidance Notes on Teacher Compensation* (2009), which provide a framework for determining appropriate compensation for teachers in crisis contexts

- Ensuring schools in disaster prone areas have a safety and response plan;
- Pre-positioning educational supplies for disaster-prone areas, based on needs analysis.

Further details are articulated through the *Comprehensive School Safety Framework (CSSF)*[20] in **Annex I**.

Case study 2: Education disaster preparedness and DRR in response to Ebola in Sierra Leone

Following a 7.5-month closure of schools due to the Ebola epidemic, with DG ECHO support this Save the Children project helped to ensure that children returned to safe learning environments and to prepare the education system for future disasters. The programme took a multi-faceted approach:

1. **Distribution of hygiene kits** to help ensure safe, healthy learning environments;
2. **Teacher Training** on MoE-approved, Ebola-related topics such as: School Safety Protocols, psychosocial support and the Teachers' Code of Conduct for Emergencies;
3. **School visits** to observe teachers' implementation of training and conduct refresher workshops;
4. **Psychosocial support for teachers** through the establishment of support circles and the provision of professional counsellors;
5. **Support to schools to complete DRR plans** with particular emphasis on prevention of Ebola spreading;
6. **Training for School Management Committees on DRR** to ensure communities and families have the knowledge and skills necessary to reduce the risk of another crisis.

Further, the project advanced gender sensitivity through construction of gender-segregated latrines and hand washing facilities at schools, provided remedial catch-up classes for survivors, orphans and out of school children and catch up classes via radio instruction.

Case study 3: Disaster Risk Reduction (DRR) in urban schools in Pakistan

In response to the risks of earthquakes, riverine and flash floods, avalanches, landslides, cyclones, militancy and terrorist attacks in Pakistan, with DG ECHO support Solidar and its partners built capacities of the Provincial Education Department in Khyber Pakhtunkhwa (KP) Province in school based disaster risk management.

The project built on Pakistan's adoption of the Comprehensive School Safety Framework, with a focus on the specific risks and vulnerabilities of urban schools. The project included advocacy and technical support at provincial level, coordination among EiE and DRR actors at all levels, and direct support to 150 urban schools.

The key steps in the project were to:

1. **Supporting school-based disaster risk management** in 75 urban schools: This involved conducting rapid needs assessments, establishing and training school disaster management committees and supporting DRR training for 25,000 students and teachers. Schools were supported to develop disaster-sensitive School Improvement Plans, which were then monitored and supported by the project.
2. **Connecting key actors for joint planning**: Key stakeholders in school management and DRR were identified and brought together through planning workshops, learning events and

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[20] The CSSF aims to reduce the risks of all hazards to the education sector. It rests on three pillars, including safe school facilities, school disaster management and risk reduction education. The framework is aligned with the Sustainable Development Goals and the Sendai Framework for Disaster Risk Reduction priorities for action and indicators for the education sector. Details available at: https://www.preventionweb.net/publications/view/55548.

joint policy development to ensure institutional ownership, financial planning for DRR and sustainable systems to plan for DRR in schools.

3. **Advocacy for increased commitments and roll out of school-based DRR**: By coordinating a joint advocacy plan with key stakeholders, the project aimed to increase the application, financial security and integration of school-based DRR into the KP Education Department's policy commitments.

Supporting quality education for better learning outcomes

DG ECHO OBJECTIVE 2: To promote quality education that increases personal resilience of children affected by humanitarian crises.	
Contributes to EU Priority: Supporting quality education for better learning outcomes	**Indicative Responses** 2.2.1 Accelerated Education Programmes 2.2.2 Language instruction 2.2.3 Teacher Professional Development 2.2.4 Learning outcomes 2.2.5 Accreditation and integration

This objective contributes to the EU's broader focus on improving the quality of education and learning outcomes through support to formal and NFE. For DG ECHO the emphasis is on **children's learning** within EiE response (e.g. that teachers are supported with training, that children follow a structured course and have access to basic teaching and learning materials, that classroom sizes are manageable etc.). DG ECHO also has a role in advocating for initiatives, together with partners, to allow **certification, mobility, accreditation, recognition and transition** of displaced children and young people between education systems. NFE actions should be designed in a way that links to national curricula and that takes the need for student accreditation into account.

2.2.1 AEPs[21]

In contexts affected by protracted displacement, conflict or re-current crises, children may experience frequent or prolonged disruption to their education or an inability to enrol at the appropriate age. With each missed year, the risk of never returning to school increases, putting girls and boys at increased risk for exploitation and abuse. Among various forms of NFE, AEPs provide learners with quality learning opportunities, as well as the equivalent, certified competencies needed to integrate into formal education or to achieve minimum accreditation. For example, a child may be able to complete the six levels of primary education in three years by following accelerated curriculum.

AEPs are flexible and age-appropriate programmes, run in an accelerated timeframe, that aim to provide access to education for disadvantaged, over-age, out-of-school children and youth. In pursuing AEP consider the following:

- **Promote rigorous and appropriate AEP by adhering to the AEP Principles[22]**
- **Promote harmonisation** of AEP, catch-up and bridging programmes in design, implementation, and coordination.
- **Collaborate with national education authorities** to ensure recognition of programmes allows for easy transition of learners into national systems.

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[21] Developing an AEP curriculum or a language course would be appropriate for DG ECHO funding, but working on national level formal curriculum development should be funded through development instruments. Similarly, DG ECHO may support the inclusion of disaster preparedness or life-saving skills into the national curriculum, if linked directly to humanitarian need.
[22] Accelerated Education Working Group (AEWG) (2017) *Accelerated Education: 10 Principles for Effective Practice*

Annex E includes guidance on AEP principles and how to determine the best programme for the context.

Case study 4: A coordinated multi-agency approach to accelerated education in Uganda

EiE partners with expertise on AEP, including Finn Church Aid, Norwegian Refugee Council, Save the Children and War Child Holland, began working together in 2018 with the support DG ECHO to provide out of school, refugee and host community children and adolescents with quality accelerated education, improved protection and increased personal wellbeing in Uganda. The project draws from the resources, lessons learned, and tested methodologies of consortium partners to deliver coordinated, standardised and high-quality AEP. This approach provides an example for designing and implementing a shared vision of AEP:

1. **Conduct a joint education needs assessment**. By working together and leveraging organizations' comparative advantages and resources, the consortium conducted a large scale and cost-effective assessment to gain a shared understanding of the needs of refugee and host community children, adolescents and teachers.

2. **Develop a harmonised AEP package**. Based on identified needs and drawing from War Child Holland's "Can't Wait to Learn" (CWTL), Save the Children's "Improving Learning Environments Together (ILET)" and "TeamUp" (jointly developed by War Child, Save the Children and UNICEF), the consortium developed a high-quality AEP package (with academic materials for learners and teachers) to be implemented by all consortium partners.

2.2.2 Language instruction

Language of instruction is one of the most important considerations for both learner success and the ability to integrate into national systems. As language is inherently political and deeply tied to identity and culture, when crisis hits, language can act as a barrier to enrolment and learning for the displaced and socially excluded. It is imperative that decisions on language be made based on conflict sensitive approaches in collaboration with the affected community, relevant education authorities, and education actors.

Interventions may include **literacy instruction in children's mother-tongue**, considered best practice in terms of early literacy learning, **additional language education in the language of the host community** to facilitate the integration of displaced children, or mother-tongue instruction when displacement is expected to be short term.

In exceptional circumstances, such as when children need to learn a new language to enter host-community schools, it may be necessary to support pre-school or school readiness classes. Such interventions must be aligned with best practices for early childhood language acquisition, for example through play-based pre-school sessions integrated *with host-community children* who speak the relevant language. The following can be considered to approach issues of language:

- **Development of positive language opportunities** for children in non-formal education through a variety of programmes including AEP and other bridging interventions.
- **Provision of supplementary support** to children in formal schools who struggle with formal language of instruction.

2.2.3 Teacher professional development

Training for teachers in crisis should provide specific, crisis-related content while orienting educators on effective teaching methodologies aligned with capacities and classroom needs. Short, one-off training sessions are not adequate or effective to prepare teachers to support crisis-affected children – teachers require follow-up, mentoring and opportunities to build on new skills over time.

The Teachers in Crisis and Conflict Collaborative (TiCC)[23] created inter-agency Teacher Training and Peer Coaching training packets link teacher training to mentoring, and are specifically designed for challenging EiE contexts. Teacher training may involve one or a combination of the following:

- In-service training[24], which allow programmes to immediately train teachers without disrupting classes. In many contexts education ministries have already established units responsible for in-service training, and these can be used to introduce crisis-relevant training into the existing professional development programmes.
- Training for teachers/volunteers on how to deliver a new course, or how to address new learning needs. For example, teachers may need training on a new AEP course, or on strategies to teach multi-age classes.
- In contexts of displacement, teachers may require additional orientation to language, culture, and educational practices of displaced communities, including refugees, to support transition of children into new classrooms and curriculum.

In all teacher professional development interventions, ensure to:

- **Collaborate with national education authorities** to ensure alignment in standards and practices and acceptance of new content.

- Support a **well-planned, phased approach to address priority** content for the context and methodologies that support medium to long-term professional development.

- Where teachers require refresher courses on core content (language, math, science, etc.), education actors should **advocate for national systems to support teachers** through traditional in-service and pre-service programmes. Support for teachers should, where possible, supplement national accredited teacher professional development programmes to ensure immediate support and clear paths for further development and certification.[25]

- As appropriate, support efforts to allow qualified displaced teachers to take official teaching positions and responsibilities in host communities; their experience and understanding of displaced students' needs is likely a significant advantage. This will require coordination with education authorities, alignment with national systems and advocacy on the benefits of teacher integration.

- Provide opportunities for peer support and learning at every stage, create or hold management systems accountable for appropriate engagement, and ensure appropriate compensation (Section 2.1.3 and **Annex H**).

Annex H includes key guidance and links to resources for the design and implementation of interventions related to teacher training, compensation and support.

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[23] http://www.ineesite.org/en/ticc-collaborative

[24] In-service training refers to 'on the job' training, usually conducted during weekends or when the school is closed, to minimise disruption to classes.

[25] INEE and Teachers in Crisis Contexts Collaborative (TICC) (2016) Training Pack for Teachers in Crisis Contexts ("TiCC Training Pack"). These resources provide foundational skills and knowledge upon which other content can be layered.

Case study 5: Structured learning addressing gaps in children' access and quality education in Syria

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With DG ECHO's support, the Norwegian Refugee Council launched a programme in Syria in 2018 which includes EiE components and plays an important role in increasing education quality for out-of-school children, e.g. through teacher training.

The objective of the learning pathway is to bring out-of-school children to an education level comparable to their peers of similar age using non-formal education. The educational responses for children evolve according to the stage of the crisis:

1. First, provide a safe place for children to connect, make friends, discuss age-appropriate issues and concerns and feel a sense of connectedness in what is often a new and very unfamiliar setting.

2. After 90 days, educational activities are resumed in camps or informal settings. This includes literacy, numeracy and life skills education, in addition to PSS and recreational play opportunities. Self-learning programmes are also available using a platform called I2SelfLearn.

3. Finally, ensure that children receive support to transition back to the formal system. This involves creating welcoming schools, ensuring schools are safe and have management systems in place to support learning and providing remedial support to learners after school to support their smooth transition.

2.2.4 Learning outcomes

Learning outcomes must be a measure of programme success. They should be considered from design through implementation and assessed through proper monitoring and evaluation. Assessment of learning outcomes involves measuring learner progress against identified learning objectives defined by content taught in the classroom.

It is essential that education staff and partners understand and are able to monitor progress of learners, both to gauge relevance and effectiveness of intervention, but also to support integration efforts. Every effort should be taken to **minimise additional stress to learners and educators**.

Actions should create more nimble yet effective assessment measurement tools, and support assessment data within existing education management information systems – this being particularly important for displaced students who may never have been counted in national surveys. The following points can help guide consideration of learning outcomes in programme design and implementation. Additional guidance can be found in Learner Assessment section of *INEE Guidance Notes on Teaching and Learning* (2010).

- **Provide orientation to educators on formative/continuous assessment** in the classroom to identify where and when learners struggle with content or instruction.

- **Support content-appropriate, child-friendly learner assessment tools** that minimise stress and disruption but measure core knowledge and skills.

- **Support flexible data management structures** that accommodate (additional) rapid learner assessments to gauge evolving needs and progress of children affected by crisis.

- **Support Education Management Information Systems (EMIS)[26] to regularly capture learning of marginalised and refugee communities** within national systems. (Section 2.4.4)

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[26] Education Management Information Systems (EMIS) are national systems run by Ministries of Education to collect education census data.

2.2.5 Accreditation and integration

Integration into national education systems is a key objective in programming for displaced children including refugees. Integration is meant to ensure that children can proceed through established levels of education, be accredited as formal recognition for progress, and to hold systems accountable in meeting the learning needs of children. Accreditation and integration are issues that must be approached with both humanitarian and development actors, starting with education ministries.

Close collaboration is the best way to address barriers to integration, mobility and accreditation while avoiding overwhelming national systems. The right to education should take precedent and students should not be required to pass examinations to enter basic education. Assessment mechanisms (examinations) are oriented towards finding the most appropriate pathway into education and identifying learning needs of children rather than as obstacles to enrolment. In addressing issues of accreditation and integration, it is imperative to understand sensitivities, potential risks for children, and other barriers when advocating and in the design and implementation of interventions. The following should be considered:

- Where possible, the **rapid integration of refugee and displaced children into national systems must be prioritised**;
- Where children cannot yet join national systems legally or practically, **align their education as closely as possible with national systems and curriculum;**
- **Address learning needs to help girls and boys join and remain** in accredited education programmes, giving priority to language needs, basic literacy and numeracy skills and AEPs;
- **Advocate for and provide technical assistance** to ensure accreditation and certification when creating durable non-formal and formal education solutions for displaced girls and boys (Section 2.4.3).

2.3 Championing education for protection

DG ECHO OBJECTIVE 3: To protect girls and boys affected by humanitarian crises by minimising damage to education service delivery and enabling education to provide life-sustaining and life-saving physical, psychosocial and cognitive support.	
Contributes to EU Priority: Championing education for peace and protection	**Indicative Responses** 2.3.1 Protection of education from attack 2.3.2 Specialised services by protection actors 2.3.3 Conflict Sensitive Education (CSE) 2.3.4 Psychosocial Support (PSS) and Social and Emotional Learning (SEL) 2.3.5 Lifesaving skills and messages

This objective contributes to the central focus of humanitarian protection in EU humanitarian assistance and further advances the 2018 Communication commitments to **end attacks on education**, incorporate **PSS** and **SEL** interventions, respond to **school related gender-based violence**, strengthen **child safeguarding frameworks,** and promote **inter-sectoral linkages** to integrate messages into teaching and learning that increase capacities to cope with and avoid harm, and strengthen resilience.

2.3.1 Protection of education from attack

Attacks on schools, students and teachers have a devastating impact on access to education, education systems and on societal development; and their incidence is only increasing.[27] Schools may be directly targeted by combatants, girls and boys may be forcibly recruited into armed groups, and schools may be destroyed during episodes of violence. Armed forces often occupy schools for their location and ability to house troops, or they may be considered extensions of government control and therefore considered legitimate targets by the opposition groups.

Responding to and preventing attacks on schools, supporting protective aspects of education, and protecting students and teachers requires a coordinated and inter-sectoral approach – particularly with protection and child-protection sectors.

Table 3: Examples of proactive and reactive interventions to protect education from attack

MONITOR & REPORT	Understand the roles and responsibilities of education and protection actors to document protection issues at the national and sub-national levels. This may include documenting attacks on schools using international standards[28] and instruments, and report to the **Monitoring and Reporting Mechanism (MRM)** for Children and Armed Conflict (led by protection actors).
ADVOCATE[29]	For endorsement of the *Safe Schools Declaration* and commitment to the *Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict* For all armed actors to **avoid using school infrastructure for military use** and not target schools and other learning spaces.
STRENGTHEN CAPACITY, EVIDENCE AND AWARENESS	**Build evidence** through robust and continuous assessment systems to identify risks and support advocacy and programming efforts **Rebuild trust and heal** through community and school-level programmes following threats and/or attacks. **Strengthen awareness and capacities** of local education authorities and communities to mitigate immediate threats. Support **referral pathways to additional protection programmes** so that these are known to communities and appropriately resourced

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Case study 6: The Schools as Zones of Peace approach in Palestine and DRC

Save the Children piloted their Schools as Zones of Peace (SZOP) programme in Palestine and DRC 2015-2017 to inform the process of contextualizing and operationalizing the Guidelines for Protecting Schools and Universities from Military Use During Armed Conflict. Originally approved as a protection (IHL) action, the approach worked with multiple stakeholders at national and local level to map key issues related to armed actors and education, raise awareness, contextualize the Guidelines, and create sustainable monitoring, reporting and referral mechanisms. Community and school activities included:

1. **Awareness-raising about protection issues** in education and the guidelines at both the local

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[27] Global Coalition to Protect Education from Attack (GCPEA) (2018). *Education Under Attack 2018*.

[28] See UN Security Council Resolution 1612/2005 on children in armed conflict, 26 July 2005, S/RES/1612 (2005) for advocacy and orientation for national-level coordination/reporting systems.

[29] DG ECHO requires partners to provide advocacy plans, with clear objectives, risk analysis and mitigation plans. Such plans should be linked to broader protection objectives/initiatives and should focus on mobilisation and persuasion interventions rather than denunciation (see DG ECHO Protection Policy)

(children, parent teacher associations (PTAs), communities, local government and child protection networks) and national (wide communication via Education Cluster, Child Protection Sub-Cluster and Ministry of Education) levels.

2. **Map Protection issues** for education and contextualize the guidelines for oPt and DRC.

3. **Develop and strengthen reporting and referral mechanisms**. Protection Mechanisms for girls and boys in schools addressing the issues raised in the protection mapping and through working with child protection networks, PTAs, community leaders and children.

Importantly, Save the Children recognised the need to engage with armed groups in DRC to prevent attacks on education. They identified a partner with the required expertise who took responsibility for **direct engagement with armed groups** to negotiate the protection of schools within their areas of operation.

2.3.2 Specialised services by protection actors

Crises increase risks to already vulnerable populations and in particular girls and boys who may be exposed to injury, disability, neglect, separation, recruitment, physical and sexual violence and psychosocial distress. Education can be a part of the solution but learning spaces can also become a source of risk to children and education personnel. In ensuring that interventions do no harm, specialised expertise in child protective services is needed alongside education programming.[30] Child protection services and providers will have important and specific protection objectives, but also contribute to improved access to education for vulnerable groups. Joint and complementary education and child protection approaches might include:

- Coordination in establishing and strengthening systems to **identify and refer children and education personnel to specialised protection services** including PSS and case management services.

- Collaboration on the development of **life-saving skills and messaging** to address context-specific needs, such as awareness of mines/unexploded ordnance during/after conflicts or health-related messaging during epidemics (Section 2.3.5).

- Interventions to **prevent and respond to school-related gender-based violence (SRGBV)**, including how to identify and report; refer victims to services, and produce action plans on making the environment in and around schools safe for all, especially adolescent girls.

Where partners have capacities to support both education and child protection, they should pursue **integrated programming**. **Where partners do not have specific child protection capacities, referral systems and capacity development approaches should be established with those who do (Annex C).**

Education can – either by accident or design – fuel violence and conflict in circumstances where curriculum, school management practices and resource allocations contribute to marginalisation or spur violence and divisions. Education can also support personal, community and societal resilience and positive social transformation that reduces the risk of further conflict. The design and implementation of education must be deliberate and intentional in identifying and addressing tensions, disparities, and vulnerabilities to create outcomes conducive to healing and peace. All education actors should adhere to the INEE **CSE principles**.

CSE requires policymakers, donors, implementing partners, and local education authorities to take a critical and deep look at education's actual role in contributing to conflict and the potential role

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[30] Partners cannot and should not be seen as a substitute for the protective role that is bestowed on national authorities (see DG ECHO Protection Policy)

education plays in recovery and promotion of social cohesion and peace. As such, the three steps of CSE should be applied across entire systems:

1. **Understand the conflict context** including the causes, actors involved, and specific dynamics;
2. **Analyse** the interaction between the conflict context and the education programmes and policies;
3. **Act** to minimise negative and maximise positive impacts of education policies and programmes on conflict – applying principles and best practices to do no harm, prioritise prevention, promote equity, and stabilise systems through rigorous assessment activities and continued adaptation and evolution of interventions.

See **Annex F** for more details on CSE.

2.3.4 Psychosocial support (PSS) and Social and Emotional Learning (SEL)

Integrated education and protection interventions provide opportunities to prevent and respond to the negative impacts of a crisis on a child's psychosocial well-being. This, in turn, may allow children to continue building the skills needed to establish and maintain essential relationships and perspectives that can be the building blocks of individual and collective healing, resiliency, and social cohesion. PSS and SEL both focus on children's holistic development and are complementary in their aim and interventions. Within the EiE sector, SEL is an important component under the larger PSS umbrella; evidence indicates that both are important in enabling a return to active participation in the learning process.

Interventions should be based on context-specific evidence and the technical expertise of responders. Where non-specialised support is insufficient, referral mechanisms will be required for protection services beyond schools. **Teachers should be oriented to identifying specialised needs and appropriate referral pathways.** When specialised services are not available, education actors should advocate (with protection and health actors) to support the establishment of needed services. (Section 2.3.2 and **Annex D**).

- **Support 'caring for the caregiver'** activities, such as PSS for teachers, to address the specific crisis-related needs of educators, other education personnel. Support may be extended beyond the school environment to parents and other caregivers in recognition of their primary responsibility of children's wellbeing.
- School personnel, especially teachers, trained **to support crisis-related psychosocial wellbeing needs of learners** through **a more expansive intervention.**
- **Non-specialised PSS activities** integrated into classroom activities and extracurricular activities.
- **Development or adaptation of context-specific SEL content** that is context-specific, culturally appropriate, and explicitly builds skills against the core competencies.

Annex D includes key guidance and links to resources for the design and implementation of PSS and SEL interventions for EiE.

2.3.5 Life-saving skills and messages

Crises are inherently chaotic times and can be characterised by a lack of essential information, and contradictory or incorrect messaging. Hazards, risks and vulnerabilities may also be exacerbated during crises, thus increasing the potential impact. In response, education can be the most effective way to reach entire communities with life-saving messages and skills that empower children and caregivers to themselves, mitigate the impact of crisis-specific risks (INEE MS, 2010). Coordination across sectors is required to ensure correct messaging for crisis-related issues, such as cholera prevention, protection from explosive hazards, earthquake response procedures etc.

Lifesaving skills and messaged can protect by:

- **Responding to immediate needs by integrating messages into teaching and learning materials** that increase capacities (skills and knowledge) to cope and avoid harm.
- **Establishing a foundation for increased resilience** focusing on disaster risk reduction (**Annex I**), social protection and deepened understanding of good health, nutrition and hygiene practices.

2.4 Coordination, partnership and capacity development

DG ECHO OBJECTIVE 4: To strengthen the capacities of the humanitarian aid system to enhance efficiency, quality and effectiveness in the delivery of EiE.	
Contributes to EU Priority: Strengthening systems and partnerships for a rapid, efficient, effective and innovative education response	**Indicative responses** 2.4.1 Coordination mechanisms 2.4.2 Rapid Response Mechanisms (RRM) 2.4.3 Capacity development 2.4.4 Data, assessment and information management

This objective is about ensuring the **humanitarian system is prepared to meet the EiE commitments** detailed in the 2018 Communication. This includes supporting the integration of education needs in rapid response mechanisms to reach children during emergencies and crises with learning as quickly as possible. It also supports a commitment to strengthen capacity-building of education actors in emergencies and crises, including for relevant authorities, civil society and local actors.

2.4.1 Coordination mechanisms

Coordination is central to ensuring that humanitarian responses are efficient and evidence-based, that humanitarian actors work in the best interest of the most vulnerable, and that responses utilize the collective capacities of all stakeholders. Education Clusters and other EiE coordination mechanisms also have a role in **advocating for EiE to be included as an essential part of the humanitarian response**. This role includes bringing evidence-based needs to the attention of the Humanitarian Coordination Team, Humanitarian Coordinator and other key stakeholders. EiE coordination mechanisms also need to engage with in-country development coordination mechanisms, such as the Local Education Groups (LEG).

Partners engage in coordination through three primary functions:

- **Information management and analysis:** Coordination groups should operate from a common definition of needs and priorities as defined through collective data sources and a consultatively developed evidence-base. When partners operate from a collective understanding of needs, efficiency and quality is improved across a response.
- **Alignment with strategy:** Education programmes should be aligned to inter-sectoral and education-specific humanitarian-coordination strategies. This ensures that responses are implemented with jointly-held standards, it minimises potential for duplication, and it helps humanitarian actors to prioritize and meet objectives.
- **Engagement in planning:** Attendance and proactive engagement in regular planning and response meetings ensures that partners work in cooperation and are afforded important opportunities to establish productive partnerships.

The coordination bodies and key actors relevant to EiE are described in **Annex K**, along with guidance on how to engage.

2.4.2 Rapid Response Mechanisms

Aligned with the 2018 Communication commitment to bringing children back into education within three months when it is interrupted by crisis, new ways of working are required to ensure EiE is included in the initial response to crises. The inclusion of EiE in rapid response mechanisms has the potential to help reach those children.

A Rapid Response Mechanism (RRM) is established in contexts where sudden onset emergencies are expected, including contexts of ongoing violence and frequent displacement. RRMs are operational, programmatic and partnership models designed to increase the available capacity of humanitarian actors to respond to the needs of vulnerable populations quickly and efficiently. They establish assessment and response tools and response thresholds pre-position supplies and train response teams. RRMs are generally multi-sectoral and are often used by coordination mechanisms to provide a rapid injection of resources when necessary. **Education is often missing** from these responses but should be an integral part of the initial response. Education should be considered at every stage of the RRM process, including during contingency planning, in humanitarian monitoring mechanisms, and as part of multi-sectoral responses.

Case study 7: Rapid Response Mechanisms Project (RRMP) in DRC

One of the first comprehensive efforts to integrate education into a multi-sectoral RRM, UNICEF's RRMP incorporates education across its phases including in displacement forecasts, objective setting and response planning. At the school level, the RRMP aims to provide:

- **Inclusive access** through enrolment campaigns, identification of out of school children, enrolment/integration support, cash grants to schools, and classroom construction.
- **Protection and physical and psychological well-being** through psycho-social support, promotion of child protection and prevention of abuse, and recreational activities.
- **Quality and relevant education** through teacher training, remedial education, provision of teaching and learning materials, and lesson observations.

2.4.3 Capacity development

As education actors strive to respond to EiE needs of girls and boys affected by humanitarian crises, stronger capacity is required to meet the complexities and magnitude of need. In many humanitarian contexts there are simply not enough actors present with the capacity to respond to education needs, while in others, the scale and challenges of the response require new partnerships and approaches. Capacity development should be encouraged and supported as part of humanitarian programmes in three suggested areas:

1. Technical and quality standards: All capacity development initiatives should be designed within the framework of the INEE Minimum Standards and be based upon approaches proven to be effective in practice.

2. Institutional capacity for national and local actors: Institutional capacity development opportunities should be provided to national and local actors to support their engagement and leadership in humanitarian responses to EiE. This is critical to enhancing response capacity in contexts with sustained or recurrent emergency and ensuring continuity.

3. Coordination, strategy, information management: Strengthening the capacity to develop, and coordinate the implementation of evidence-based humanitarian strategy is crucially important to leading efficient, responsive and quality responses.

2.4.4 Data, assessment and information management

In supporting evidence-based programming, education systems should be reinforced with data and information tools that are resilient in the face of emergency, and that track essential indicators.

Education actors are accountable to the most vulnerable during crises and must ensure data collection and management captures and highlights their needs. Guidance and tools have been developed by the GEC for humanitarian actors to conduct **education needs assessments**. These can be used within a multi-cluster/sector rapid needs assessment, and separately to provide more detailed information on needs. **Rapid JENA** are ideally conducted in the first two weeks following a sudden onset emergency, to provide a snapshot of education-related needs. **JENA** are a more comprehensive toolkit to enable education actors to:

- Undertake preparedness planning for emergency assessments;
- Collectively design and conduct an education needs assessment (rapid and/or comprehensive);
- Generate reliable, comprehensive and timely information needed to guide effective inter-agency education in emergencies responses;
- Highlight immediate, critical education issues and ensure effective coordination across education partners in an emergency.

Data systems should quickly adapt and effectively accommodate crisis-specific data for all girls and boys, including displaced and refugees, in national **EMIS**[31]. In many contexts EMIS does not currently include data about girls and boys affected by humanitarian crises, and in others EMIS data is outdated due to ongoing crisis that affects annual data collection.

Another challenge is the lack of globally agreed **standardised indicators for EiE**. The GEC provides a set of standardised indicators, but these are often adapted or replaced with indicators used by individual donors, global initiatives and partners. This is partly due to a recognised need to have stronger indicators to measure quality outcomes and ongoing initiatives to develop and pilot new assessment tools.

In general, for actions supported by EU humanitarian assistance it is important for partners to use a range of approved indicators to measure improvements in **access**, **learning** and **child well-being** from EiE actions.

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[31] In line with data protection requirements in accordance, where relevant, with Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC (General Data Protection Regulation)

Annex A: Proposal Appraisal Checklist

The Proposal Appraisal Checklist is a tool to use in ensuring project proposals are aligned with the overall aim of the EU's humanitarian assistance to EiE: **to restore and maintain access to safe and quality education during humanitarian crises, and to support out of school children to quickly enter/return to the education system**. This checklist is not intended as a list of selection criteria determining funding. Context-specific EiE strategy and priorities and the general assessment criteria are elaborated in the Technical Annex of each Humanitarian Implementation Plan. The elements of the checklist build on the INEE Minimum Standards and best practice and guidance presented throughout this document that may or may not be relevant to consider in project design, depending on the context and the focus of a project proposal.

Humanitarian Focus: EU humanitarian aid provides a needs-based emergency response aimed at preserving life, preventing and alleviating human suffering and maintaining human dignity wherever the need arises if governments and local actors are overwhelmed, unable or unwilling to act. Education is a key component of humanitarian action (Section 1.1).

Are the activities proposed within the scope of the present and demonstrated humanitarian needs? Are they aligned with existing humanitarian strategy in-country?
Is the proposal based on up-to-date needs assessment and protection risk analysis?

Timing: The duration of the project is important in ensuring impact is maximised. It is also critical to consider how actions will link to long-term development efforts.

Are the activities proposed feasible to conduct within a maximum of 24 months? Is hand-over, transition to longer term programmes or phasing out considered?
Is the project well-timed with the academic year (as opposed to the calendar year) to ensure children can transition into the education system when appropriate?

Beneficiaries: The objective of the proposal should show evidence that the most vulnerable and neglected populations have been identified and are being prioritised for response within the education levels that are included in State commitment to free and compulsory education (Section 1.4).

Does the project demonstrate that the partner has attempted to identify and reach the most vulnerable, crisis-affected girls and boys, based on a gender and protection risk analysis?
Do the levels of education targeted by the project align with those that are already covered by State commitments to free and compulsory basic education?
Do project activities consider gender and age, without exception, in addition to other diversity aspects (disability, ethnicity or religion for example)?[32]

DG ECHO Priority Areas: The project's objectives, results and activities should align with DG ECHO's mandate and be in line with the four EiE objectives, striving to contribute to more than one.

Objective 1: To increase **access to education services** for vulnerable girls and boys affected by humanitarian crises (Section 2.1).

Do the proposed interventions respond to the most significant barriers to education? Does the project demonstrate thorough assessment and protection risk analysis?
Does the project attempt to strengthen supply to education through the provision of safe and

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[32] For more guidance on gender mainstreaming, please see: IASC Gender Handbook - Education Chapter, the INEE Pocket Guide to Gender, DG ECHO Gender Policy (2013) and the Gender and Age Marker

protective learning environments and/or through support to teaching staff?
For proposals including cash or vouchers: Is the education response in line with any cash working group in country and their strategy, standards and tools?
For proposals including rapid response mechanisms: If a rapid response mechanism is proposed involving education, is it integrated into existing/new multi-sectoral mechanisms?

Objective 2: To **promote quality education** that increases personal resilience of children affected by humanitarian crises (Section 2.2).

Are proposed non-formal education programmes designed to facilitate entry into the formal system? Are they designed in coordination and alignment with the formal education system?
Is information provided on the curriculum/learning materials to be used? Does the action provide sufficient teaching and learning materials for children to learn effectively?
Are project activities tailored to the needs and level of education, age, sex and background of learners? Are language needs identified and sufficiently addressed?
Do the interventions support educators to acquire crisis-specific knowledge and skills? Are supports in place to ensure the wellbeing, motivation and retention of teachers?
Does the project include learning outcomes as a measure of programme success? Does the project include actions to address poor learning outcomes based on these assessments?

Objective 3: To **protect girls and boys** affected by humanitarian crises by minimising damage to education service delivery and enabling education to provide life-sustaining and life-saving physical, psychosocial and cognitive support (Section 2.3).

Does the partner have Child Protection capacity to ensure a joined-up Child Protection (CP) and EiE response? If no, are referral pathways to services by partners who have CP and Mental Health and Psychosocial Support (MHPSS) capacity provided?
Does the partner have a child-safeguarding policy, which includes prevention of sexual exploitation and abuse, in place to ensure that operations do no harm?
Does the project incorporate the principles of CSE?

Objective 4: To **strengthen the capacities** of the humanitarian aid system to enhance efficiency, quality and effectiveness in EiE delivery (Section 2.4).

Do the project objectives contribute to the objectives of the national Education Sector Plan or Transitional Education Plan?
Does the project align with the objectives of the Education Cluster, EiE Working Group or Refugee Education Group Strategy? Is this action coordinated with education authorities?
Will the project ensure that capacities around preparedness, DRR and EIE response are developed as a distinct component of the project or through implementation?
Does the partner have a rigorous system for data and information management?

Annex B: Monitoring Checklist

This Monitoring Checklist is composed of sample questions that are specific to monitoring EiE programmes and draws its framework from the *INEE Minimum Standards*. Depending on the context, not all questions may apply and/or need to be tailored as relevant. For more specific information on methodology, please refer to *ALNAP's Monitoring of Humanitarian Action*. For more information on DG ECHO's monitoring requirements, please refer to *DG ECHO Partners' webpage on monitoring*. Best practices identified during monitoring should be encourages to be documented and shared more widely.

Community Participation, Coordination and Analysis

Community Participation: Community members participate actively, transparently and without discrimination in analysis, planning, design, implementation, monitoring and evaluation of education responses.
Is strong and inclusive community participation and capacity building, including children and adolescents, encouraged and evident throughout all phases of the project?
Is planned community participation inclusive and sensitive to conflict and other gender, socio-economic, religious, language or geographic dynamics?
Does the project consider available community resources for implementation?
Coordination: Coordination mechanisms for education are in place and support stakeholders working to ensure access to and continuity of quality education.
Does the project link into existing and appropriate coordination mechanisms (e.g. Education Cluster, LEG, etc.) and their strategies, standards and criteria? (Section 2.4.1)
Does the project adequately consider inter-sectoral issues and link with those coordination groups and actors?
For proposals including cash or vouchers: Is there a cash working group in country, and does the action coordinate with the working group? (**Annex G**)
For proposals including rapid response mechanisms: If a rapid response mechanism is proposed, is it integrated into existing/new multi-sectoral rapid response mechanisms?
Analysis: Education response plans and programmes are based on sound and up-to-date data and evidence of the needs of learners and teaching personnel, and what constitutes relevant and appropriate response activities (Section 2.4.4).
Have appropriate education assessments and needs analysis been conducted and is there a demonstrated understanding of the barriers to education, drivers of needs and risks?
Does the proposed response address the needs and risks identified?
Has a conflict analysis been used to inform project design to ensure the project does no harm and is sensitive to conflict dynamics (**Annex F**)?
Are measures for monitoring and evaluating the projects activities adequately outlined?

Access and Learning Environment

Equal Access: All individuals have access to quality and relevant learning environments (Section 2.1.1-2).
Does the project seek to ensure equal access to quality educational opportunities with content that is relevant to context, culture and economy for the most vulnerable children to enter or re-enter formal education systems?
Does the project support the most vulnerable children to enter or re-enter the formal education system?
Protection and Well-being: Learning environments are secure and safe, and promote the well-being of learners, teachers and other education personnel (Section 2.3).
Does the project help establish learning environments that are secure and safe?
Does it promote the protection and psychosocial well-being of learners, teachers and other education personnel?
Are child protection risks identified and does the action respond to these (by referral or direct responses)?
Facilities and Services: Education facilities promote the safety and well-being of learners, teachers and other education personal and are linked to health, nutrition, psychosocial and protection services (Section 2.1.4, **Annex I and J**).
Do the plans, standards and designs of facilities promote the safety and well-being of learners and other education personnel?
Are learning spaces supportive of and conducive to learning, promoting inclusivity, accessibility, disaster resilience, hygiene and child-friendly learning?

Teaching and Learning

Curricula: Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of learners. (Section 2.2.1-2, **Annex F).**
If the project involves curriculum development and design, does it fall within the scope of DG ECHO's humanitarian mandate? (i.e. lifesaving skills and knowledge)
Are the curricula/course materials culturally, socially and linguistically relevant as well as age-appropriate and gender and conflict sensitive?
Training, Professional Development and Support: Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances (Section 2.2.3, **Annex H).**
Does the project consider training and support to teachers and other education personnel? Are trainings coordinated to ensure uniformity of content and delivery?
Does teacher support consider coaching/mentoring opportunities to provide psychosocial support, including activities to improve teachers' wellbeing and increase motivation?
Instruction and Learning Processes: Instruction and learning processes are learner-centred, participatory and inclusive.
Does the project seek to improve instruction and learning processes and to encourage approaches

and pedagogies that are learner-centred, participatory and inclusive?
Does teacher training prioritise sessions on the content of the curriculum?
Assessment of Learning Outcomes:[33] Appropriate methods are used to evaluate and validate learning outcomes.
Does the project implement appropriate and context – relevant methods to evaluate and validate learning outcomes?
Do evaluations use sampling to reduce stress on individual students and have follow-up that emphasises positive responses to learning needs?

Teachers and Other Education Personnel

Recruitment and Selection: A sufficient number of appropriately qualified teachers and other education personnel are recruited through a participatory and transparent process, based on selection criteria reflecting diversity and equity. (Section 2.1.3, **Annex H**).
If the project involves recruiting and selecting teachers and other education personnel, is the process participatory and transparent, reflecting diversity and equity?
Is the number of teachers sufficient to ensure classes are not over-crowded?
Conditions of Work: Teachers and other education personnel have clearly defined conditions of work and are appropriately compensated. (Section 2.1.3, **Annex H**).
Is the compensation context-appropriate and in alignment with harmonised standards established within relevant education coordination mechanisms?
Are the conditions for recruited teachers and education personnel, including responsibilities, compensation, and Code of Conduct, included in a contract?
Support and Supervision: Support and supervision mechanisms for teachers and other education personnel function effectively.
Has the psychosocial well-being of the teachers and other education personnel been adequately considered (has a well-being plan been developed)?
Are capacity building, training, mentor and/or peer-support initiatives being considered?
Are adequate and appropriate teaching and learning materials being provided?
Does the project provide support and supervision mechanisms for teachers and other education personnel to function effectively?

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[33] DG ECHO does not support high-stakes testing for children. Learning assessments used for project monitoring should be sample-based and anonymised during reporting. Humanitarian education actions should not introduce any tests/examinations that children need to pass to proceed from one level to the next – this is the role of formal education institutions through nationally agreed examination systems.

Education Policy

Law and Policy Formulation: Education authorities prioritise continuity and recovery of quality education, including free and inclusive access to schooling (Section 2.1.1).
Does the project implement advocacy messaging activities to influence policies *relevant to humanitarian needs*?
Does the project recognise the responsibility of government authorities to fulfil their duty to respect, protect and fulfil the right to education and avoid setting up parallel systems?
Planning and Implementation: Education activities take into account international and national educational policies, laws, standards and plans and the learning needs of affected populations.
Does the project adhere to national and district education standards where appropriate and feasible (e.g. teacher-pupil ratios, minimum standards for school rehabilitation etc.)?
Where new or innovative approaches are planned, is there evidence of learning from and adherence to international standards and good practice?
Where new or innovative approaches are used, is there documentation of good practices and lessons learned?

Child Safeguarding

Does the partner have a child safeguarding policy, Code of Conduct or other document to communicate a message of 'zero tolerance' and outline standards for child safeguarding?
Is anyone who is involved with the project and with access to girls and boys required to sign the policy/Code of Conduct?
Have all staff been trained in the child-safeguarding policy?
Are parents/caregivers and children informed about the child safeguarding policy?
Are mechanisms in place to report and refer violations with provisions for follow-up?

Annex C: EiE and Child Protection Linkages

Why is this important?

If implemented in an integrated manner EiE and CP have the potential to both complement and reinforce the other to create responsive, protective interventions for girls and boys affected by humanitarian crises.

Programme Approaches and Interventions

The purpose of CP interventions in emergencies is to address the risk of violence, abuse, neglect and exploitation faced by girls and boys in humanitarian crises situations. Protection must be mainstreamed in all humanitarian interventions, but to specifically address certain risks faced by girls and boys in humanitarian crises targeted protection interventions might be needed.

- **Targeted humanitarian protection activities** are interventions that are *responsive* to stop, prevent, or alleviate protection violations or *remedial* to restore dignity. It is **what** (the product) we deliver. Targeted protection interventions might be implemented as stand-alone protection programmes or in an integrated manner where other sectors, such as EiE, actively contribute to achieving a protection outcome. Targeted interventions must be implemented by actors with CP expertise and capacities.

- **Protection mainstreaming**[34] (PM) is about **how** (the process) we deliver humanitarian assistance and protection. PM is an important component for putting protection at the centre of humanitarian action; it is the responsibility of all humanitarian actors and must be done in all interventions funded by DG ECHO, regardless of the sector(s) of these actions. PM can be broken down into four basic elements, namely 1) Prioritise safety and dignity and avoid causing harm; 2) Meaningful access; 3) Accountability; and 4) Participation and empowerment.[35] These four elements should be respected in all EiE programming alongside with the *Child Protection Minimum Standards (CP MS)* (standard 20 for EiE, and standards 7-18 for EiE integrated with CP).

Integrated EiE and child protection interventions combine efforts to create cohesive and holistic programmes supporting learners and their caregivers – including educators, and the broader community within which they live. Integrated programmes may be funded by DG ECHO under EiE funding streams if the target outcomes and populations are the same for both sectors (*CP MS*, Standard 20, Section 2.3). Partners who lack in-country protection expertise should identify appropriate referral and response pathways. Coordination bodies are instrumental in supporting efforts to assess, set strategic priorities, support the design and implementation of programmes, establish effective referral pathways, and monitor evolving needs and impact of programming through regular and transparent collaboration. Intervention typology and indicative responses are included below with an indication of whether this can be addressed through protection mainstreaming (PM element 1-4) or whether targeted (integrated) interventions are required.

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[34] Global Protection Cluster (2017) *Protection Mainstreaming Toolkit*
[35] DG ECHO Protection Policy

Coordination, Analysis and Community Participation – to ensure that the risks faced by the most vulnerable are identified and responded to in a collaborative, coordinated, and effective way between and within education and CP sectors.

Coordination	Joint coordination meetings during response, collaborate on assessment/analysis of need, setting (shared) objectives and standards of programming, review of response and impact. Establish and operationalise referral/response mechanisms. (Section 2.4, CP MS St. 1)
Analysis	Assessments focus on identifying risks of different groups, including marginalised groups and institutions/systems meant to support them. EiE and CP experts engage in design and use of assessment tools and in analysis of data. Support continuous assessments to gauge evolving needs. (Section 2.1 and 2.4, CP MS St. 1)
Community Participation	Train and support strong and inclusive community participation mechanisms (e.g. PTAs, School Management Committees, Child and Youth Clubs) to best understand child protection risks and encourage ownership in preventing and responding to risks faced by girls and boys in schools, as well as those out of school. Section 2, CP MS St. 6, 16, PM element 4)
Accountability	In all actions/programmes involving children, child safeguarding, protection against sexual exploitation and abuse (PSEA) and CP standards must be adhered to (policy, procedure, people, accountability). PM element 3. DG ECHO Protection Policy

Access and Learning Environment – to ensure all learners and educators are able to safely access and participate in protective and responsive environments.

Access for at-risk groups	Design programmes based on risk analysis findings. Support alternative interventions (**Annex E**) targeting children and communities most marginalised and at risk, including out of school children, child labourers, unaccompanied and separated children, etc. (Section 2.1, CP MS Pr. 2, PM element 2)
Safe Learning Spaces	Temporary learning spaces (TLS) designed and located adhering to EiE and CP standards. All infrastructure, including WASH facilities, to consider specific needs and risks for girls and boys, proximity to and level of risk regarding conflict, natural hazards (**Annex J**), and security of access to and from all infrastructure. Coordinate provision of TLS and Child Friendly Space (CFS) to avoid duplication and ensure relevant pathways are established immediately for a return to learning. (Section 2.1 and 2.3, CP MS St. 17 and Pr. 1, PM element 1)
School-related Gender Based Violence (SRGBV)	Explicit acts or threats of physical, emotional and sexual violence occurring in and around schools may include verbal or sexual harassment, non-consensual touching, sexual coercion, assault and rape. SRGBV compromises well-being and physical and emotional health, as well as harming cognitive and emotional development. Interventions adhere to *IASC GBV Guidelines* and *Global Guidance on School-Related Gender Based Violence.* Must be addressed by targeted CP interventions. Responses to SRGBV included within CP Case Management. (Section 2.3, CP MS St. 9, 15 and Pr. 3)

Teaching and Learning – to ensure educators have knowledge and skills to respond to needs of learners, are supported, and oriented to specialised services available and referral mechanisms.

Protective curriculum or content	Curriculum and content should be relevant, conflict sensitive, and provide protective and crisis-specific concepts and messages for learners. Content and methods of conveying content should consider age, gender, experience and environment of learners and enhance learner's capacity to lead independent, productive and healthy lives. (Section 2.3, Annex F, PM elements 1 and 2)
Teacher Professional Development as it relates to CP	CP and EiE work together to ensure educators are appropriately trained in PSS (**Annexes D and H**) and other protection-specific issues, understand value of and build skills in self-care, are able to identify CP risks and learners requiring specialised protection services, and refer children to specialised services as needed. Content may be co-created and supported. (Section 2.3.4 and 2.2.3, CP MS St. 10, 16, PM element 2)
Codes of Conduct	Mandatory Code of Conduct for all educators and personnel, training of educators and personnel, and monitoring systems. The Code of Conduct should outline school policy, with specific actions to address risks that exist in and around the school context including SRGBV. (Section 2.2.3, CP MS 9, PM elements 1 and 3)

Teachers and Other Education Personnel – to ensure targeted specialised services and programmes protect educators and learners.

Referral and response pathways	Child protection specialists identify/map specialised services available for learners and educators and support appropriate orientation and training for educators. Support targeted CP interventions. Effective and appropriate use of the referral systems should be jointly monitored by both EiE and CP partners. Section 2.3.2, 2.3.4, 2.4.4, CP MS St. 15)
Child protection case management	CP case management must only be provided by specialist child protection actors. Case management processes should be done according to *Inter-agency Guidelines of Case Management & Child Protection*. Services may include a combination of medical, MHPSS, legal, safety, social services, etc. Needs must be addressed by targeted CP interventions, please refer to *DG ECHO Protection Policy.* (CP MS St. 9)
Protecting Education from Attack	Relevant authorities, international bodies, and non-education actors collaborate to protect learning spaces from attack and ensure incidents are reported and responded to appropriately. EiE responses will include community level engagement to promote SZOP. Needs must be addressed by targeted protection interventions, refer to *DG ECHO Protection Policy.* (Section 2.3.1, CP MS St. 20)

Education Policy – to improve accountability of systems and policies to specific needs of crisis-affected communities.

Influence policy for child protection	Collaborate with development colleagues to ensure lessons learned and good practice on linking CP and education interventions and actors are mainstreamed into national policies, plans and programmes as appropriate. (Sections 1, 2, 3 and CP MS 1, 6, PM element 2)

Annex D: Psychosocial Support and Education

Why is this important?

Emergencies expose children to traumatic experiences at the individual, family, community and societal levels. These can have a direct impact on their psychosocial wellbeing as well as compromise support structures that might otherwise protect them or help them bounce back quickly. Education offers a stable environment, structure, and routine that help heal, develop skills and behaviours that support resiliency, and provide opportunities to build relationships and relationship skills with learning spaces and communities that enable greater social cohesion.

Mental Health and Psychosocial Support (MHPSS) includes any activity that improves a person's ability to function under the extraordinary levels of stress observed in a critical event. Any process aimed at facilitating the resilience of beneficiaries i.e. their ability not only to cope with but also to adapt to adverse conditions[36].

Psychosocial support (PSS) refers to processes and actions that promote the holistic wellbeing of people in their social world and of facilitating resilience within individuals, families and communities. It includes support provided by family and friends. PSS aims to help individuals recover after a crisis has disrupted their lives and to enhance their ability to return to normality after experiencing adverse events[37]. **PSS is one component of MHPSS.**

Social Emotional Learning (SEL) is the process of acquiring core competencies to support Self-Awareness, Self-Management, Responsible Decision-Making, Relationship Skills, and Social Awareness (casel.org). For crisis contexts, the ability to recognise and manage emotions, set and achieve goals, appreciate the perspectives of others, establish and maintain positive relationships, make responsible decisions, and handle interpersonal situations constructively (Elias, Zins, Weissberg et al., 1997) can reinforce psychosocial well-being interventions as well as promote immediate and continued personal resilience. **In the EiE sector, SEL falls under the overarching PSS umbrella.** For more guidance and information, refer to *the INEE Guidance Note on Psychosocial Support, Where Child Protection and Education in Emergency Cross*, and *IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings.*

Common PSS approaches and interventions in EiE programmes

All PSS approaches and interventions within education programmes should be based on analysis of needs and capacities, have clearly defined wellbeing and learning objectives/benchmarks, and be supported by rigorous and child-friendly measurement systems. PSS interventions should be designed to support learners, educators and other personnel, and benefit the broader community. Interventions may include addressing systems-level policies and practices for teacher support (**Annex H**), development or adaptation of crisis-specific PSS curricula and corresponding teaching and learning content that follow global norms and standards while also accommodating and promoting context-specific needs and capacities/strength. Activities may enhance emotional wellbeing by promoting feelings of safety, trust in others, self-worth, and hope for the future. Activities that strengthen relationships with teachers, parents, and peers, create a sense of belonging to a community, provide access to socially appropriate roles, and resume cultural activities and traditions.

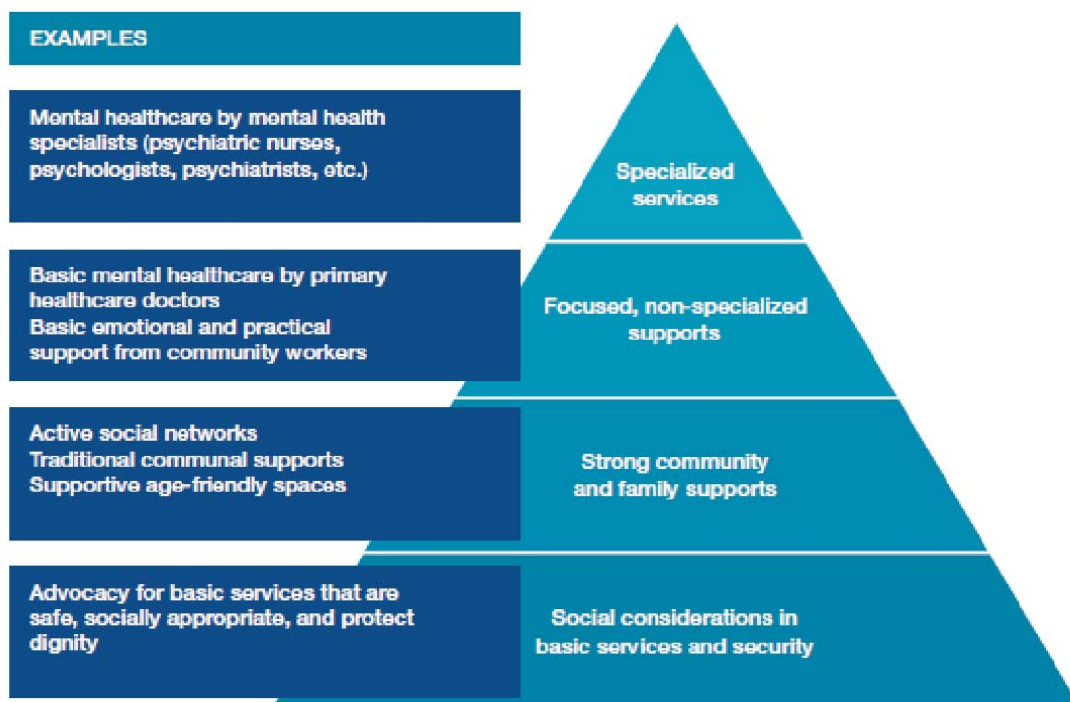The following MHPSS pyramid indicates how all sectors can contribute to PSS outcomes.[38]

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[36] IFRC/Danish Red Cross definition
[37] INEE (2018) *Guidance Note on Psychosocial Support: Facilitating psychosocial wellbeing and social and emotional learning*
[38] Idem.

INTERVENTION PYRAMID

EXAMPLES

Mental healthcare by mental health specialists (psychiatric nurses, psychologists, psychiatrists, etc.)	**Specialized services**
Basic mental healthcare by primary healthcare doctors Basic emotional and practical support from community workers	**Focused, non-specialized supports**
Active social networks Traditional communal supports Supportive age-friendly spaces	**Strong community and family supports**
Advocacy for basic services that are safe, socially appropriate, and protect dignity	**Social considerations in basic services and security**

Source: Adapted from IASC, 2007

Education interventions, in collaboration with protection and health sectors, are best-placed to support **Strong Community and Family Supports** and **Focused, non-specialised supports**.[39]

PSS Outcomes	Delivery or Interventions	Monitoring and Assessment[40]
Improve learner and teacher well-being	Develop or adapt, **in collaboration with specialists and experts**, appropriate *context-specific PSS and SEL content and training resources, including Psychological First Aid, to support classroom-based activities.* *Recruit/support school counsellors* to support children within school setting. *Support teacher self-care and wellbeing activities.* *Policies adapted or created to support wellbeing, including teacher compensation, benefits, and continued technical and administrative support.* *Advocate for and prioritise integration of PSS and SEL* into education.	Identify and contextualise relevant indicators based on intervention type Pre and post-tests following training Measure PSS competencies – learner assessments and teacher assessments Observations focus on improved classroom dynamics and relationships

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[39] See the INEE (2016) *Background Paper on Psychosocial Support and Social and Emotional Learning for Children and Youth* for examples of responses at the various levels.

[40] Inter-Agency Standing Committee (IASC) (2017) *A Common Monitoring and Evaluation Framework for Mental Health and Psychosocial Support in Emergency Settings*

Learners and teachers access specialised services as needed	Protection and health sectors to ensure *functioning and well-communicated referral mechanism is in place* that effectively links the education system to health and protection sectors. The referral mechanism supports individuals whose needs cannot be met through non-specialised education activities. Collaborate with protection specialists to support training for educators/personnel to identify and refer individuals.	Continued monitoring of individual Monitoring effectiveness and efficiencies of referral services and systems by relevant specialists
Community engages in and benefits from PSS	*Strengthen community structures* (PTA/SMT) that explicitly support schools. *Engage the community through PTAs or school councils* to ensure education and protection systems understand needs and harness resources and capacities.	
Increased prioritisation of PSS at systems level	Advocate for the prioritisation of education as a means to improve learning and increase wellbeing, protection, and stability of community.	

Note: Educators and other personnel are responsible for the wellbeing of learners *within limits*. Teachers are not, and should not be expected to be, specialised counsellors and do not have the necessary training or qualifications to take on such roles. The responsibility of teachers is to create learning environments and relationships with their classes that support basic psychosocial wellbeing and social emotional learning, to understand and recognise signals that individual learners require specialised services, and to understand and refer children and peers to appropriate specialised protection and health systems as needed.

Additional Resources

Psychosocial Support and Social Emotional Wellbeing Online Course provided through Creative Associates[41]

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[41] https://www.creativeassociatesinternational.com/uncategorized/psychosocial-support-and-emotional-learning/

Annex E: Accelerated Education Programmes

Why is this important?

Accelerated education programmes (AEPs) are flexible, age-appropriate programmes, run in an accelerated timeframe, with the aim of providing access to education for disadvantaged, over-age, out-of-school children and youth. This may include those who missed out on or had their education interrupted due to poverty, marginalisation, conflict and crisis. [42] The goal of AEPs is to *provide learners with equivalent, certified competencies for basic education*, enabling a return to formal education at age-appropriate grades, or transition into work or other training.

Well-designed and implemented AEPs should ultimately contribute to:

✓ **No lost generation of learners** – children who have lost access are brought back into formal education;

✓ **Age-appropriate learning** – older children are placed in age-appropriate classrooms with benefits in terms of CP, classroom management, self-esteem of learners, and peer engagement.

Considering these important objectives, planning and implementation must be based in the following principles.

Principles of AEP

LEARNERS	PROGRAMME MANAGEMENT
AEP is flexible and for over-age learners; Curriculum, materials and pedagogy are genuinely accelerated, suitable for AEP and use relevant language instruction; AEP learning environment is inclusive, safe and learning-ready.	Goals, monitoring and funding align; AEP centre is effectively managed; community is engaged and accountable.
TEACHERS	ALIGNMENT WITH MoE AND POLICY FRAMEWORKS
Teachers are recruited, supervised and remunerated; Teachers participate in continuous professional development.	AEP is a legitimate, credible education option that results in learner certification in primary education; AEP is aligned with the national education system and relevant humanitarian architecture.

Source: Adapted from the Accelerated Working Group, 2017
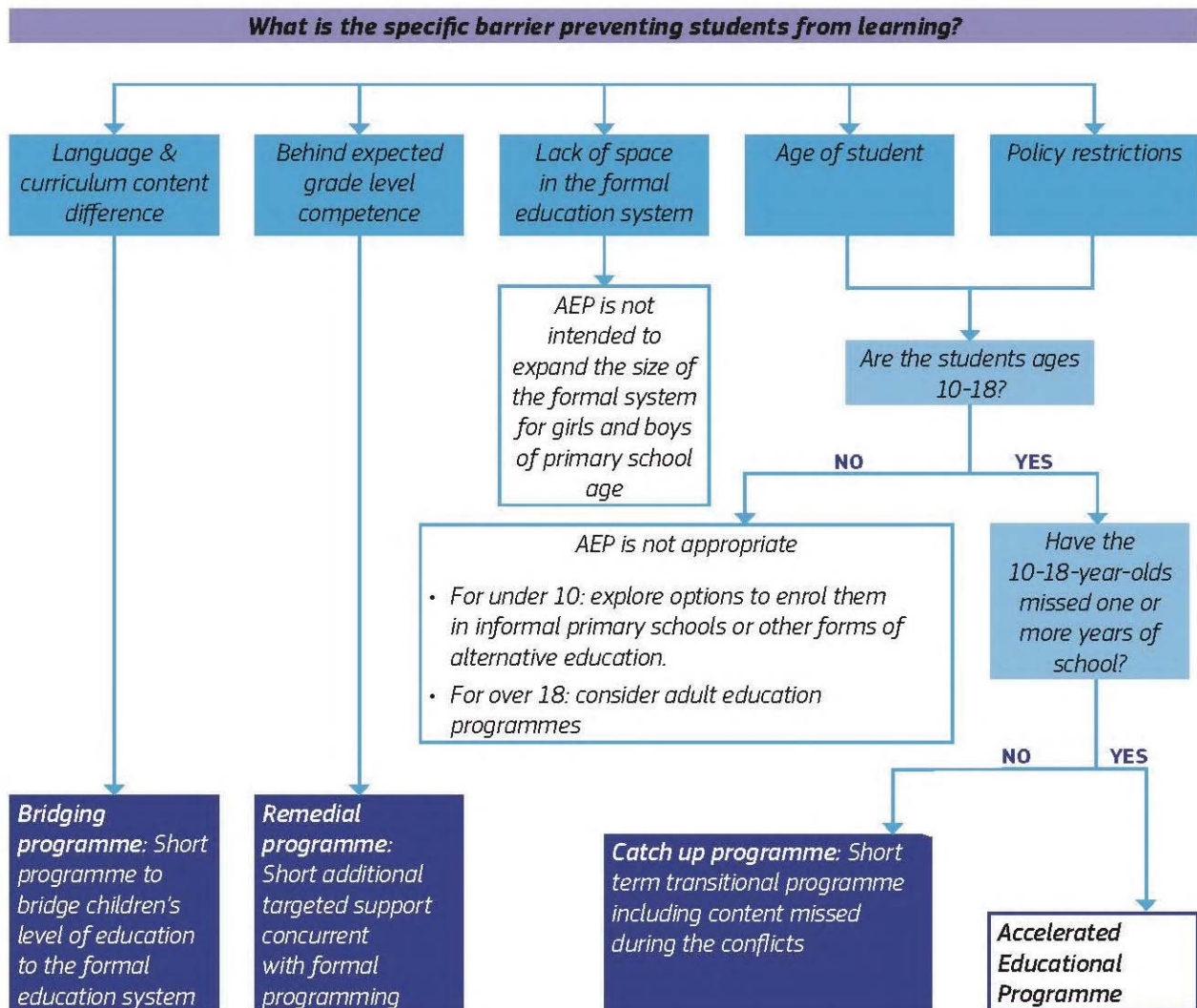
Planning Considerations for AEP

✓ **Variability of the programmes** – AEPs responds to different contexts and their objectives should evolve depending on the situation.

✓ **Government engagement and alignment** – integration of learners to the formal education pathway will require a high degree of collaboration and cooperation from the Ministry of Education.

✓ **Cost** – AEP is comprehensive, so costing includes multiple inputs including teacher compensation, learning spaces, curriculum design, textbook printing and learning supplies.

✓ **Funding cycles** – AEP may start as a humanitarian initiative but should be supported across humanitarian and development actors. This will enable AEPs to invest in initiatives like teacher training and to develop sustainable pathways to integrate students back in the formal education system.

✓ **Time required** – AEP curricula take time to develop, pilot and roll-out due to the close

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[42] Accelerated Education Working Group (AEWG) (2017) *Accelerated Education: 10 Principles for Effective Practice*

collaboration needed with education authorities, the significant investment required and the need to engage high-levels of expertise in curriculum development. Planning should be oriented to allow for this comprehensive approach.

When to implement an AEP

The following decision-tree is the best tool for determining whether AEP or another programme is the most appropriate for responding to barriers to learning:

What is the specific barrier preventing students from learning?

- Language & curriculum content difference
- Behind expected grade level competence
- Lack of space in the formal education system
- Age of student
- Policy restrictions

AEP is not intended to expand the size of the formal system for girls and boys of primary school age

Are the students ages 10-18?
NO   YES

AEP is not appropriate
- For under 10: explore options to enrol them in informal primary schools or other forms of alternative education.
- For over 18: consider adult education programmes

Have the 10-18-year-olds missed one or more years of school?
NO   YES

Bridging programme: Short programme to bridge children's level of education to the formal education system

Remedial programme: Short additional targeted support concurrent with formal programming

Catch up programme: Short term transitional programme including content missed during the conflicts

Accelerated Educational Programme

Source: Adapted from the Accelerated Education Working Group, 2017

When AEP is not the right choice

In cases when AEP is not the most appropriate choice, other solutions include:

✓ **Bridge programmes:** Often used in contexts of displacement, these short-term and targeted preparation courses take various forms, such as language acquisition, and target differences between home and host education curricula; ultimately supporting children to enter new and certified education.

✓ **Remedial programmes**: Useful for those who face barriers to success in their current grade level; these programmes include additional and targeted support, concurrent with regular classes, for students who require short-term content or skill support to succeed in regular formal programming.

✓ **Catch-up programmes**: For students who missed less than a year of learning, these programmes help those who need extra help around school time, including language or learning gaps in the new curriculum.

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Annex F: Conflict Sensitive Education (CSE)

Why is this important?

Education and conflict have a bi-directional and complex relationship. Education is both disrupted by conflict and has the potential to contribute to conflict by instilling behaviours and policies that can contribute to intergroup tensions. The content of educational programmes as well as the process of supplying education can exacerbate conflict. Education also has the potential to support social transformation towards more peaceful and socially cohesive contexts if is designed based on rigorous conflict analysis, follows core CSE approaches, is appropriately funded, and straddles the humanitarian-development nexus in implementation and ownership. It is imperative that all education actors understand and address the specific challenges and opportunities of education in conflict-affected and fragile contexts. CSE strives to minimise the negative impact of conflict on education while maximising positive impacts.

Applying Conflict Sensitive Strategies

One of DG ECHO's guiding principles is to Do No Harm, and a fundamental part of this for the education sector, is considering conflict sensitivity in contexts where education can be highly politicised and sensitive. CSE is increasingly acknowledged as an essential approach through which substantial and sustained change at individual, communal, and national levels is possible. Education that is conflict sensitive encompasses policies, activities, and approaches that promote equitable access to educational opportunity and curricula based on skills and values that support peace and social cohesion. It acknowledges that every learner matters and matters equally. *INEE Conflict Sensitive Education Pack* provides *Guiding Principles* for use in advocating for change, a *Reflection Tool* to use for assessing need and stakeholders, and a *Guidance Note* to provide more in-depth support on applying appropriate strategies for greatest impact. An *online course* is also available through INEE. Applying the CSE approach in the design and implementation of programmes is a requirement in DG ECHO-funded education in emergencies interventions.

Supporting quality and effective CSE programming requires careful and rigorous assessment, analysis, and implementation of multifaceted strategies. The *three steps of CSE* are:

- To **understand the conflict context** – acknowledging the context's profile, causes of conflict, actors involved, and the specific dynamics of the conflict;

- **Analyse the two-way interaction between the conflict context and the education programmes and policies** – looking critically at the education intervention to ensure potential impacts and benefits are understood and considered;

- **Act to minimise negative impacts and maximise positive impacts** of education policies and programmes on conflict – applying principles and best practices to do no harm, prioritise prevention, promote equity, and stabilise systems through rigorous assessment activities and continued adaptation and evolution of interventions.

Key Considerations and Guiding Questions

Conflict-sensitive approaches are complex and reliant on deeper understanding and reflection of tensions and conflicts, difficult and open conversations with multiple stakeholders inside and outside of the education sector, the ability to think creatively and support flexible programming that addresses the needs of every learner, courage to address equity and laying foundations for equitable and inclusive education even during emergency responses, and mitigate negative consequences of selective programming by engaging stakeholders in constructive and critical dialogue.

The guiding questions to determine and support example CSE strategies include:[43]

To *assess:*

- How has education contributed to conflict? Are current interventions exacerbating tensions and disparities?
- Are education partners, including education authorities, aware of implications of their interventions – either as mitigating or contributing to tensions?

To be accountable as *Partners:*

- Are partners, including education authorities, holding themselves accountable to CSE principles?
- Are partners willing and able to create flexible funding systems and interventions that eliminate negative impacts and contribute to peace?
- Are partners, including relevant national authorities, coordinating and collaborating across the humanitarian-development nexus to jointly prepare exit strategies for humanitarian responses including the transition of programmes to education authorities and communities?

To *promote equity*:

- Are DG ECHO-supported partners and education coordination systems supportive of peacebuilding and equitable and conflict sensitive distribution of education activities?
- Are the systems that support DG ECHO-funded projects providing appropriate types and levels of supervision and support for all education personnel, including those from less qualified groups and groups previously marginalised due to conflict?
- Do activities for education policy making include representatives from diverse groups and begin with a conflict analysis?

To *prioritise prevention:*

- Do DG ECHO partners engage a diverse group of community members to participate in identifying local risks to the protection and well-being of teachers and learners? Are the locations for the education programme accessible, safe and protected from possible violent attacks? Have community members been engaged in identifying contingency plans that protect all learners?
- Is there a process to ensure that curricula and teaching materials are free of biased content and accessible to the needs of all learners? Are partners engaged in the development of new or revised teaching and learning resources using a CSE lens?

To *stabilise the education system:*

- Do DG ECHO partner activities for advocating for policy change or implementing education policy reflect lessons from the conflict analysis, specifically education discrepancies that may be increased or improved by the planned policy?

To *do no harm:*

- Have community members been informed on and engaged in the programme or policy cycle: assessment, design, implementation, monitoring and evaluation?
- Does the programme or policy method of resource mobilisation impact (positively or negatively) the relationship between education and the conflict dynamics?

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[43] INEE Guidance Note on Conflict Sensitive Education (2013)

Annex G: Cash and voucher assistance in education

Why is it important?

DG ECHO has a longstanding commitment to the use of cash, where it is appropriate to the context. Cash is often the most appropriate response in terms of speed, flexibility, choice and dignity of beneficiaries. The use of cash transfers is proven to improve the efficiency and effectiveness of humanitarian assistance and to result in more aid directly reaching beneficiaries.[44] Cash and voucher assistance, in support of households to meet basic needs[45] – allows for differentiated, but better coordinated and integrated responses.

Terminology for Cash and Voucher Assistance

Conditional & Unconditional	Conditional transfers given to beneficiaries, conditional on specific actions such as sending girls and boys to school, school attendance, learner performance, etc. whereas unconditional transfers are provided to beneficiaries with no requirement for the recipient to meet any conditions to receive the assistance.
Restricted & Unrestricted	A restricted transfer requires the beneficiary to use the assistance provided to purchase certain goods or services, such as school fees and uniforms. Unrestricted transfers can be used entirely as the recipient chooses.
Multipurpose Cash Grants/Transfers	A cash transfer (either regular or one-off) corresponding to the amount of money a household needs to cover, fully or partially, a set of basic and/or recovery needs. Multipurpose Grants or Transfers are by definition unrestricted cash transfers. They will contribute to meeting the Minimum Expenditure Basket (MEB), but can also include other one-off/recovery needs.

Cash and voucher interventions for education

Cash and vouchers for education in development is not a new approach, but it is still a relatively new way to address barriers to learning in crisis. It is always important to do proper consultation and analysis to be sure cash is the right approach for education in the context. In an education in emergencies response, **cash is primarily effective in reducing *demand-side barriers* such as the opportunity cost of child labour**. This means that when the barriers are on the supply-side, cash must be accompanied by education specific programming like teacher training and the establishment of learning spaces.

Key considerations for whether and how DG ECHO supports such programmes include:

- The circumstances of the target group of girls and boys (e.g. whether they have caregivers that can manage financial transfers, whether transfers directly to girls and boys who lack adult caregivers will create risks from a child protection perspective).

- Whether conditional or unconditional transfers are most appropriate to the aims of the programme. This determination should be based upon analyses done in both the education sector to determine the proper educational barriers to address, and the Cash Working Group to determine the proper targeting of cash, in-line with the MEB.

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[44] DG ECHO (2017) *Guidance to partners funded by the Directorate-General for European Civil Protection and Humanitarian Aid Operations (ECHO) to deliver large-scale cash transfers*

[45] UNHCR, Cash Learning Partnership, Danish Refugee Council, OCHA, OXFAM, Save The Children, WFP: *Operational Guidance and Toolkit for Multipurpose Cash Grants*

- Whether appropriately robust monitoring of outcomes (e.g. student enrolment, attendance and registration) can be conducted given existing data validation systems, and balanced with the resources needed for follow-up support for girls and boys.
- Partners should be able to clearly and systematically demonstrate, in a transparent way, that the amount transferred to beneficiaries is maximised as compared to the cost of delivery and core support activities.
- Cash and voucher assistance in EiE setting must be provided in a way that is proportionate to meeting basic needs of beneficiaries.

Aims of cash and vouchers for EiE

Lower physical barriers	☐ Can ease physical access barriers in both urban and camp settings through covering transport costs
	☐ Supports additional cost that disabled students may face in trying to access school
Lower financial barriers	☐ Can cover direct educational costs such as school fees, uniforms and school supplies, exam fees, and sanitary items for girls
	☐ Payments further cover indirect education costs ranging from food[46] or bus ticket(s), including living expenses
	☐ Supports protection aims by offsetting opportunity costs such as loss of the child's contribution to the family income through child labour and other forms of exploitation
Support inclusion	☐ Can encourage other learning services, such as host community language lessons which enhance social integration and educational achievement
	☐ Vouchers for specific goods, such as food, can be used to incentivise education while also providing nutrition to students and their families

Source: Adapted from UNHCR, 2018

Cash coordination

Cash is often most effective when it is not tied to a single sector, but when it is left to families to use cash to meet their individualised needs. At country-level, Cash Working Groups will calculate a MEB to define what a household requires in order to meet basic needs and its average cost.[47] Determining the MEB creates a reflection of need as perceived by the affected populations themselves and therefore, helps coordination mechanisms define and analyse the availability of in-demand goods and services, and ultimately prioritise a response. **Multipurpose Cash** is used to help meet the needs identified in the MEB and allows families the maximum flexibility to make choices that will best meet their individualised needs.

Education actors must engage in the discussions of the cash working group to ensure that education is included in the determination of the MEB to understand whether multipurpose cash will effectively address barriers to education.[48]

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[46] School feeding as an emergency food and nutrition response should be assessed with due regard to targeting (the extent of inclusion and exclusion errors) and cost effectiveness compared to other means of achieving similar outcomes. It may be supported in exceptional circumstances where its added value to contribute to educational goals is clearly demonstrated and all other more effective response options are unfeasible. DG ECHO will not support structural actions.

[47] UNHCR et al.: *Operational Guidance and Toolkit for Multipurpose Cash Grants*: International standards such as International Humanitarian and Human Rights Law protect crisis-affected persons' right to food, drinking water, soap, clothing, shelter and life-saving medical care. Humanitarian Sphere Standards define basic needs as the above plus basic water and sanitation, non-food items, contagious disease prevention and education.

[48] See discussion on barriers in: Global Education Cluster and CashCap/NORCAP: *Cash and Voucher Assistance for Education in Emergencies Synthesis Report and Guidelines*.

Additional tools and resources

The evidence base for cash and voucher assistance in education in emergencies is still being constructed. Below is a selection of currently available tools and resources, beyond the ones mentioned above, to inform the use of cash for education in crisis contexts:

- Bastagli, F. et al. (2016) *Cash Transfers: What does the evidence Say? A rigorous review of impacts and the role of design and implementation features* - Tables results for Education: *Table A5.2.1*, p.101
- UNHCR (2017) *Cash for Education: A Global Review of UNHCR Programs in Refugee Settings*
- UNICEF (2016) *Conditionality in Cash Transfers: UNICEF's Approach*
- UNHCR (2016) *Policy on Cash-Based Interventions*

Annex H: Teacher Support

Why is this important?

There is increasing awareness that teachers, like all professionals, must be carefully recruited, provided relevant and continuous professional development opportunities, and be adequately compensated. During times of crisis, teachers are often exposed to traumatic experiences and stresses, are placed with students requiring additional types and levels of support and are expected to work within weakened or destroyed systems, and in deteriorated spaces (overcrowded classrooms with few resources, insecurity, damaged or destroyed spaces). Additional complicating factors may result in a diminished or demoralised teacher force. These include policies that limit rapid recruitment of refugees or para-professionals, underfinanced or broken payroll and other compensation systems, disparities in availability of qualified teaching personnel across areas of needs (geographic local and levels of education), fewer female teachers and heightened security and protection issues, and competition with other sectors and organisations recruiting educated staff.

Teachers play a pivotal role in the success of any education system and should be at the heart of any intervention. Consequently, there is increased need to approach teacher support through multifaceted and well-coordinated approaches that balance the need of individual teachers, the needs of learners, and constraints/realities of education systems.

Holistic Approach to Teacher Support

A **holistic approach to teacher support for Formal and Non-Formal Education Programmes** must be based on needs as determined through rigorous and continued assessment and monitoring and may include Administrative, Instructional, Technical or Emotional Support, or Release Time/Down-Time. **Coordinating teacher support** is the responsibility of the national education authorities; authorities may request specific or general support education actors may collaborate across the humanitarian-development nexus to provide temporary support while strengthening systems that address the needs of the more marginalised and vulnerable.

- **Recruitment and Compensation** – Well-coordinated and transparent systems provide appropriate teacher workforce receiving adequate levels of compensation.
- **Teacher Professional Development** – Comprehensive and multi-faceted plan supports phased training of methodologies and content, specific support to the wellbeing of teachers, peer and supervisory support systems.
- **Administrative and Management Support** – Policies and practices ease administrative requirements, provide down-time, and link to compensation systems.

Conflict Sensitive and Do No Harm approaches should be followed across all aspects of teacher support. (Annex F)

Compensation for Education Personnel

Compensation includes monetary and non-monetary support. The monetary compensation of teachers and other education personnel is the responsibility of national systems. During crises, donors and implementation agencies may be asked or expected to cover teacher salaries or other compensation packages, especially in situations where large numbers of refugee or displaced teachers or para-professionals are recruited to support emergency interventions. An **exit plan** must be in place and well-communicated at the time of establishment of a compensation programme to ensure continuity of programming,

- *Policy and Coordination:* Support efforts to collect reliable data, develop coordinated policies, monitor and enforce policies
- *Management and Financial Aspects:* Support advocacy for adequate financing of payroll and other compensation packages as overall financing envelop as well as within education

system, advocate for equitable, graduated, and sustainable system to compensate new or temporary recruits during emergencies

- **Motivation, Support and Supervision as Forms of Non-Monetary Teacher Compensation:** Support the *identification of complementary (not a substitute) forms of compensation* which may include an emphasis on life-sustaining food and shelter packs during crises or interventions supporting the physical and psychosocial wellbeing of teachers, support the *development of substantive and creative teacher professional development supporting teacher motivation* and link with certification or accreditation as possible, support *community and school-based management, supervision and accountability* systems.

Teacher Professional Development

During crises, existing and newly recruited teachers may not be equipped with the knowledge and skills to address the specific and evolving needs of children affected by crisis. Disparities in quality and qualifications of teacher workforce that existed prior to crises are exacerbated and weakened. Support systems are strained and are often ill-equipped to rapidly expand and improve relevance of crisis-specific in-service training. Emphasis should be placed on a *coordinated, cohesive, and phased teacher professional development system* that reflects best practices in adult learning and blends multiple ways of introducing new skills, supporting the application of skills and knowledge in the classroom, and supporting peer support and collaboration. Support the articulation of core teacher competencies for specific crisis context for shared understanding of expectations and standard of quality. Assess needs of teachers against the competency framework to develop a phased plan to address priority training and continued support.

- *Foundational Skills for new or un(der)-qualified teachers:* Build a common foundation of knowledge and skills for teachers in crisis contexts. Support the contextualisation and use of *INEE's Teacher in Crisis Contexts* training to address teacher roles and wellbeing; CP, wellbeing and inclusion; pedagogy; curriculum and planning; and subject knowledge. Ensure teacher wellbeing is prioritised.
- *Supplementary Training for Crisis-Specific Issues:* Identify, together with other sectors, key life-saving and sustaining messages and protective behaviour change related to crisis-specific hazards (natural hazards, health, mine awareness, forced recruitment, etc.). Strengthen knowledge and ability to integrate PSS and SEL (**Annex D**) through training, including **Caring for Caregivers**, and continued support systems.
- *Supplementary Core Content:* Identify core content based on national standards, support review through CSE lens of relevant teaching and learning resources and revise as needed and integrate into training and support systems.
- *Continued Support at School and Classroom-levels:* Promote *teacher collaboration and learning* through peer-to-peer classroom support, peer-to-peer training, mentoring and peer learning communities (Teacher Circles) to complement and reinforce workshop-based training.
- *Invest in Teacher Educators:* Recruit trainers who have classroom experience and an understanding of the crisis and its impact on teachers and students. Strengthen and expand the skills of trainers in crisis-specific content and approaches. Linking emergency initiatives to pre-service and development initiatives is essential.

Administrative and Management Support

Education systems in emergencies are often weakened or unable to fully respond to the specific needs of the affected population. For a variety of reasons – directly and indirectly related to the crisis- teachers on the frontlines of emergency education responses fail to receive adequate administrative and management support.

- **Recruitment and Retention of Staff** Rapid mechanisms should be agreed upon (through coordination systems and/or education authorities) and established to identify and recruit teachers for emergency responses. Retention plans must be linked to Compensation and Teacher Professional Development.
- **Provide Appropriate Resources** Teachers must be provided essential and quality teaching and learning resources that are aligned with crisis-specific priorities.
- **Staffing Structure** Teachers must their roles, systems of performance evaluation, and have access to functional and accountable management structures.
- **Clear Complaint and Compliance** systems are essential to reinforce school-level codes of conduct and professional conduct are monitored and issues responded to effectively and timely, especially when the protection of staff and/or teachers is in question.

Annex I: Disaster Risk Reduction

Why is it important?

The risks and hazards introduced during times of crisis cause injury or worse for children and teachers, they deter parents from sending children to school and they inflate the costs of education in places where resources may already be scarce. It is only when education systems acknowledge the hazards, take measures to ensure the safety of learners and education personnel, and plan for educational continuity in the face of these hazards that investments can provide education access, quality and equity to fulfil children's potential.

Important Terminology

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Disaster Risk Reduction (DRR) in Education	Measures to protect learners and education workers from death, injury and harm in schools, to plan for educational continuity in the face of expected hazards, to safeguard education sector investments, to strengthen climate-smart disaster resilience through education (*DRR Comprehensive School Safety: An Imperative for Education Policy-makers*, UNESCO, 2014)
Sendai Framework for Disaster Risk Reduction	The *Sendai Framework For Disaster Risk Reduction For Children* is used to help governments and societies implement concrete measures across all sectors to avoid the creation of new risks, to reduce the level of existing risks and strengthen the economic and social resilience communities by addressing the exposure and of people and their assets.
Hazard (or Disaster) Resilience	The ability of a system, community or society exposed to hazards to resist, absorb, accommodate to and recover from the effects of a hazard in a timely and efficient manner, including through the preservation and restoration of its essential basic structures and functions.
School Risk Assessment	Conducted to inform emergency response and mitigation plans by identifying school assets, evaluating their conditions and assessing their susceptibility to potential impacts of hazards.

The Comprehensive School Safety Framework

The *Comprehensive School Safety Framework* (CSSF) is designed to promote school safety as a priority area of sustainable development, risk reduction and resilience efforts. The core of the framework seeks to recognise children's rights to survival and protection, as well as their rights to educational continuity and participation. The framework is intended to be child-centred, inclusive, participatory, and evidence-based. All children should be supported and encouraged to participate in all aspects of Comprehensive School Safety. This allows them to be better protected and for their energy, knowledge, and ideas to help shape long-term sustainability.

DRR in Education can be framed through three pillars:

1. **Safe School Environment** involves engaging education authorities, architects, engineers, builders and school community members in safe site selection, design, construction and maintenance (including safe and continuous *access* to the facility). Importance of assessing the resistance of existing buildings to various hazards, and carry out retrofitting and small scale mitigation infrastructure work for safe access or risk proofing of buildings

2. **School Safety and Disaster Management** is established via national and sub-national education authorities and local school communities (including children), working in collaboration with their disaster management counterparts, in order to maintain safe learning environments and plan for

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educational continuity, conforming to international standards, this may include looking for alternatives to schools as safe place for evacuees, prepositioning of temporary shelter and safe guarding important documents

3. **DRR in Teaching and Learning** should be designed to develop a culture of safety and resilient communities.
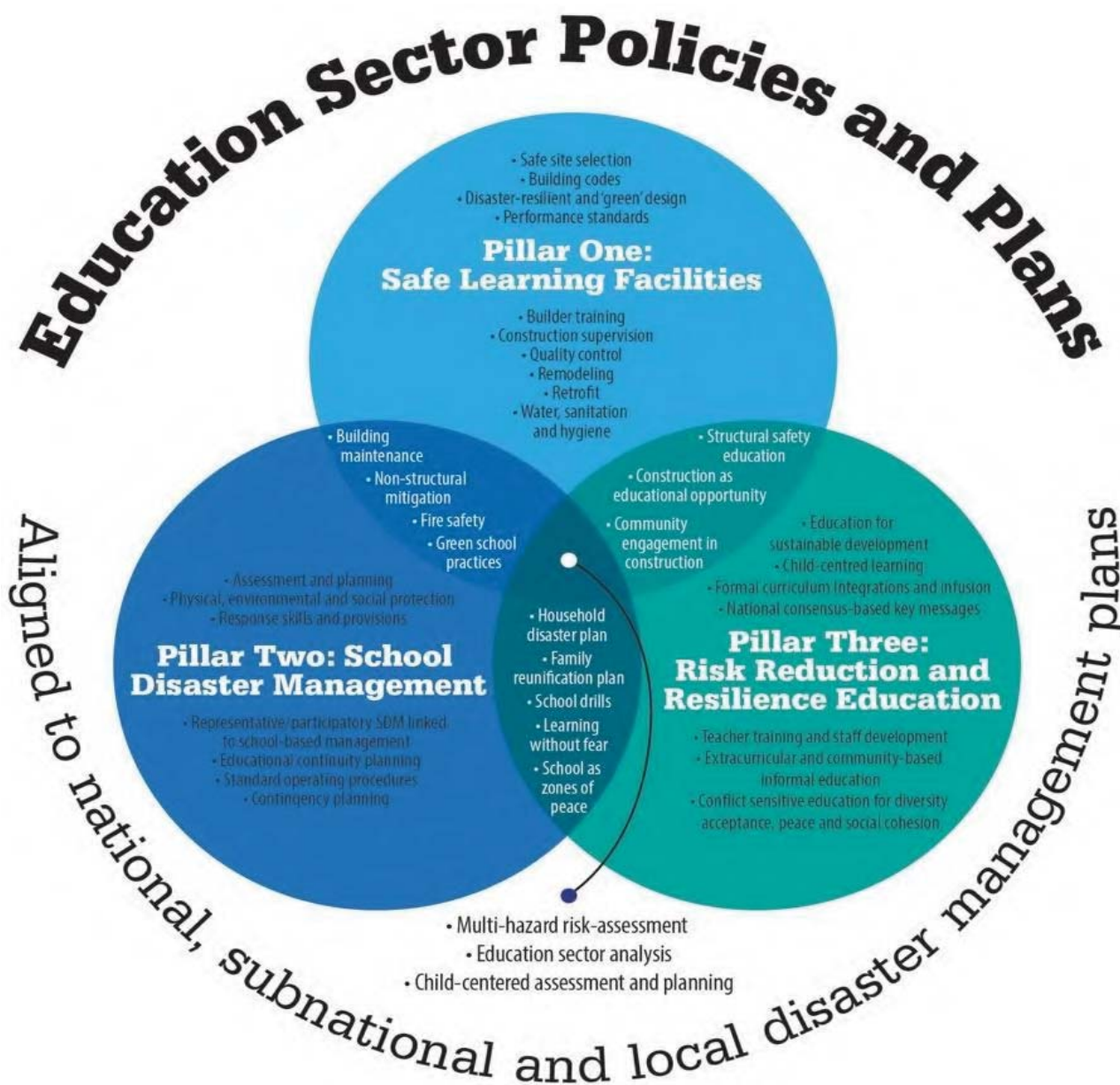
Typical DG ECHO DRR activities:

- Lifesaving and life skills training (containing components of DRR, exercises, drills, etc.) for learners
- Establishment and management of children's clubs on DRR and/or DRR school committees
- Teacher and administration training on DRR
- Train school staff and community members on how to conduct school risk assessments and develop Safety Management Plans, Emergency Response Plans, School DRR Plans, etc.
- Learning Space Improvement (structural as well as materials and supplies)

- Creation and management of knowledge experience sharing platform for school safety programming
- DRR Advocacy and awareness raising (and training) with communities and local authorities (including using learners as an entry point to help create Family Contingency Plans to extend safety approaches beyond the classroom)
- Implementation of small-scale/school level (structural and non-structural) mitigation and preparedness measures (e.g. those identified in the school's DRR plans).

Additional Tools and Resources

UNISDR (2008) *Disaster Prevention for Schools Guidance for Education Sector Decision-Makers*

UNISDR (2010) *Guidance Notes: School Emergency and Disaster Preparedness. UNISDR Asia and the Pacific*

Annex J: Temporary Learning Spaces and Emergency School Rehabilitation

Why is this important?

The provision of safe and protective Temporary Learning Spaces (TLS) and rehabilitation of existing schools allows for a rapid return to learning. Crises may lead to damage and destruction of education infrastructure or a rapidly increasing student population that necessitates additional space to accommodate new students. ***TLS is a physical space within which education actors offer formal and non-formal education interventions*** (as determined by need, **Annex E** provides examples of potential NFE offerings). TLS may be located within existing school compounds or on land allocated for education during/following a crisis. TLS may also be an entry point for basic services in health, hygiene, WASH, protection, and PSS, as well as permanent learning structures, thus enabling learners to more fully engage in learning. TLS must be safe and protective, accessible and inclusive for all learners, and appropriate for the context.

TLS and Emergency School Rehabilitation determined by need

Learning spaces can be temporary, semi-permanent or permanent. **Temporary Learning Spaces and rehabilitation respond to specific needs of a crisis.** DG ECHO will prioritise TLS to enable the expansion of and rapid return to learning for children affected by crises. The provision of TLS and the rehabilitation of lightly damaged infrastructure must be part of a substantial longer-term plan to ensure access, to all learners, to safe and protective learning spaces. Plans must include clear transitions to more permanent and durable solutions. In all responses, it is essential that Shelter (architects, engineers) and WASH experts be engaged in site selection, design, and construction.

Phase of an Emergency	Contextual examples	Physical Infrastructure for EiE
Acute Onset	Influx of refugees/IDPs, destruction or significant damage to schools	Temporary Learning Spaces as standalone schools or additional classes for existing schools
Protracted	Continued influx and presence of refugees/IDPs, need for spaces extends across multiple academic years, varying seasons/weather, hazards persist	Temporary Learning Spaces, Semi-Permanent, Rehabilitation, Repair and/or Retrofit
Early Recovery	Population stabilising, humanitarian responses transitioning out	Semi-Permanent, Rehabilitation, Repair and/or Retrofit

- TLS may include tents, pre-fabricated structures, or local building materials to provide temporary or seasonal shelter.
- Semi-permanent structures are designed, use materials, and are constructed to provide shelter across multiple seasons and academic cycles. These may include stronger foundations, framed roofs, half walls, or pre-fabricated structures.
- Emergency school rehabilitation prioritises improving the safety and protection of learning spaces and may include winterization interventions, minor repairs to reduce impacts of current/future hazards, repairing WASH facilities, improving accessibility. Refer to *UNDP's Guidance Note on Community Infrastructure Rehabilitation.*
- Retrofitting increases the strength and ability of a structure to withstand anticipated future hazards (earthquakes, cyclones, explosives, etc.).

Site Selection, Design and Provision of Structurally Safe and Protective TLS

It is imperative that planning and construction follow Do No Harm and *Conflict Sensitive Education* principles, ensure designs are architecturally sound, structurally safe, child-friendly and environmentally appropriate. Education actors must engage Shelter and WASH experts, relevant national authorities, and encourage community participation at every stage of design and construction. TLS must follow and meet appropriate national and international construction standards. As per *DG ECHO Shelter and Settlements Guidelines*, the objectives of humanitarian shelter speak to the dignity and protection of affected communities, addressing specific vulnerabilities and crisis-related needs. Provision of TLS should be guided by and adhere to DG ECHO Shelter guidelines and principles. *INEE's Good Practice Guide: School Site/Environmental Assessment* provides step by step guidance on environmental risks/hazards, school needs, and considerations for implementation. *UNICEF's Compendium of Transitional Learning Spaces* promotes collaboration and creativity as well as providing context-specific case studies. Infrastructure created through both TLS and school rehabilitation interventions should be aligned with *UNICEF's Child Friendly School Framework and Principles* which expands on key qualitative dimensions to ensure protection and promote inclusion:

- Collaborate with relevant authorities and sector-specific coordination bodies to assess need, continued or potential hazards, design appropriate prototypes, establish norms for site selection and construction/rehabilitation with appropriate technical oversight, and support plans to transition TLS and semi-permanent learning spaces in longer-term infrastructure plans.
- Support the development of coordinated implementation plan that responds to current needs and potential hazards.
- Engage community, including children, in assessments of need, site selection, and TLS design.

Create plans to safeguard and maintain learning spaces together with the community and SMT/PTA.

Examples from the field

- **Create new spaces:** In the Ethiopia-based South Sudanese Response, tents were rapidly procured, deployed and erected to support education activities.
- **Supplement existing school infrastructure:** In Northern Iraq, where displaced children are accommodated to varying degrees by local schools, tents were provided to increase the number of classrooms available.
- **Contextualize and mobilize local expertise:** In the Bangladesh-based Rohingya Response, the Education Cluster created a consultation process to identify an appropriate TLS design. The design considered availability and type of local materials as well as local building techniques.


Inter-Sectoral Coordination and Linkages

The provision of safe learning spaces is the responsibility of the education authorities and education actors should assume a supportive role in advocating for the rights of the most marginalised, provide spaces when local capacities cannot, and actively engage with expertise of other sectors. Coordination of TLS and rehabilitation should be led by the GEC with considerable collaboration with WASH, Shelter, and Protection. In refugee contexts, it is imperative to engage with Camp Coordination and Camp Management (CCCM) immediately to embed TLS into holistic basic services within camps/settlements to avoid access and protection issues.

Annex K: Coordination and Alignment

Coordination Mechanisms

Coordination mechanisms are instituted when local capacity to coordinate a response is otherwise constrained. Coordination mechanisms typically take on the overall planning for a response and should follow and facilitate the functions of a project cycle like the one seen here in the Humanitarian Programme Cycle:
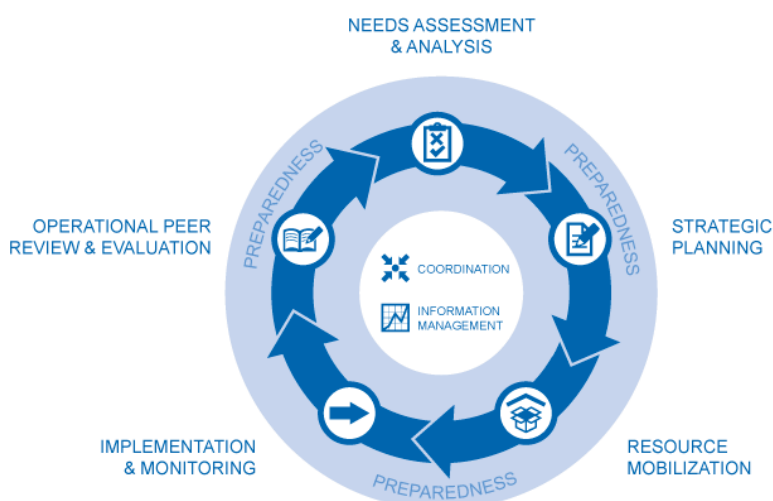
While the various mechanisms are individually mandated to respond to different populations in different contexts, they should work to complement one another in minimising disruption to learning and ensuring that when children return to education, they return to safe and protective learning quickly and sustainably.

Support to coordination can come in three forms:

1. **Support to the functions** of the coordination structures themselves including for staffing (i.e. coordinator and information management officers), capacity development (i.e. supporting national actors to host and attend coordination trainings), and development of tools, systems and guidance.
2. **Promotion of coordination** through direct engagement and encouragement of partners to engage with planning processes, active meeting attendance, and reporting.
3. **Alignment with coordination** by ensuring planning, monitoring and implementation are aligned to the strategies and standards of coordination mechanisms and are responsive to their priorities.

The table that follows gives an overview of the essential functions of the three most common education coordination mechanisms. These groups are often present in the same context and have organisations that are engaged in two or all three of them. To ensure continuity and alignment, the three should be encouraged to develop agreed and complimentary ways of working.

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Coordination structure/mechanism	Context	Planning	Leadership
Education Clusters are open formal forums for collaboration bringing together NGOs, UN agencies, academics, and other partners to ensure predictable, well-coordinated and equitable provision of education for populations affected by humanitarian crises	Humanitarian Crisis	Education Cluster Strategy, Humanitarian Response Plans, Flash Appeals	MoE, Save the Children, UNICEF
	Guide to Developing Education Cluster Strategies		
Refugee Education Groups respond to the immediate needs of, and provide durable solutions for refugees and host communities	Refugee setting	Comprehensive Refugee Response Framework	MoE, UNHCR
	Refugee Coordination Model		
Local Education Groups (LEG) work at a systemic level and provide support for education sector planning and analysis, and technical capacity development	Development	Education Sector Plans, Transitional Education Plans	MoE, LEG lead as defined locally
	Sector and Transitional Education Plans		

Global Initiatives

At the global level, several initiatives work on increasing attention to education in emergencies and establish policy and funding approaches that address barriers to education. These movements have implications for the way a response is run at country level and all responses should attempt to align with them to the degree appropriate:

- **Global Partnership for Education (GPE):** a multi-stakeholder partnership and funding platform that aims to strengthen education systems in developing countries. GPE is the largest development education financing platform, working with over 60 countries including 28 Fragile and Conflict Affected States. GPE supports the development of, and implements through, Education Sector and Transitional Education Plans.
- **Education Cannot Wait (ECW):** a global fund aiming to transform the delivery of education in emergencies - one that joins up governments, humanitarian actors and development efforts to deliver a more collaborative and rapid response to the educational needs of children and youth affected by crises. ECW funds both initial humanitarian responses through its First Emergency Response window and addresses longer term need through its Multi-Year Resilience investment window.
- **Comprehensive Refugee Response Framework (CRRF):** Established in 2016 following adoption of the New York Declaration by UN Member States, the CRRF aims to strengthen the international response to large movements of refugees and protracted refugee situations. Its four key objectives are to: 1) Ease the pressures on host countries; 2) Enhance refugee self-reliance; 3) Expand access to third-country solutions; 4) Support conditions in countries of origin for return in safety and dignity.

Annex i: Acronyms

AEP	Accelerated Education Programme
CP	Child Protection
CP MS	Child Protection Minimum Standards
CPWG	Child Protection Working Group
CRRF	Comprehensive Refugee Response Framework
CSE	Conflict Sensitive Education
CSSF	Comprehensive School Safety Framework
DRR	Disaster Risk Reduction
DG ECHO	European Civil Protection and Humanitarian Aid Operations
ECW	Education Cannot Wait
EiE	Education in Emergencies
EMIS	Education Management Information Systems
EU	European Union
GBV	Gender Based Violence
GCPEA	Global Coalition to Protect Education from Attack
GEC	Global Education Cluster
GPE	Global Partnership for Education
IASC	Inter-Agency Standing Committee
IDP	Internally Displaced Person
INEE	Inter-Agency Network for Education in Emergencies
LEG	Local Education Group
MHPSS	Mental Health and Psychosocial Support
MoE	Ministry of Education
MRM	Monitoring and Reporting Mechanism
NFE	Non-Formal Education
PM	Protection Mainstreaming
PSS	Psychosocial Support
PTA	Parent Teacher Association
RRM	Rapid Response Mechanism
SEL	Social and Emotional Learning
SMT	School Management Teams
SRGBV	School Related Gender Based Violence
SZOP	Schools as Zones of Peace
TLS	Temporary Learning Spaces
TiCC	Teachers in Crisis and Conflict
UNCRC	United Nations Convention on the Rights of the Child
WASH	Water, Sanitation and Hygiene

Annex ii: Glossary[49]

Accreditation: Process by which a designated authority, a Ministry of Education, or other accrediting agency reviews and evaluates an educational institution or specific programme using a set of clearly defined criteria and procedures for primary, secondary, and tertiary levels.

Caregiver: Any parent, legal guardian or caretaker with responsibility for a child's physical, developmental and emotional wellbeing, including foster families, institutions and even the State.

Certification: Process of provision of documentary proof of a learner's competency in and successful completion of an education program.

Cognitive Protection: Safeguarding the development of mental processes such as thought, imagination, perception, memory, decision making, reasoning, and problem solving, to ensure that they don't regress.

Children: All girls and boys between 0 and 18 years of age; this category includes most adolescents (10–19 years) and overlaps with the category of youth (15–24 years).

Equivalence: A term describing how a credit, certificate, or degree offered by one school, college or university relates to that offered by another. If a credit or certification is viewed as equal or more challenging than those offered by the receiving institution, it can be noted as equivalent.

Informal Education/Learning: Forms of learning that are intentional or deliberate but are not institutionalised, consequently less organised and structured than either formal or non-formal education. Informal learning includes learning activities that occur in the family, workplace, local community, and daily life, on a self-directed, family-directed, or socially-directed basis.

Formal Education: Formal education includes all learning opportunities provided in a system of schools, colleges, universities, and other educational institutions, usually beginning at between five and seven years and continuing to 20 or 25 years old. It is normally developed by national authorities, but in emergency situations may be supported by other education stakeholders.

Assessment of Learning Outcomes[50]: A test of learners' progress and achievement, determined by and based on an education curriculum. Formative assessment, or continuous evaluation, and summative assessment, evaluation of previous learning, are an integral part of strengthening the teaching and learning process.

Learning Outcomes: The knowledge, attitudes, skills and abilities that students have attained as a result of taking part in a course or education programme, usually described as what students 'should know and be able to do' as a result of instruction and learning processes.

Lifesaving Educational Messaging: Information to strengthen critical survival skills and coping mechanisms. Examples include: information on how to avoid landmines, how to protect oneself from sexual abuse, how to avoid HIV infection, and how to access health care and food.

Non-Formal Education: A type of (structured) education that takes place both within and outside educational institutions and caters to people of all ages but does not always lead to certification. Non-formal education programmes are characterised by their variety, flexibility and ability to respond quickly to new educational needs of children or adults and often designed for specific groups of learners such as those who are too old for their grade level, those who do not attend formal school, or adults.

Psychosocial Support: Psychosocial support refers to the processes and actions that promote the holistic well-being of people in their social world. Examples of family and community support include efforts to reunite separated children and to organize education in an emergency setting.

Recognition: The acceptance by an outside party of an educational programme's accreditation or a certificate's worth and validity.

Social Emotional Learning: Processes through which children and adults acquire and apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

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[49] https://toolkit.ineesite.org/term-bank/en unless otherwise noted
[50] https://toolkit.ineesite.org/resources/ineecms/uploads/1004/Guidance_Notes_on_Teaching_and_Learning_EN.pdf

Annex iii: Handout - Education in Emergencies in EU-funded Humanitarian Aid Operations

This operational guidance sets out the objectives, principles and the scope of DG ECHO EiE support. Its purpose is to provide DG ECHO partners and DG ECHO staff with the guidance and tools in the design, implementation and monitoring of EU-funded EiE actions in humanitarian projects.

EU policy framework for education in emergencies and protracted crises

In recognition of the importance of EiE and protracted crises, the 2018 European Commission's *Communication on Education in Emergencies and Protracted Crises* set out the EU's policy framework, its objectives and scope of its assistance outside the EU in the face of growing challenges in this sector. The 2018 policy framework was endorsed by European Union Member States in the *Council Conclusions on Education in Emergencies and Protracted Crises* adopted on 26 November 2018. DG ECHO's humanitarian assistance to EiE is anchored in the EU policy framework. It is designed to be complementary to, and coordinated with, the roles and funding of other EU instruments working across the humanitarian-development nexus. Crises are often protracted and complex and require the full strength of EU instruments working together at different levels, at the same time, to address educational needs.

The European Commission's humanitarian aid budget has significantly increased funding for EiE: from 1% in 2015 to a commitment to aim to dedicate 10% of its humanitarian assistance to EiE as of 2019. At the same time, more than half of EU development assistance for education is allocated to fragile states.

Education at the heart of humanitarian action

EU humanitarian aid provides a needs-based humanitarian response aimed at preserving life, preventing and alleviating human suffering and maintaining human dignity wherever the need arises. Education is not only a fundamental right but also a basic need of children caught up in emergencies and therefore a key component of humanitarian action for four main reasons:

1. Education provides immediate physical, psychosocial and cognitive protection during crises.
2. Education is a major contributor to individual, community and societal resilience.
3. Education is prioritised by communities, parents and children themselves.
4. Humanitarian responders are uniquely placed to meet education needs in crisis contexts.

Key actions from the 2018 Communication most relevant for humanitarian aid

The 2018 Communication lays out a set of key actions important for delivery of quality EiE support. The key actions most relevant in DG ECHO support are:

- Support and promote proactive and rapid response mechanisms, including by humanitarian organisations and relevant authorities, to reach children during emergencies and crises and aim to **return them to learning within three months**. Support and promote the use of innovative solutions to improve access, inclusion, and quality.
- Support initiatives to allow certification, mobility, accreditation, recognition and transition of displaced children and young people between education systems, and actions that **ensure entry and retention of children** through various formal and non-formal education pathways.
- Advocate through all available channels available to the EU for the **end to attacks on education** and actively support initiatives and projects that seek to protect education from attack.
- Support innovative approaches to **improving the personal resilience** of girls and boys affected by emergencies and protracted crises, including through actions incorporating psycho-social support and social and emotional learning interventions.
- Support actions to **prevent and respond to violence**, including school related sexual and gender-based violence through **strengthening child safeguarding frameworks**.

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- Strengthen education systems to **prepare for and respond to disasters**, such as through the Comprehensive School Safety Framework.
- Support **capacity-building of education actors in emergencies and crises**, such as coordination bodies, response actors and governments, with an emphasis on civil society and local actors, through new and established capacity development initiatives.

EU humanitarian assistance to EiE

The overall aim of EU humanitarian assistance to EiE is to restore and maintain access to safe and quality education during humanitarian crises and to support out of school children to quickly enter or return to quality learning opportunities. Aligned with the four priorities of the 2018 Communication, EU humanitarian assistance works towards four EiE objectives:

Objective 1: To increase **access to education services** for vulnerable girls and boys affected by humanitarian crises.

Objective 2: To **promote quality education** that increases personal resilience of children affected by humanitarian crises.

Objective 3: To **protect girls and boys** affected by humanitarian crises by minimising damage to education service delivery and enabling education to provide life-sustaining and life-saving physical, psychosocial and cognitive support.

Objective 4: To **strengthen the capacities** of the humanitarian aid system to enhance efficiency, quality and effectiveness in EiE delivery.

Core principles and standards

Aligned with the European Consensus on Humanitarian Aid, all EiE assistance must adhere to the humanitarian principles of **humanity, neutrality, impartiality, and independence**. Free and compulsory primary education is a fundamental right of any individual or group irrespective of gender, ethnicity, religion, political belief and economic or social status, and must be delivered in accordance with the **principle of non-discrimination**. EiE programming should be delivered in a way that is intended to **do no harm**.

EU humanitarian assistance provides access to quality education to **those girls and boys who are most in need**. Wherever possible, EiE interventions will **coordinate with and support Ministries of Education** and other authorities responsible for education. DG ECHO selects and designs responses in an **evidence-based manner**. Responses will demonstrate a theory of change and linkages with the intervention to the EU priority areas and the objectives of EU humanitarian assistance to EiE.

All EiE programming and assistance will also adhere to **recognised international standards** such as the *INEE Minimum Standards for Education: Preparedness, Response, Recovery* (2010), the *IASC Minimum Standards for Child Protection in Humanitarian Action* (2012) and other relevant guidance and instruments.

Crisis contexts and response

EiE should be a priority in all humanitarian crises. Broad directions on the types of responses that may be appropriate are as follows:

- In **natural disasters and sudden onset emergencies**, focus on bringing children back to school or temporary learning spaces, aiming for a return to normality as soon as possible.
- In contexts of **protracted displacement**, focus on facilitating the integration of displaced children into the national educational system as quickly and effectively as possible.
- During **active conflicts**, focus on protecting children, teachers and their education institutions to restore some sense of normality and facilitate learning.

Targeting of support

Focus on girls and boys (up to eighteen years) **most in need**, based on a strong needs and risk analysis that pays attention to aspects that may increase the vulnerability of children to the risks that they face. While the point of departure for the targeting analysis should be the entire crisis-affected population, relevant vulnerabilities are likely to include **out-of-school girls and boys** and those **at risk of education disruption** including **forcibly displaced children** (refugees, internally displaced people (IDPs)), children in **host communities** and returnees; **children in hard-to-reach areas,** in **active conflict zones** and those living in areas with fragile education systems; **vulnerable and disadvantaged groups**, including girls, children who are separated and unaccompanied, living with disabilities or additional needs, associated with armed forces and groups and belonging to ethno-linguistic minorities and poorer socio-economic groups.

Types of EiE delivery

EiE responses may include both **non-formal and formal education** to prevent and reduce disruptions in education for crisis-affected school-aged children, and to support authorities to resume education services during or after a crisis.

Priority levels of education

Actions should focus EiE support on those levels of education that are already covered by State commitments to free and compulsory **basic education** - usually **primary, lower and upper secondary levels of education**. Early Childhood Education will be considered in specific circumstances, where it is already established in formal initial education. Technical and vocational education and training, as well as tertiary education fall outside of the scope of DG ECHO support.

EiE programming considerations

EU humanitarian aid supports a range of EiE programming. Certain issues are important to consider across all interventions and through the entirety of the programme cycle: **innovative approaches, child safeguarding, child protection, child participation and alignment across the humanitarian-development nexus**. Education is closely linked with several other sectors beyond protection such as health, water and sanitation, nutrition and shelter. DG ECHO will promote integrated approaches with relevant sectors to ensure holistic responses to children's needs.

Indicative responses to educational needs in crises are organised as follows against DG ECHO's EiE objectives, noting that some responses may contribute to several objectives at the same time.

DG ECHO OBJECTIVE 1: To increase access to education services for vulnerable girls and boys affected by humanitarian crises	
Contributes to EU Priority: Promoting access, inclusion and equity	**Indicative responses** • Ensuring education service provision in crises • Reducing barriers to education • Teacher recruitment, retention and compensation • Disaster preparedness and risk reduction

Central to this objective is the commitment to minimise education disruption, with an aim to **return girls and boys to learning within three months** of a crisis. This involves dual-approach: for many, supporting formal schools to remain or re-open, recover, and expand for new students is enough to achieve this; for others, providing a combination of supports to address barriers to education – including temporary provision – is necessary. Strengthening education systems to **prepare for and respond to disasters** is also central to reducing disruption to education.

DG ECHO OBJECTIVE 2: To promote quality education that increases personal resilience of children affected by humanitarian crises.

Contributes to EU Priority: Supporting quality education for better learning outcomes	**Indicative Responses**
	- Accelerated Education Programmes - Language instruction - Teacher Professional Development - Learning outcomes - Accreditation and integration

This objective contributes to the EU's broader focus on improving the quality of education and learning outcomes through support to formal and non-formal education. For DG ECHO the emphasis is on **children's learning** within EiE response. DG ECHO also has a role in advocating for initiatives, together with partners, to allow **certification, mobility, accreditation, recognition and transition** of displaced children and young people between education systems. NFE actions should be designed in a way that links to national curricula and that takes the need for student accreditation into account.

DG ECHO OBJECTIVE 3: To protect girls and boys affected by humanitarian crises by minimising damage to education service delivery and enabling education to provide life-sustaining and life-saving physical, psychosocial and cognitive support.

Contributes to EU Priority: Championing education for peace and protection	**Indicative Responses**
	- Protection of education from attack - Specialised services by protection actors - Conflict Sensitive Education - Psychosocial Support & Social and Emotional Learning - Lifesaving skills and messages

This objective contributes to the central focus of humanitarian protection in EU humanitarian assistance and further advances the 2018 Communication commitments to **end attacks on education**, incorporate **psychosocial support** and **social and emotional learning** interventions, respond to **school related gender-based violence**, strengthen **child safeguarding frameworks,** and promote **inter-sectoral linkages** to integrate messages into teaching and learning that increase capacities to cope with and avoid harm, and strengthen resilience.

DG ECHO OBJECTIVE 4: To strengthen the capacities of the humanitarian aid system to enhance efficiency, quality and effectiveness in the delivery of EiE.

Contributes to EU Priority: Strengthening systems and partnerships for a rapid, efficient, effective and innovative education response	**Indicative responses**
	- Coordination mechanisms - Rapid Response Mechanisms - Capacity development - Data, assessment and information management

This objective is about ensuring the **humanitarian system is prepared to meet the EiE commitments** detailed in the 2018 Communication. This includes supporting the integration of education needs in rapid response mechanisms to reach children during emergencies and crises with learning as quickly as possible. It also supports a commitment to strengthen capacity building of education actors in emergencies and crises, including for relevant authorities, civil society and local actors.