

# Orientation to the Guidance Note on Supporting Integrated Approaches to Child Protection and Education Programming

17 January 2024



**THE ALLIANCE**  
FOR CHILD PROTECTION  
IN HUMANITARIAN ACTION



**Inter-agency  
Network for Education  
in Emergencies**

# Objectives

- Provide an orientation to the [Guidance Note for Supporting Integrated Child Protection and Education Programming in Humanitarian Action](#)
- An opportunity to explore the importance of integrated programming and sharing some best practices



## GUIDANCE NOTE

## Supporting Integrated Child Protection and Education Programming in Humanitarian Action



# Our speakers today

<b>Overview of the Guidance Note</b>	Mark Chapple, Head of Education, ICRC Rachel McKinney, Thematic Team Lead, INEE
<b>A view from the field</b>	Riyad Alnajem CEO, Hurras NGO, Syria
<b>A donor perspective</b>	Kamila Partyka Policy Officer, ECHO

# Background: Child Protection in Humanitarian Action Education in Emergencies Initiative

- **2020:** initiative collaboration starts - INEE and Alliance for Child Protection in Humanitarian Action
- **Purpose:** bring together **actors from both networks** - review **overlap, compatibility** and **complementary** nature of the sectors => encourage **better collaboration and integration**
- [2021 position paper](#): **rationale** behind closer collaboration, need for **practitioner-focused guidance**
- [Research on impact of COVID](#): **when children are unable to attend school, child protection risks increase**, particularly for the **most vulnerable**

# Why is Integration Important?

- Can improve **child well-being**
- Child protection elements can:
  - improve **learning outcomes** eg PSS, improving family and community **well-being**
  - support **access** to education and **reduce drop-out**
- Supports **child-centered approach** to humanitarian response - prevents children and young people '**slipping through the gaps**'
- **Cost effective** and prevents duplication.
- Aligns with 'New Way of Working', humanitarian-development **nexus**, and **locally-led** approaches

# ICRC: Protecting Access to Education

- ICRC recognises that education **protects** the children we work with and **prevents** their exposure to further risks. It **improves mental well-being** and **healthy development** and **reduces the risk of abuse** and **exploitation**.
- Education provides **hope, resilience, stability** and helps **mitigate** the risk of **armed conflict** and **violence** in the future
- **ICRC engages in protection of access to education only when:**
  - **Education is directly affected by armed conflict or violence**
  - **Few other actors can protect or restore access to education**
  - **It is part of ICRC's protection response to particularly vulnerable groups**

# CPHA-EiE Initiative - Guidance Note Development

- Need for a **practical tool**: with clear guidance on **ways of working together**, guiding **principles** and **resources**
- The Guidance Note is:
  - Grounded in both the [INEE Minimum Standards](#) and the [Child Protection in Humanitarian Action Minimum Standards](#): to be used **hand-in-hand**
  - **Complementary** to the [GEC-CPAoR Collaboration Framework](#) - focuses on **coordination**, whereas the Guidance Note supports the **how of joint and integrated programming**.

# How is the Guidance Note Organized?

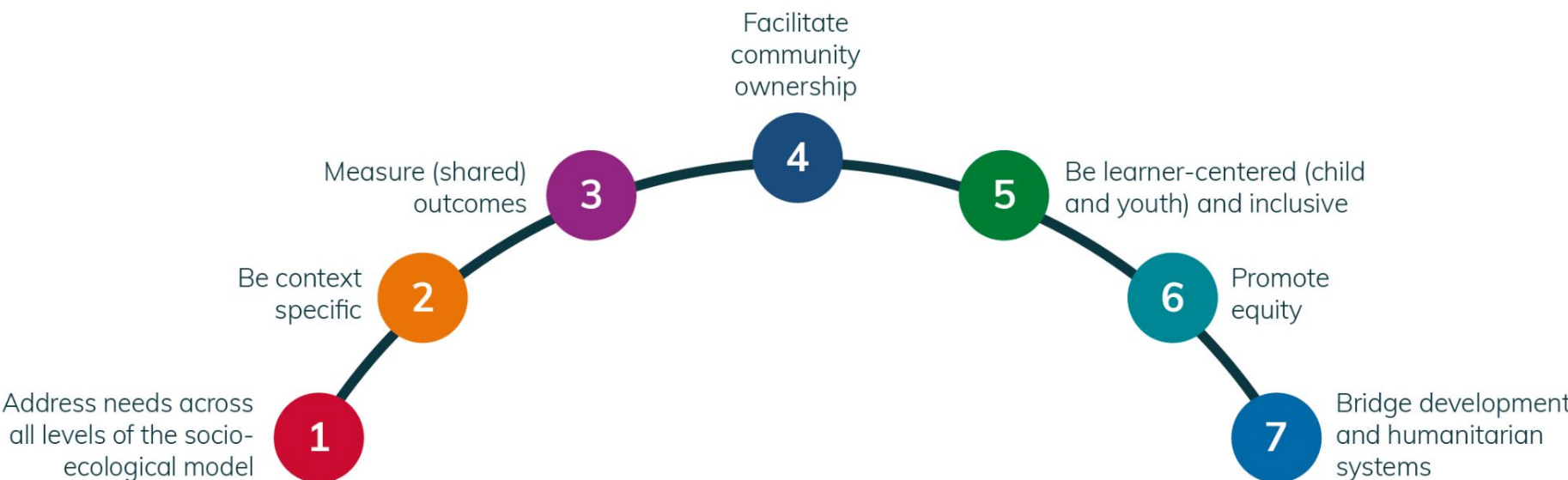
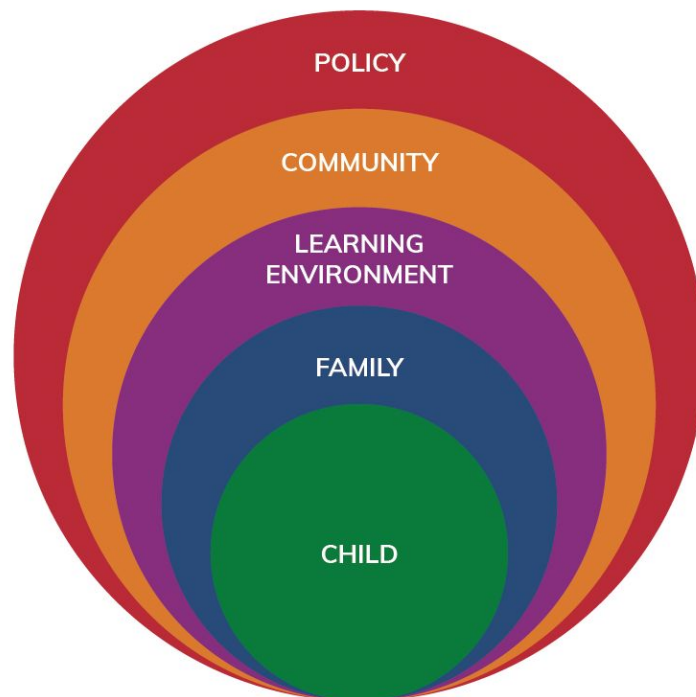



Figure 2: Principles for Effective CPHA-EiE Programming



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Recently immigrated Rawan and Ayoub in their classroom in Essen, Germany. 2020 © Maik Reichert, IRC

## 4. Safe Access and Protective Learning Environments

Safe physical learning spaces encompass a broad range of interventions that include both the presence of protective infrastructure and the absence of protection risks. These include being safe from attack, recruitment into armed forces and groups, trafficking, abuse, harassment, corporal punishment, and bullying. Safe learning spaces promote the general well-being of learners and education personnel and enable learners to fully engage in the learning process. Determining potential hazards and protection risks is achieved through collaborative or complementary assessments that allow for essential information gathering to inform joint or integrated interventions. Interventions may address the:

- **physical space** to mitigate protection issues, increase safety for all, and ensure infrastructure is resilient to future shocks (example: site selection, accessibility of site for all, provision of gender-segregated water and sanitation facilities) and
- **policies, practices, and behaviors** (example: supporting positive discipline, disciplinary policies updated and inclusive of SGBV, bullying, etc.) that reduce harm or potential risks to learners and education personnel.

Safe access and protective learning environments is inclusive of all center-based programming with shared child protection and education interventions, including Child Friendly Spaces, ECD centers, and Formal and Non-Formal Learning Programs.

# 4.1 Safe Learning Environment and Access Routes

SOCIO-ECOLOGICAL LEVELS	GUIDING QUESTIONS	INDICATORS
Policy	<p>Are the specific risks and unique vulnerabilities of children understood and reflected in contingency plans, crisis-specific plans and responses? Are the plans inclusive of natural hazards, conflict, the climate crisis, and infectious disease?</p> <p>Do national policies and infrastructure standards include risk-responsive standards and <u>principles of universal design</u> (for disability access), and reflect the needs of all learners (in learning spaces, recreational spaces, and WaSH facilities)?</p> <p>Does site planning for new schools (e.g. replacing destroyed buildings and new construction for influx of displaced and refugee students) consider vulnerabilities of children, vulnerability of attack, and/or natural hazards?</p> <p>Is adequate funding allocated to maintain the physical integrity of existing infrastructure, retrofit buildings as needed, and build new buildings to accommodate all learners?</p> <p>What are the national policies and practices on use of education and community infrastructure during crises?</p> <p>Does the data regularly gathered in learning environments and communities explicitly capture protection risks and ability of vulnerable learners to continue education (see Annex X on At Risk Populations)?</p> <p>Are codes of conduct (including disciplinary measures) child-friendly and mandatory for all learning spaces/environments and opportunities?</p>	<p>GADRRRES A1 - Legal Frameworks &amp; Policies Enabling policies and legal frameworks are in place at national and/or sub-national levels to address key elements of comprehensive school safety.</p> <p>GADRRRES A3 - A comprehensive approach to school safety, is the foundation for integrating risk reduction and resilience into education sector strategies, policies and plans.</p> <p>GADRRRES B1 - Guidance and regulations are in place from appropriate authorities for safe school construction. This includes</p> <ol style="list-style-type: none"> <li>safe school site selection</li> <li>safe design, and</li> <li>safe construction</li> </ol> <p>GADRRRES B.3 - A systematic plan for assessment and prioritization for retrofit and replacement of unsafe schools has been developed, and is being implemented.</p> <p>GADRRRES B6 - Planning is undertaken for limited use of schools as temporary shelters or collective centers, during the school year.</p> <p>GADRRRES C1 - Education authorities have national and subnational plans for education sector risk reduction and management, with focus on safety and security, educational continuity, and protection of education sector investments</p> <p>GADRRRES D1 - National Disaster Management Authority and Education authority have nationally adopted, consensus- and evidence based, action-oriented key messages as foundation for formal and non-formal education.</p> <p>CPMS 23.2.9. - Percentage of identified formal and non-formal education facilities in target location being used as temporary shelters by community members/ displaced population.</p>



# Resources

TOOL NAME	RELEVANT SECTIONS	PUBLISHER	YEAR	LANGUAGES
Comprehensive School Safety Framework		GADRRRES	2022	<a href="#">English</a>
Guidance Note: Risk-informed Education Programming for Resilience	Chapters 2 and 3	UNICEF	2019	<a href="#">Arabic</a> , <a href="#">English</a> , <a href="#">French</a> , <a href="#">Spanish</a>
Universal Design for Learning Technical Paper	Sections 4 and Section 5: Universal Design Learning	International Disability Alliance	2021	<a href="#">English</a>
Safe Back to School: A Practitioner's Guide		GEC, CP AoR	2020	<a href="#">Arabic</a> , <a href="#">English</a> , <a href="#">French</a> , <a href="#">Portuguese</a> , <a href="#">Spanish</a>
School Code of Conduct Teacher Training Manual	Modules 1-4	Save the Children	2017	<a href="#">English</a>
Technical Note: The Implementation of The United Nations Protocol on the Provision of Assistance to Victims of Sexual Exploitation and Abuse	Section 2: Overview of Victim Assistance Section 3: Special Considerations for Child Victims of Sea Section 5: Effective Coordination and Integration of Sea Victim Assistance into Country-Level Frameworks	PSEA, UNICEF, UN	2021	<a href="#">Arabic</a> , <a href="#">English</a> , <a href="#">French</a> , <a href="#">Portuguese</a> , <a href="#">Spanish</a>
Framework for Reopening Schools Supplement-From Reopening to Recovery-Key Resources		UNICEF, UNESCO, UNHCR, WB, WFP	2021	<a href="#">English</a>
How to support survivors of gender-based violence when a GBV actor is not available in your area	Resources 2 and 3	GBV Guidelines	2018	<a href="#">20+ languages</a>
Guidance Note: Protection of Children during Infectious Disease Outbreaks		The Alliance	2018	<a href="#">Arabic</a> , <a href="#">English</a> , <a href="#">French</a> , <a href="#">Spanish</a>

# **Integrating Child Protection in Education in Emergencies**



## Importance of CP & EIE integration from the field perspective

- **Building resilience**
- **Holistic support**
- **Sustainable change in the community**







## Enabling Interventions and Approaches

- **Establishment of Child Safeguarding (CSG) System local education authorities level (over 300 schools)**
- **Assigned role of child protection focal point in school (CSG officers, Child friendly spaces)**
- **Inclusion of Children with Disabilities**

## Safe Access and Protective Learning Environments

- **Early warning systems**
- **Safety and Security Training for teachers and children**





# Community Participation and Meaningful Participation of Children



- **Parent teacher associations**
- **School's parliaments**
- **Child Friendly resources**



حراس  
الطفولة

لا يسمح أو يقوم المشرفين  
بلمب ألعاب غريبة قد تؤذي  
المناطق الحمراء من جسدي



حراس  
الطفولة

لا يقوم أي مشرف بمراقبة بدنية مع الأطفال







**Thank you**



# ECHO: Promoting integrated programming

- Guidance Note – comprehensive reference document for donors, jointly with GEC-CPAoR framework (what integration means, why and how to implement it, structures and resources, coordination)
- Strengthening comprehensive approach to children's needs as key aspect of [ECHO policies](#) and [programming](#)
- ECHO strongly encourages partners to take up the possibilities of integration – capacities, resources, coordination

# ECHO: Promoting integrated programming



- Dedicated **protection result** under EiE
- Strong support to **rapid education response** covering mainly protective activities - [GEC Rapid Response Toolkit](#)
- Two pilot **programmatic partnerships** encompassing integrated approaches:
  - Save the Children - RIRE in Burkina Faso, Mali, Niger
  - International Rescue Committee – PEACE in Nigeria, Niger, Cameroon

# ECHO: Promoting integrated programming

- Importance of **contextualisation** and working **locally**
- Essential to continue **global advocacy** and coordination
- Integration goes **beyond EiE and CP** – holistic approach to children's needs
- Specific focus on **adolescents** and their needs
- Importance of keeping attention to **intersectional vulnerabilities**





## **Inter-agency Network for Education in Emergencies**



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**Contact:** [child.protection@inee.org](mailto:child.protection@inee.org) and [hani.mansourian@alliancecpha.org](mailto:hani.mansourian@alliancecpha.org)