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Final Report - Evaluation of DG ECHO's Actions in the Field of Protection and Education of Children in Emergency and Crisis Situations (2008-2015)

Brussels, 2016

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Emergency and Crisis Situations (2008-2015)*

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List of abbreviations and acronyms

- ACTED** Agency for Technical Cooperation and Development
- ADRA** Adventist Development and Relief Agency
- ASB** Arbeiter Samariter Bund
- AusAid** Australian Agency for International Development
- AVSI** AVSI Foundation
- CAR** Central African Republic
- CARA** Council for At-Risk Academics
- CARE** Cooperative for Assistance and Relief Everywhere
- CESVI** Cooperazione e Sviluppo
- CIDA** Canadian International Development Agency
- CP** Child Protection
- CPiE** Child Protection in Emergencies
- CPMS** Minimum Standards for Child Protection in Humanitarian Action
- CPRA** Child Protection Rapid Assessment Toolkit
- CPWG** Child Protection Working Group
- CRC** UN Convention on the Rights of the Child
- CRIC** Centro Regionale d'Intervento per la cooperazione
- CSO** – Civil Society Organisation
- DACAAR** Danish Committee for Aid to Afghan Refugees
- Danida** Ministry of Foreign Affairs of Denmark
- DfID** UK Department for International Development
- DG DEVCO** Directorate-General International Cooperation and Development
- DG** Directorate-General
- DG ECHO, ECHO** Directorate-General Humanitarian Aid and Civil Protection
- DG NEAR** (former RELEX) Directorate-General for Neighbourhood and Enlargement Negotiations
- DIPECHO** Disaster Preparedness ECHO
- DRC** Danish Refugee Council
- DRC** Democratic Republic of Congo
- DRR** Disaster Risk Reduction
- DWF** Development Workshop France
- ECHR** European Charter of Fundamental Rights
- EDF** European Development Fund
- EEAS** European External Action Service
- EIDHR** European Instrument for Democracy and Human Rights
- EiE** Education in Emergencies

EMDH Enfants du Monde - Droits de l'Homme
EU European Union
EUAV EU Added Value
EU CoP EU Children of Peace initiative
EU-DEL EU Delegation (under EEAS)
FCA Finn Church Aid
FPI Service for Foreign Policy Instruments
GCPEA Global Coalition to Protect Education from Attack
GPC Global Protection Cluster
GPE Global Partnership for Education
GWG Gender Working Group
HA Humanitarian Aid
HC Humanitarian Coordinator
HCT Humanitarian Country Team
HIP Humanitarian Implementation Plan
HOPE'87 Hundreds of Original Projects for Employment
HQ Head Quarters
HRW Human Rights Watch
IASC Inter-Agency Standing Committee
ICRC International Committee of the Red Cross
IDP Internally Displaced Person
IOM International Organisation for Migration
IRC International Rescue Committee
INEE Inter-Agency Network for Education in Emergencies
LRRD Linking Relief Rehabilitation and Development
LWF Lutheran World Federation
MAG Mines Advisory Group
MCE Mission Chrétienne Européenne
MDM Médecins du Monde
NGO Non-Governmental Organisation
NEDA Netherlands Development Assistance, Ministry of Foreign Affairs
NORAD Norwegian Agency for Development Cooperation
NRC Norwegian Refugee Council
ODA Japan's Official Development Assistance, Ministry of Foreign Affairs
ODI Overseas Development Institute
OECD DAC Organisation for Economic Cooperation and Development, Development Co-operation Directorate

oPT Occupied Palestinian Territories
OSF Open Society Foundations
OXFAM Oxford Committee for Famine Relief
PEIC Protect Education in Insecurity and Conflict
PIN People in Need
RET Refugee Education Trust
RI Relief International
RSO Regional Support Office
SC Save the Children
SCI Save the Children International
SCUK Save the Children United Kingdom
SGBV Sexual and gender-based violence
SIDA Swedish International Development Cooperation Agency
TDH Terre des Hommes
ToR Terms of Reference
UN United Nations
UNICEF United Nations International Children's Fund
UNESCO United Nations Educational, Scientific and Cultural Organisation
UNHCR United Nations High Commissioner for Refugees
USAID U.S. Agency for International Development
WASH Water, Sanitation and Hygiene
WCH War Child Holland
WFP World Food Programme
WV World Vision

Abstract

This report presents the results of the evaluation of DG ECHO's Actions in the field of Protection and Education of Children in Emergency and Crisis Situations (2008-2015).

During 2008 to 2015, ECHO funded 241 actions in the area of Child Protection (CP) and Education in Emergencies (EiE) with a total EU contribution of €264.9 million. These actions were funded through the dedicated EU Children of Peace initiative created in 2012 as well as geographic and a few thematic Humanitarian Implementation Plans.

The evaluation finds that ECHO has achieved substantial results in both CP and EiE, e.g. providing access to education to thousands of children, particularly refugees and IDPs; developing CP infrastructure; providing psycho-social support; successfully integrating protection within EiE actions; raising awareness on risks.

There is however scope for improving the overall added value, effectiveness and efficiency of ECHO's responses. The evaluation proposes that ECHO develops a comprehensive strategic framework for EiE and CPiE, continues building its sectoral capacity and engaging all actors to maximise the impact of its future actions.

Executive summary

There are over 230 million children living in countries affected by conflict, and almost 10 million refugees (over half of the world's refugee population) are under 18 years¹. Furthermore, 175 million children are likely to be affected by disasters annually.² Emergencies often result in children being subject to violence, becoming orphaned, separated from their families, recruited into armed groups, forced to marry young, sexually abused, trafficked or, as is often the case, several of these issues at the same time. Moreover, their education is typically disrupted by emergencies. It is estimated that approximately 37 million primary and lower secondary age children are, in 2016, out of school in crisis affected countries (although not always directly due to crises).³

Despite the urgency and scale of humanitarian needs, child protection (CP) and education in emergencies (EiE) are among the least funded humanitarian sectors⁴. In light of this, Commissioner Stylianides made a commitment in July 2015 at the Oslo Summit on Education for Development ("Addressing the Unfinished Agenda – Delivering Quality Education for All") to increase the EU's humanitarian funding for education in emergencies from 1% to the global target of 4%.

The [Child Protection Working Group](#) (CPWG) defines child protection in emergencies as 'the prevention of and response to abuse, neglect, exploitation of and violence against children in emergencies'.

[INEE's Minimum Standards for Education](#) - the leading standard-setting document in EiE - highlight that education is not only a right but has a life sustaining and protective role. It can provide physical, psychosocial and cognitive protection, ensure dignity, offer safe spaces for learning and assistance, give children a sense of routine, stability, structure and hope for the future - thus mitigating the psychosocial impact of conflict and disasters. Education also provides protection against exploitation and harm, including forced early marriage, recruitment into armed forces and armed groups or organised crime. Lastly, education contributes to harm prevention through the dissemination of lifesaving information about landmine safety, HIV/AIDS prevention, conflict resolution and peace-building.

This is reiterated by the Global Education Cluster and the Global Protection Cluster in [Child Protection and Education in Emergencies](#), which highlights how strongly linked EiE and CP are: protecting children also includes protection of their right to receive a high quality education, education can and must be protective in its settings and delivery and finally, quality education is crucial to provide children with physical, psychosocial and cognitive protection that can be both life-sustaining and life-saving.

Evaluation objectives and scope

The purpose of this evaluation was to provide an independent assessment of the relevance, effectiveness, efficiency, coherence, sustainability and added value of ECHO's actions in the areas of CP and EiE over the period of 2008-2015. As the first ever thematic evaluation of ECHO's intervention in both areas, the evaluation also

1 UNICEF, [Children and emergencies in 2014 Facts & Figures](#)

2 Save the Children (2015) [More and better: Global action to improve funding, support and collaboration for education in emergencies](#)

3 ODI (2015) [Education in emergencies and protracted crises Toward a strengthened response](#), and UNICEF (2016) [Humanitarian Action for Children; A World at School \(2016\) Scorecard on Education in Crises](#), March 2016

4 The Global Education Cluster and the Global Protection Cluster, [Child Protection and Education in Emergencies](#)

had a strong summative component i.e. to take stock of the lessons learned from seven years of implementation and to provide recommendations to support ECHO's reflections on the future framework for its actions in these areas.

DG ECHO's intervention in the areas of child protection and education in emergencies

Policy framework

A set of three targeted policies have guided the EU's political engagement, development assistance and humanitarian action in third countries on the issues of child protection and education in conflicts and other emergencies during the period covered by the evaluation (2008-2015).

- The 2007 *Guidelines for the Promotion and Protection of the Rights of the Child*, outlining the EU's approach to advancing the promotion and protection of children from all forms of violence;
- The 2008 Communication, *A Special Place for Children in EU External Action*, which establishes a framework for the EU's approach to protection and promotion of children's rights in third countries; and
- The 2008 EU Commission Staff Working Document on *Children in Emergency and Crisis Situations* which provides an overarching policy framework specifically for the EU's *humanitarian action* in this area and focuses on separated and unaccompanied children, child soldiers and education in emergencies.

Funded actions

During 2008 to 2015, ECHO funded 241 actions in the areas of CP and EiE. Some actions targeted CP and/or EiE exclusively. Others integrated CP and/or EiE within a broader emergency response (e.g. as part of Water, Sanitation and Hygiene (WASH), health, nutrition, resilience building interventions) or actions targeting a broader set of beneficiary groups.

ECHO provided €264.9 million funding to both sectors over the evaluation period (annual average of €33.1 million). ECHO's allocation to EiE represented less than 1% of its total humanitarian budget over the evaluation period. On the other hand, ECHO's allocation to *both* CP and EiE consistently rose from 2% in 2008 to more than 4% of ECHO's overall allocated amounts in 2012, 2013 and 2014, with a drop in 2010 (0.87%).

Out of 241 actions, 198 were mainly funded under ECHO's geographical HIPs, and a few under thematic HIPs⁵, representing a total of €241.3 million. The remaining 43 actions were funded under the dedicated EU Children of Peace HIP (EU CoP) launched in 2012 specifically to support children in crisis-affected regions, mainly in the area of 'education in emergencies'. EU CoP funding amounted to €23.6 million over 2012-2015 (This includes € 500 000 from Luxembourg and € 250 000 from Austria provided in 2014).

The 241 actions identified in the scope of the evaluation were implemented in around 70 different countries. Some of the actions supported were cross-border or multi-country. Over three-quarters of the ECHO funding was allocated to conflict-related emergencies and crises. During 2008-2015, the highest amount of ECHO funding was allocated to the conflict in the Democratic Republic of Congo (19% of total ECHO funding), the conflict in Syria (18%), complex emergencies in Sudan (9%) and the conflict affecting the occupied Palestinian territories (oPT) (6%). 48

⁵ I.e. DIPECHO (DIP), Emergency Toolbox (DRF), Food Aid (FA), Grant Facility for improving the quality and effectiveness of humanitarian aid responses delivered by non-governmental humanitarian organisations (GF).

partners implemented the 241 actions, of which Save the Children and UNICEF were those most represented. Other partners include Terre des Hommes, the Danish Refugee Council (DRC), Norwegian Refugee Council (NRC), Plan International, the International Rescue Committee (IRC), UNHCR, Concern Worldwide.

An in-depth analysis of a sample of 81 actions revealed that the most commonly funded activities, across both sectors, included:

Support to formal education (access, and capacity-building of schools, protection bodies, and their staff (funded mainly under EU CoP HIPs);

Psychosocial activities in educational and/or non-educational settings (funded under both EU CoP and geographical HIPs);

A range of advocacy activities on the importance of CP and/or EiE, targeting government and relevant authorities (funded via both EU CoP and other HIPs).

Importantly, the evaluation found that most of ECHO's support to education actions in emergencies and crises included protection elements.

Assessment of DG ECHO's actions against the evaluation criteria

Relevance

The evaluation concluded that ECHO's interventions addressing CP and EiE are both relevant and necessary considering the scale and gravity of humanitarian needs/funding shortages in these sectors, and the imperative of preventing the risk of having a lost generation. However, during the period covered by the evaluation, there was a gap between the high-level policy framework and the specific CP and EiE actions on the ground. A multi-annual strategy to frame ECHO, and its partners', activities in both sectors (further supported by ECHO guidelines and tools specific to CP and EiE) was missing over the evaluation period. As a result, in some contexts, ECHO's approach to funding CP/ EiE was ad hoc i.e. project-based, whereas in others it was more clearly rooted into a specific country / emergency response.

Whilst ECHO aims to provide a needs-based emergency response⁶, there were several shortcomings in the CP and EiE needs assessments, as provided in programming and project documentation (e.g. HIPs, single forms). The evaluation found that geographical and EU CoP HIPs covered by the evaluation period rarely provided a detailed, or any, assessment of education and protection needs of children. At action level, needs assessments varied in the level of detail and methods used (for instance, in use of participatory approaches, the involvement of children, etc.). The specific consideration of age and gender based needs (and adapting activities accordingly) varied according to partner. The use of the gender-age marker⁷ (from 2014), whilst useful, was not consistent across funded actions.

Coherence

Compliance by donors and their partners with existing global sectoral standards (pieces of guidance and coordination fora) is key in driving quality in humanitarian aid, for example by encouraging adoption of good practices and coordination among relevant actors. It is therefore positive to note that actions funded by ECHO were generally found to be compliant with key global standards – presumably at least partly because most actions were implemented by child focused organisations, who are heavily involved in the development of these standards.

ECHO field offices, however, had differing levels of comprehension of key global standards in CPiE and EiE as well as capacity to monitor and partners' adherence

⁶ DG ECHO, *Factsheet – Children in emergencies*, 2015

⁷ https://ec.europa.eu/echo/files/policies/sectoral/gender_age_marker_toolkit.pdf

to them. This was due to ECHO staff not being thematic specialists in either CP or EiE, and to insufficient training of staff and capacity provided over the evaluation period. This had some detrimental effects in terms of proposals selected (e.g. they were not sufficiently tailored to children's needs) and also in terms of the monitoring of actions implemented by partners (e.g. there was uncertainty on what to pay attention to in particular). The recent addition of more thematic experts within ECHO at field and HQ level can therefore be seen as a positive development. Knowledge exchange between ECHO staff and child-focused organisations occurred often at ECHO's demand.

Although compliance with standards is widely regarded as progressive in nature, aspirational and context-dependent, the evaluation identified several areas requiring improvement. Up until the introduction of the gender-age marker in 2014, there was no ECHO-specific protocol to ensure that child-focused standards were followed at different stages of the project cycle, nor did ECHO provide any support in contextualisation of standards. Finally, ECHO's engagement in CP and EiE clusters and bodies – which have a role in contributing to compliance with global standards and coherence in donors' actions in a given sector or emergency – has been inconsistent over the evaluation period.

Effectiveness

The evaluation found evidence of positive changes which can be attributed to ECHO funded actions. For example, EU CoP actions supported children's access to education, particularly in refugee settings⁸. The evaluation also found evidence that ECHO's actions contributed to positive changes in:

- the psychosocial well-being of children and their perceptions of safety;
- the prevention of child soldier recruitment;
- raised awareness, knowledge and understanding of disaster risks;
- communities being better prepared for disasters.

The projective drawings exercise – conducted within this evaluation – shows that beneficiary children associated positive situations (friendship, play) with ECHO's interventions.

There is evidence that ECHO and partners paid attention to factors of quality, e.g. as per the INEE guidelines: factors include safety of the school environment, skills-levels of the teachers, adequacy of resources, participatory methods and (small) class size.

Main factors limiting the effectiveness of ECHO-funded actions were: local capacity constraints, shortcomings in partner's or ECHO's capacity and expertise in EiE/ CP issues, insufficient engagement in global policy forums and dialogue, level of parents engagement, overall level of security in areas of intervention, etc.

A key limitation of projects funded has been their relatively short duration (12-18 months). It is widely acknowledged that education requires a medium to long term response in protracted crises. Whilst the evaluation found that at least 42 actions were funded over multiple funding cycles, the *annual allocation* of funding was not fully fit-for-purpose as it created uncertainty and discontinuity (staff turnover, break in activity).

Efficiency

⁸ E.g. Syrian children in Turkey and Iraq, DRC, Niger, Somalia and Pakistan, Cameroon, Mexico

During the evaluation period, ECHO lacked a systematic decision-making approach concerning resource allocation to (1) partners (i.e. share of funding allocated to UN agencies versus other INGOs), and (2) types of intervention / activities in a particular context. This suggests that allocative efficiency was probably not being achieved. ECHO Desk Officers did consider Value For Money (VFM)/ efficiency issues in their appraisal, management and monitoring of specific actions. However, in the absence of formal embedding of VFM approaches or efficiency analysis within ECHO's funding cycle/ project cycle, these issues were not consistently assessed.

The following factors were identified as limiting efficiency: (1) the limited pool of humanitarian actors in certain contexts with sufficient expertise to implement CP / EiE actions; (2) shortcomings in data and needs assessment to enable effective targeting and allocation of funding at country level; (3) mismatch between short term nature of ECHO funding (12 to 20 months) and the recurring / long-term nature of CP/ EiE needs; (4) shortcomings in coordination with others actors and (5) in certain contexts, lack of capacity or engagement on the ground (e.g. teachers/psychologists, security issues, lack of reliability of suppliers, institutional corruption).

EU Added Value

Considering the scale of global needs and the fact that both sectors have been severely underfunded, whilst ECHO's total funding has overall been small it has covered an important gap in the global humanitarian response. The launch in 2012 of EU-CoP also clearly signalled that EiE was a sector receiving an increased attention by ECHO, and was considered having a life-saving value. ECHO also intervened in countries and areas where support was harder to provide or where needs were acute or not immediately recognised by other donors, e.g. Cameroon, CAR, Chad, certain regions in Colombia, North Kivu in DRC, Myanmar, oPT.

Limitations to EUAV were noted, however, e.g. (a) the absence of an overarching strategy in both sectors; (b) insufficient linkages with development funding (where this was relevant); and (c) ECHO's annual approach to funding, not fully fit-for-purpose in EiE and CP sectors.

Sustainability

Sustainability has been looked at from different angles: (1) sustainability of funding of activities, either by ECHO or by other humanitarian or development actors or by national/ local actors and the (2) sustainability of funded actions' outcomes and impacts.

ECHO's support to EiE and CPiE has been short-term and targeted, with an emergency response and relief purpose, but with the intention of tying into the protection and education response of other actors. The evaluation found however that securing funding through other sources, once ECHO-funded actions had ended, was challenging. A number of actions (at least 42 actions out of total of 241) were funded over a number of consecutive years (in CAR, Colombia, DRC, Iran, Iraq, Pakistan, oPT, and Sudan). At least 18 of these follow-on actions were funded by ECHO over three and four funding cycles.

There was limited evidence of the sustainability of actions' outcomes and impacts, such as, learning attainments, their progression through an education system, or reduced incidence of abuse and exploitation of children, or improved long-term health of children. This is related to shortcomings in data collection over time, since those effects are mainly discernible over long periods of time.

Conclusions and Recommendations

The table below summarises the evaluation's key conclusions and recommendations across the evaluation criteria.

	Conclusions	Recommendation
Relevance	<p>ECHO's actions addressing CP/EiE have been both highly relevant and necessary.</p> <p>Although highly relevant, the EU's policy framework for CP and EiE was however not translated into ECHO specific operational guidelines and tools, needed to guide strategic choices and funding in both areas. This was partly addressed from 2014 when attention to both sectors within ECHO increased substantially.</p> <p>The absence of a comprehensive EiE and CPiE strategy over the evaluation period has limited the overall relevance and effectiveness of ECHO's response</p>	<p>Develop a comprehensive EiE and CPiE strategic framework.</p> <p>This framework should include high-level strategic objectives, as well as operational tools and guidelines, to bridge the gap between high level policy statements, the HIPs and actions funded.</p>
Relevance, Effectiveness, Efficiency	<p>ECHO used dual funding routes to support CP and EiE over the evaluation period – (1) the dedicated EU COP HIPs and (2) geographical HIPs (mainly). Whilst this provided additional funding sources to CP and EiE within ECHO's overall responses in given crises, it led - in other contexts - to the fragmentation of ECHO's overall support. The latter was mainly on account of differences in timeframes across the different HIPs. In addition, some lack of clarity ensued on which funding stream to tap into.</p>	<p>Clarify the programming of funding for CP/ EiE. Three options are proposed: Option 1: Funding EiE actions (integrating CP) under the EU CoP HIP only, i.e. a dedicated, global HIP; Option 2: Funding CP/ EiE actions (targeted as well as integrated actions) via geographic and thematic HIPs only; Option 3: Under this option, ECHO could support targeted CP/EiE actions or innovative, pilot actions in the fields of CP/ EiE via EU CoP only, while at the same time funding integrated CP/ EiE actions via geographical HIPs.</p> <p>In addition, the requirement to mainstream child-specific concerns in geographical HIPs and all actions (esp. in countries with high < 18 years population) should be further checked, using the Gender-Age marker.</p>

	Conclusions	Recommendation
Relevance, Effectiveness, Efficiency	<p>At HIP level, funding allocations to CP and EiE were not informed by sufficiently detailed assessments of CP/EiE needs and priorities, to guide partners, e.g. it remains unclear whether partners correctly identified and addressed <i>the most urgent or important</i> protection/ education needs of children.</p> <p>Actions funded themselves were based on needs assessment, with differences in their level of detail and approaches applied by partners.</p> <p>The consideration of the specific needs of boys and girls and of different age groups varied, although some examples of good practice could be found.</p>	<p>Improve ECHO's EiE and CPiE needs assessment at country and global levels to ensure that actions funded sit in a consistent overall emergency response.</p> <p>CP/ EiE needs assessment should distinguish between short term and longer term needs to inform an appropriate and joined up humanitarian and development response.</p>
Effectiveness, Efficiency, Sustainability	<p>ECHO has achieved substantial results in the areas of CP and EiE: Providing access to education; Development of child protection infrastructure; Successful integration of protection within EiE actions; Providing psycho-social support to children; Providing support to the restoration of family links etc.</p> <p>This being said, ECHO's short timeframe for the allocation of funding (12 months, extendable to 24 months) has been a constraint to providing relevant and sustainable responses to CP/ EiE needs, which are of a long-term nature, particularly in protracted crises. ECHO has tried to overcome this constraint by providing partners with continued funding via successive HIPs i.e. by funding actions over multiple phases. This is however, not an optimal solution as it creates funding uncertainty amongst partners and beneficiaries.</p>	<p>ECHO focuses on conflict situations, which are increasingly protracted in nature. In such contexts, both CP and EiE sectors require medium to long-term programmatic and funding commitments in order to provide effective and sustainable responses.</p> <p>It would be highly desirable if ECHO could extend the duration (planning and implementation) beyond current duration (one year planning and up to two years' implementation).</p>

	Conclusions	Recommendation
Sustainability, Effectiveness, Efficiency, EU Added Value	<p>Given the short term nature of ECHO’s humanitarian action, longer term sustainability can only be achieved through advocacy, policy dialogue and coordination; integration with national/ local education and child protection systems; building capacity at national and/ or local level; creating longer-term funding mechanisms; and engaging the communities. Evidence of successful take-over of ECHO-funded actions by other actors, at the end of funding, has however overall been limited. This has been on account of variations in willingness of host governments or development donors to continue implementing actions initiated by ECHO, as well as lack of national and/ or local capacities (and empowering communities, e.g. training; advocacy and policy dialogue at national and global level).</p> <p>Coordination between ECHO and other relevant Commission services and EU actors that support CP and EiE (DEVCO, NEAR, EEAS) has however overall been insufficient over 2008-2015. Some good practices exist and improvements are currently taking place.</p>	<p>ECHO should adopt a more strategic approach to advocacy and capacity-building of state actors to ensure sustainability of actions. It should do so by pro-actively engaging with development actors, other humanitarian actors in the field of CP/ EiE, as well as with host governments without undermining its independence.</p> <p>It should also consider synergies between ECHO’s interventions and those of other EU actors (DEVCO, NEAR, EEAS), in countries where this is relevant, and formalise coordination mechanisms, e.g. joint humanitarian-development frameworks. This would improve the efficiency of the EU’s response as a whole, as well as its added value</p>
Effectiveness, Efficiency, EU Added Value	<p>ECHO has been an important humanitarian actor in the sectors of EiE and CPiE over 2008 and 2015 in terms of consistency and scale of funding. ECHO however, needs to further strengthen its expertise and internal capacity in these areas. Although some progress has been made with the addition of regional protection experts, there are none in education sector.</p>	<p>ECHO should seek to support capacity strengthening in EiE and CPiE amongst its staff and its partners. It should also seek to make improvements in its monitoring systems (e.g. organise independent ex-post evaluations of its actions and systematically collect baseline and end line beneficiary data).</p> <p>It should also seek to exercise greater influence in these areas via engagement in global and country level forums and clusters and in complement to its funding, e.g. CPWG, Child Protection Sub-cluster, Education Cluster, INEE Working Groups, INEE MS steering group at global level, and GCPEA Working Groups.</p>

1 Introduction

This is the Final Report for an independent Evaluation of DG ECHO's actions in the Fields of Protection and Education of Children in Emergency and Crisis Situations (2008-2015). The evaluation was launched by the Directorate-General Humanitarian Aid and Civil Protection (DG ECHO) in January 2016 and is being undertaken by ICF.

The Final Report provides a synthesis of the evidence collected within the framework of this evaluation and sets out the detailed findings and conclusions emerging from this evidence. The evaluation also provides a series of recommendations to improve the design and implementation of DG ECHO's actions in the Fields of Protection and Education of Children in Emergency and Crisis Situations going forward.

This is key in view of the announcement made by Commissioner Christos Stylianides in July 2015 to dedicate 4 % of the EU's humanitarian aid budget to education for children in emergency situations.

1.1 Evaluation objectives, scope and methodology

1.1.1 Objectives

The objectives of this evaluation were as follows:

- To provide an independent assessment of the relevance, effectiveness, efficiency, coherence, sustainability and added value of ECHO's actions in the areas of Child Protection (CP) and Education in Emergencies (EiE);
- To take stock of the lessons learned from ECHO's past interventions in the area, and especially in order to provide inputs for shaping future policies and operations (HIPs) in the areas of Child Protection and Education in Emergencies;
- To build an inventory of the global policy framework in the area of education in emergencies specifically and its linkages to child protection, for the purpose of providing inputs to ECHO's future framework for defining and implementing actions in these areas;
- To identify possible gaps in ECHO's responses; and
- To develop recommendations - at strategic and operational levels - to support ECHO's reflections on the future framework for its actions in the area.

1.1.2 Scope

ECHO's interventions in the fields of education in emergencies and child protection have been driven by the following three inter-related strands:

- A set of high level policies to guide the EU's humanitarian action in third countries, with some orientations in the fields of child education and protection in emergencies;
- Humanitarian Implementation Plans (HIPs) which provide annual funding to different sectors in response to given emergency contexts. In the sectors of CP and EiE, funding was provided through geographic Humanitarian Implementation Plans (HIPs), the EU Children of Peace Initiative for which a distinct global HIP dedicated to children was set up in 2012 (see box below),

and a few other thematic HIPs, such as the Disaster Preparedness ECHO programme (DIPECHO)⁹

- The actions themselves, the activities that composed them and how those were implemented by ECHO's partners.

Box 1 The EU Children of Peace (EU CoP) Initiative

In 2012, the EU was awarded the Nobel Peace Prize for its six decades-long work in the advancement of peace and reconciliation, democracy and human rights. With the prize money (just under €1 million), the European Commission created a targeted programme, called the "EU Children of Peace initiative" to invest in education for children caught up in conflicts and other emergencies around the world.

During the evaluation period (2008-2015), ECHO funded 241 actions in the fields of child protection and education in emergencies:

- 166 targeted actions which focused exclusively on child protection and/ or education for children, amongst which the 43 Actions funded, from 2012, under the targeted EU Children of Peace (EU CoP) initiative; and other child protection and/or education actions funded under geographic Humanitarian Implementation Plans (HIPs) and thematic HIPs (e.g. Disaster Preparedness ECHO programme (DIPECHO))
- 76 integrated actions, i.e., those which integrated child protection and/or education in emergencies activities within a broader set of activities or actions aimed at a broader target group than children. Those 'integrated actions' have been funded under geographic HIPs and some thematic HIPs (e.g. DIPECHO)

1.1.3 Methodology and limitations

The evaluation was designed to respond to a specific set of evaluation questions as articulated in the Terms of Reference. This specific methods used for the evaluation are described below:

1.1.3.1 Documentary and literature review, including critical review of global policies in CP/EiE

We reviewed over 80 secondary data sources, including EU and global policy documents and/ or guidelines, reports and statistics published by UN agencies and other humanitarian donors, evaluations of other donors' interventions in the field, and relevant academic and grey literature. A list of the sources reviewed in the evaluation is provided in Annex 6 of this Report.

Furthermore, a critical review of global policies and standards in the field of CP and EiE was undertaken by two of the external experts who joined the evaluation, notably Christopher Talbot, EiE expert and Jana Sillen, CP specialist. This detailed review is provided in Annex 6 of the evaluation.

1.1.3.2 Evaluation sample: In-depth mapping and review of project documentation

A purposeful sample of ECHO actions was created for their in-depth analysis. The sample, made up of 81 of the total 241 CP and EiE actions, was constructed to capture the diversity and breadth of ECHO-funded interventions in CP/ EiE,

⁹ As well as: Emergency Toolbox (DRF), Food Aid (FA), Grant Facility for improving the quality and effectiveness of humanitarian aid responses delivered by non-governmental humanitarian organisations (GF).

including different emergency contexts and countries. This sample is presented under Table 1 below and in detail under section 2.6.

Additionally, we carried out an in-depth review of project documentation of All relevant project documentation of the actions in the evaluation sample were reviewed, including Single Forms, Fiche-ops, Interim and/ or Final Reports. Evaluation reports were available for only 3 out of the 81 actions reviewed, which meant that limited independent evidence was available on the relevance, effectiveness and impacts of ECHO funded actions.

Table 1. Overview of the sample of ECHO-funded actions analysed in the evaluation

Type of ECHO-funded action	2008	2009	2010	2011	2012	2013	2014	2015	Emergency context
EU CoP	NA	NA	NA	NA	4	9	12	18	Conflicts (41) Epidemics (2)
Geographic/ Thematic HIPs	5	3	5	4	8	4	5	4	Conflicts (28) Epidemics (2) Natural disasters (6) Complex emergencies (1) Other (1)
Total number of actions reviewed: 81	5	3	5	4	12	13	17	22	Conflicts (69) Epidemics (4) Natural disasters (6) Complex emergencies (1) Other (1)

For the purpose of the evaluation and understanding the type of activities during the evaluation period (2008-2015), ICF developed a **typology** of activities within the CP and EiE actions funded by ECHO. This typology is presented in detail in Annex 1 and has been used to answer evaluation questions.

The typology of CPiE and EiE activities was developed on the basis of the in-depth review of the sample of 81 actions chosen for this evaluation. It must be noted that several activities are implemented within an action.

1.1.3.3 Stakeholder consultation

Telephone and face-to-face interviews were conducted with a broad range of stakeholders: key ECHO Desk and Field Officers, relevant European Commission officials from DEVCO/ NEAR/ EU-DEL, ECHO partners including key child-focused relief organisations, global standard-setting bodies (including UN agencies) in CP/ EiE, other institutional donors active in the field, and a small number of national/ local stakeholders in selected countries of implementation.

Table 2 provides an overview of the total number of planned versus completed interviews, per stakeholder group. In some cases, a higher number of interviews were carried out, when additional relevant stakeholders were identified or recommended. We conducted fewer than planned interviews with ECHO Field

Officers and partners. During the course of the evaluation, we found that some of the ECHO field offices and partners identified at the start of the evaluation were not so relevant. This was the case when, following the scoping phase and the identification of ECHO actions in-scope and their geographical distribution, it was found that very few CP or EiE ECHO actions had been implemented in the country – or by the partner – in question. Due to difficulties in identifying relevant contacts among national/ local authorities and stakeholders, for issues related to accessibility and language barriers, a very limited number of interviews could be conducted with this group. Overall, we are confident that we achieved data saturation¹⁰ with the number of interviews conducted (78).

Table 2. Overview of stakeholder interviews carried out in the evaluation

Stakeholder group	Planned interviews	Completed	No response, rejected interview invitation, less relevant, etc.
Scoping interviewees, including key ECHO/ DEVCO Desk Officers and ECHO partners	10	11	N/A
ECHO Field Officers	29	18	11
DEVCO/ NEAR Officials		2	N/A
ECHO partners, including key child-focused relief organisations ¹¹	34	27	13
Global standard-setting bodies (including UN agencies)	6	6	N/A
Other main donors active in the field of CP/ EiE	9	5	4
National and/ or local stakeholders in selected countries of implementation	30	9	16
Total	118	78	44

1.1.3.4 Projective drawings

To collect data on the views of children (final beneficiaries), this evaluation asked children to express themselves about the education setting funded by ECHO through drawings. The aim of this exercise was to collect information about how they perceive the schools/ education activities funded. This information is used as one aspect of evidence to assess effectiveness of these projects.

The projective drawings were carried out to provide insight into the extent to which ECHO funded actions in the field of education and child protection provided

¹⁰ I.e. no new information or insights are revealed about the phenomenon of inquiry beyond this point.

¹¹ In some cases, more than one interview was carried out with the same organisation (e.g. HQ and Field Office).

safer environment for children and access to quality education. The drawings were intended to identify:

- What range of emotions and feelings children associate with the education/ learning setting that the project funded and the extent to which these emotions/feelings are positive or negative;
- What range of activities children associate with the funded setting and again the extent to which these are positive or negative;
- What types of relationships do children decide to portray among themselves but also with the educators/ teachers receiving funding and the extent to which these are positive or negative; and;
- How children articulate the change that the project funded activities brought for them. What types of changes they decide to portray and to what extent are these positive or negative.

Based on an internal brainstorming meeting with the external expert on use of participatory arts with vulnerable children, three exercises were selected for this assignment:

- Use of a Blob tree to identify the emotions and feelings that children associate with the environment (school or other) funded by ECHO; children were asked to use an existing template (blob-trees) with several figures expressing a range of emotions and states of mind. They were asked to circle a figure which shows how they feel inside the classroom and to circle twice a figure showing how they feel outside the classroom;
- Representation of the activities carried out in the context of ECHO funded actions. Through this exercise the children were asked to draw themselves doing an activity they associate with the classrooms/ school or group. They were also asked to identify whom they drawn; and
- Representation of change that ECHO funded activities have made to the children. Part of this exercise the children were asked to draw themselves before they took part in the activities funded by ECHO and after.

These techniques are presented in Annexes 10 and 11. It was initially planned that this task will be undertaken in 10 ECHO-funded settings (i.e. schools, child-friendly spaces, etc.). However, due to a number of logistical issues (time involved in organising the exercise, security issues etc.), the scope of the task was scaled down to 5 settings in agreement with ECHO.

In total 216 images were collected and interpreted. The analysis presented in Annex 8 is based on the interpretation of those 216 images. It has also fed into answers to evaluation questions as presented under

Table 3 below provides an overview of the project locations that participated in the task, as well as the number of materials (including Blob trees, drawings and photos) received by each.

Table 3. Overview of the projective drawings exercise

EU CoP action funded by ECHO partner ECHO (2008-2015)	Country	Materials received
ECHO/CHD/BUD/2015/9 1010 – Learning beyond borders: Providing education to refugee and displaced children and youth in South Sudan and Ethiopia	Save the Children UK Akobo, South Sudan	30 Blobs 12 drawings
ECHO/CHD/BUD/2014/9 1012 – Early Childhood Education and Development through Healing Classroom Initiative in Nyarugusu Camp, Tanzania	International Rescue Committee Tanzania	8 Blobs 28 drawings 1 photo
ECHO/CHD/BUD/2015/9 1005 – Promoting Education, Protection and Peace for South Sudan (PEPPS) refugee boys and girls in Adjumani District, Uganda	Plan International Sweden Uganda	18 Blobs 18 drawings
ECHO/CHD/BUD/2015/9 1018 – Supporting Children in Guinea to Access Safe and Protective Learning Environments	UNICEF Guinea	30 Blobs 60 drawings 27 photos

The detailed analysis of the projective drawings is provided in Annex 10 of this Report.

1.1.3.5 Expert inputs

The evaluation also benefitted from the expertise and specialist inputs of:

- Christopher Talbot, an expert on education in emergencies. Christopher was a co-founder of the Inter-Agency Network for Education in Emergencies (INEE) and of the Global Coalition for Protecting Education from Attack (GCPEA).
- Catherine Gladwell, a refugee and emergency education consultant. Catherine is the founder and director of Refugee Support Network, a charity providing education support to young refugees and asylum seekers, Catherine has worked in the field of refugee and emergency education for the last nine years.
- Jana Sillen O’Gorman, a child protection and anti-trafficking specialist with twelve years of international experience in Europe, Southeast Asia and West Africa.

1.1.4 Validity of findings

The evaluation has a strong formative purpose (i.e. to improve ECHO's intervention) and as such it relied heavily on qualitative research methods such as in-depth documentation review, interviews and expert inputs. Those research methods, presented above, were chosen to be complementary and allow for cross-verification, corroboration and triangulation of the evidence collected from different sources, thus enhancing the reliability and validity of the data collected. Practical issues such as time and budget constraints were also considered in the choice of data collection methods, e.g. field visits could not be organised as part of this evaluation. The vested interests of different stakeholder groups were also taken into account to address potential bias and to ensure objectivity.

Finally, the broad nature of inquiry (relevance, effectiveness, efficiency, coherence, sustainability and added value) inevitably limited the depth of exploration into specific evaluation issues.

A panel of experts critically reviewed and challenged the work of the ICF team at key stages of the evaluation. The emerging findings of the evaluation were further discussed at a workshop held on 7th July 2016 in the presence of two ECHO officials and the team of senior thematic experts within ICF's team. The aim of the workshop was to validate and refine the findings drawn by the evaluation and to brainstorm on the evaluation's main conclusions and recommendations. The outcomes of the workshop have been reflected throughout the analytical sections of this Report, as well as the section on conclusions and recommendations.

The triangulation of data collected through the different research methods selected, and precautions outlined above, allowed for the development of robust findings, conclusions and recommendations, which were also critically reviewed by the evaluation's panel of experts.

Finally, ICF clearly states, in the present report, where evidence supporting findings is less strong, or the validity of findings across contexts is less certain.

1.2 This Report

In addition to the short Abstract and Executive Summaries provided at the start of the report, the remainder of this Report is structured as follows:

- Section 2 presents the overview of ECHO's actions in the field of child protection and education in emergencies and crisis situations funded between 2008 and 2015;
- Section 3 provides answers to the evaluation questions;
- Section 4 presents the evaluation's conclusions and recommendations;
- Annexes 1 to 10
 - Annex 1: A typology of ECHO-funded activities in CP and EiE
 - Annex 2 Full list of countries and emergencies which received ECHO funding
 - Annex 3 Further description of ECHO funded actions in the field of Protection and Education of Children in Emergency and Crisis Situations (2008-2015)
 - Annex 4: Lists of ECHO-funded actions and sources reviewed in-depth
 - Annex 5 List of implementing partners

- Annex 6 Background on CP and EiE – review of global standards and tools in CP and EiE
- Annex 7 Overview of relevant EU policies regarding CP and EiE
- Annex 8 List of sources reviewed in the evaluation
- Annex 9 List of stakeholders consulted in the evaluation
- Annex 10 Projective drawings – analysis
- Annex 11 Projective drawings – guidance to educators
- Annex 12 Dissemination proposal

2 Overview of ECHO's interventions in child protection and education in emergencies (2008-2015)

The scoping exercise conducted at the start of the evaluation established that, in the period 2008-2015, ECHO funded a **total of 241 actions** in the sectors of child protection in emergencies (CPiE) and education in emergencies (EiE) and crisis situations. This amounted to a total **€264.9 million** of ECHO funding and an annual average of €33.1 million to actions addressing the issues of child protection and education.

A detailed overview of actions funded is then presented under sections 2.1 to 2.5. Further detail is provided in Annex 3. Finally section 2.6 describes the sample of 81 actions reviewed in-depth within this evaluation (details are presented in Annex 4).

2.1 Funding sources

Out of the total 241 actions, **198** were funded under ECHO's **geographical HIPs** (and a few other thematic HIPs¹²).

The remaining **43 actions** were funded under the dedicated **EU Children of Peace HIP (EU CoP)** launched in 2012 and dedicated specifically to funding humanitarian projects for children in crisis-affected regions, mainly in the area of 'education in emergencies', integrating also protection aspects, e.g. psychological support.

2.2 Types of actions funded

2.2.1 Distribution of funding per education and protection sector (as marked in HOPE) over 2008-2015

According to classifications made by ECHO staff in their database (HOPE), the total €264.9 million of funding was allocated as follows:

- €230.3 million were allocated to actions classified, at result level, under the sector 'protection'; and
- €34.6 million as actions classified, at result level, under the sector 'education'.

The sectoral distribution of funding is further presented under section 2.2.2.

The sectoral classification in HOPE is made at result level¹³. The budget allocated to actions implementing activities in the two sectors of interest is not measured at result level, but at actions' level, as presented in the HOPE database. It is not possible to extract information on budget allocated at result level, but it is possible to see whether the action has at least some results in child protection and education.

There is evidence, based on interviews and the in-depth review of actions in the evaluation sample, that a significant share of actions classified under the sector of 'child protection' also included education activities (and vice versa). This reflects the close links between child protection and EiE in a number of ECHO's actions (see

¹² DIPECHO (DIP), Emergency Toolbox (DRF), Food Aid (FA), Grant Facility for improving the quality and effectiveness of humanitarian aid responses delivered by non-governmental humanitarian organisations (GF).

¹³ When extracting information from HOPE database one can select sector of interest. It does not mean that the actions extracted implemented activities only within the selected sector. For the purpose of this evaluation, actions marked as implementing at least some 'child protection' and/or 'education in emergency' activities were considered. When calculating budget allocated to sectors, the total budget of actions was used and not information on budget allocated at activity (result) level. This is due to restrictions in the HOPE database. However, we ensured that there were no duplications of actions when calculating the total funding for the two sectors of interest.

section 2.6). Therefore, **the sectoral classification in HOPE and thus funding distribution presented here is to be considered as indicative only.**

As indicated in Table 4 below, ECHO's allocation to EiE represented less than 1% of ECHO's overall allocated amounts over the evaluation period. For all years, except for two years (2013 and 2014), the share was of less than 0.4%.

On the other hand, ECHO's allocation to *both* CP and EiE over 2008-2015 was already more than 4% of ECHO's overall allocated amounts in 2012, 2013 and 2014 (respectively 4,1%, 5.1% and 4.4%)¹⁴. The share dropped to 2.5% in 2015.

Table 4. ECHO's support to EiE and CP (2008-2015) within its overall global response¹⁵

	ECHO grant agreements, total	ECHO grant agreements - EiE		ECHO's grant agreements for EiE and CP	
Year	EUR	EUR	% of total	EUR	% of total
2008	875,751,163	2,990,000	0.34%	17,856,132	2.04%
2009	800,149,584	2,775,000	0.35%	9,496,691	1.19%
2010	1,062,622,216	1,956,137	0.18%	9,220,799	0.87%
2011	1,060,816,710	2,265,027	0.21%	25,881,730	2.44%
2012	1,128,303,819	2,787,444	0.25%	45,701,688	4.05%
2013	1,367,975,269	6,079,941	0.44%	69,530,338	5.08%
2014	1,230,293,219	11,805,936	0.96%	54,146,104	4.40%
2015	1,313,489,800	3,939,241	0.30%	33,083,065	2.52%
Total	8,839,401,780	34,598,726	NA	264,916,547	NA

2.2.2 Overview of type of activities funded under geographical HIPs (and a few thematic ones) and under the EU COP HIPs

For the purpose of the evaluation and understanding the type of activities during the evaluation period (2008-2015), funded by ECHO in the sectors of child protection and education in emergencies, ICF developed a typology of those activities.

The typology of CPiE and EiE activities was developed on the basis of the in-depth review of the sample of 81 actions chosen for this evaluation. It must be noted that several activities are implemented within an action. Within the evaluation sample, 43 actions were funded under the EU COP and 38 actions under the geographical (and other thematic) HIPs. This allows for a comparison in types of recurrent activities according to funding source. The evaluation sample is further described under section 2.6.

Table 6 presents types of activities most recurrent within the 81 actions reviewed in-depth within the evaluation sample. Percentages presented in the table refer to the share of actions in which the type of activity in question (e.g. support to formal education) was implemented (out of the total of 81). The recurrence of activities funded is based on the review of the sample of 81 actions and may therefore not be fully representative of the recurrence of activities funded within ECHO's entire portfolio of 241 actions funded over 2008-2015.

The table shows that:

¹⁴ Data on total grant agreements available on ECHO website.

¹⁵ Data on amounts allocated to CP and EiE extracted in February 2016 from ECHO's internal database – HOPE. Data on total amounts extracted from ECHO website: http://ec.europa.eu/echo/funding-evaluations/funding-humanitarian-aid/grants-and-contributions_en

- **EU COP funded activities in support to formal education** (identified in 56% of EU COP funded actions within the evaluation sample);
- **EU COP and geographical HIPs funded psychosocial activities in educational and non-educational settings** (identified in 53% of actions funded under geographical (and other thematic) HIPs within the evaluation sample, and in 40% of EU COP funded actions within the evaluation sample);
- **Geographical (and other thematic) HIPs funded advocacy activities** (towards government and relevant authorities) (identified in 32% of actions funded under geographical (and other thematic) HIPs within the evaluation sample).

Table 6. Recurrent activities within ECHO funded actions in CPiE and EiE within the evaluation sample (81 actions)

Types of activities funded by ECHO	% of EU COP funded actions	# actions concerned (out of total of 43)	% of actions funded under geo. HIPs	# actions concerned (out of total of 38)
Support to formal education¹⁶	56%	24	16%	6
PSS in educational and non-educational settings	40%	17	53%	21
Working with parents and communities ¹⁷	30%	13	26%	10
Support to Non-formal education	26%	11	18%	7
Construction & rehabilitation of schools	23%	10	7%	3
Child friendly, safe facilities and spaces	21%	9	16%	6
VET (<18 years)	19%	8	13%	5
Advocacy: government and relevant authorities	7%	3	32%	12
Identification, protection and integration of UAMs and separated children	2%	1	16%	6
Support to Informal education	-	-	3%	1

Source: Based on sample of 81 projects (EU COP = 43 and Geographic/ thematic = 38). Percentage refers to share of actions reviewed

¹⁶ Including accelerated learning programs – ALP), at pre-school, primary and secondary level.

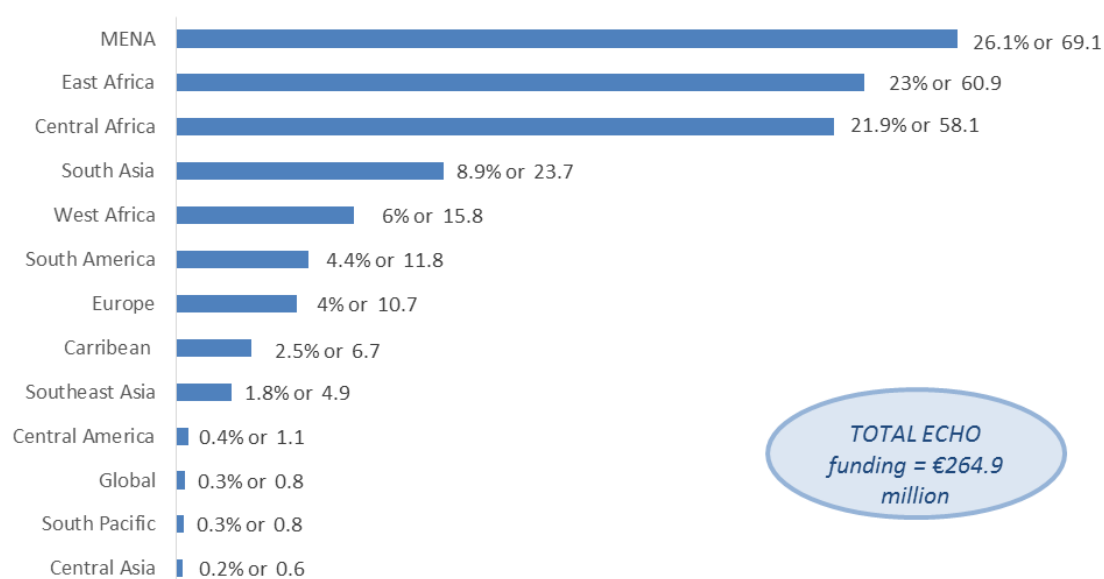
¹⁷ Working with parents and communities to create an enabling environment for education and child protection.

2.3 Geographical areas of operation

The 241 actions identified in scope were implemented in around 70 different countries over the world (for full list see Annex 2). Some of the actions are implemented in a single country while others are cross-border or multi country actions (e.g., Lebanon, Syria and Jordan; Colombia, Ecuador, Venezuela and others).

The figure below provides an overview of the geographical distribution of ECHO's total funding to CPiE and EiE over 2008-2015. It is based on the classification available in ECHO's HOPE database.

Figure 1. Geographical allocation - by world region - of total 2008-2015 ECHO funding €million (% of total)



Source: Based on data extracted from HOPE database / ECHO website and data provided by DG ECHO. Note: The information is based on budget allocated to 239 actions

The highest proportion of ECHO funding to child protection and education – 26% or €69 million – was allocated to respond to emergencies in countries in the Middle East and North Africa region (MENA).¹⁸ The second largest share of total funding – 23% or €61 million – went to countries in East Africa.¹⁹

2.4 Allocation of ECHO funding by emergency type

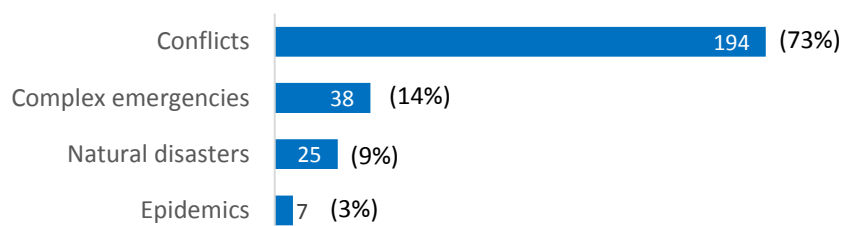
The table below provides an overview of distribution of ECHO's funding per type of disaster. The emergency types (conflicts, complex emergencies²⁰, natural disasters, epidemics) are taken from categories provided in HOPE.

¹⁸ Iran, Iraq, Jordan, Lebanon, Libya, Occupied Palestinian Territories, and Syria

¹⁹ Ethiopia, Kenya, Somalia, South Sudan, Sudan, Tanzania and Uganda

²⁰ ICF has used the commonly used definition of complex emergencies. According to the IFRC, "some disasters can result from several different hazards or, more often, to a complex combination of both natural and man-made causes and different causes of vulnerability. Food insecurity, epidemics, conflicts and displaced populations are examples. A humanitarian crisis in a country, region or society where there is total or considerable breakdown of authority resulting from internal or external conflict and which requires an international response that goes beyond the mandate or capacity of any single agency and/or the ongoing UN country program (IASC)". Source: <http://www.ifrc.org/en/what-we-do/disaster-management/about-disasters/definition-of-hazard/complex-emergencies/>

Figure 2. Allocation of ECHO funding by emergency type, €million (% of total)



Source: Based on data extracted from HOPE database / ECHO website and data provided by DG ECHO. Note: The information is based on budget allocated to 238 actions (it does not include €0.8 million allocated to the training tool).

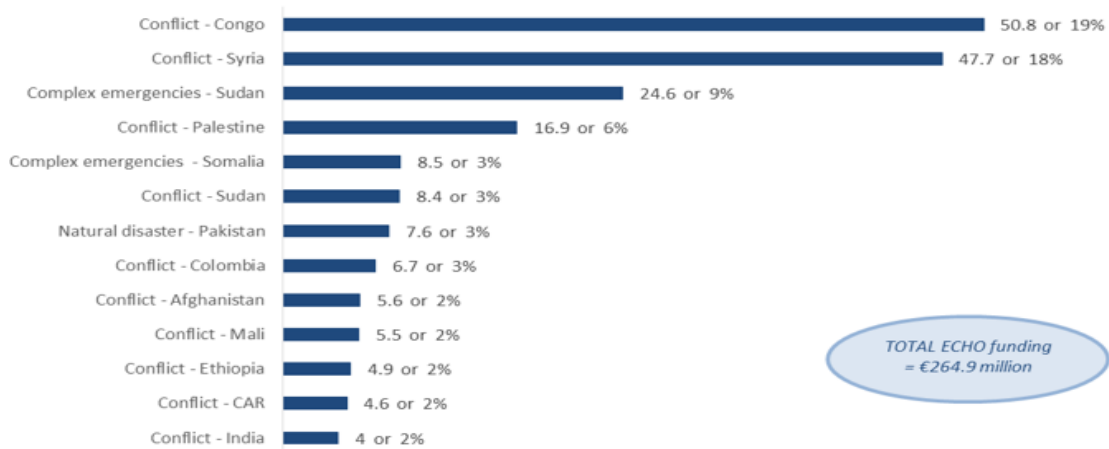
The allocation of total funding shows that:

- Over three-quarters of ECHO funding was allocated to CP and EiE actions in conflict-related emergencies and crises. The conflicts where the most actions were implemented were the one in the occupied Palestinian Territories (29 out of 241 actions, i.e. 12% of total), Democratic Republic of Congo (DRC) (21, i.e. 8% of total), Colombia (17, 7%), Syria (13, 5%) and Sudan (10, 4%).²¹
- Around 14% of ECHO funding was allocated to complex emergencies. ECHO funded responses were multisectoral, i.e., integrating child protection and/or education with activities in the fields of nutrition, WASH, resilience building and others. Most of this funding was delivered in South Sudan (€65% or 24.6 million) and Somalia (23% or €8.5 million).
- 9%, i.e. €25 million, were allocated to actions responding to natural disasters, e.g. natural disaster in Haiti, floods in Pakistan and floods and landslides in Nepal.
- 3%, i.e. €7.3 million, were allocated to actions responding to epidemics, e.g., Ebola virus disease, cholera and measles outbreak.

The table below provides a breakdown of funding - from €4 million and higher - per emergency context (as per categorisation made in HOPE). A total of €74 million of funding (28% of the total) was allocated to around 60 different emergencies, each receiving less than €4 million. Those are not listed in the figure below but are provided in Annex 2.

²¹ Funding before 2011 was allocated to Sudan and South Sudan.

Figure 3. Allocation of funding (from €4 million and higher) per emergency context in 2008-2015, €million (% of total)



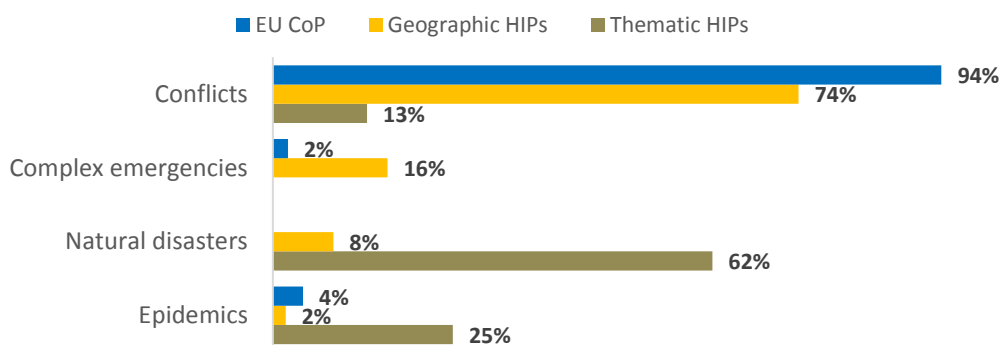
Source: Based on data extracted from HOPE database / ECHO website and data provided by DG ECHO. Note: The information is based on budget allocated to 239 actions.

In 2008-2015, the highest amount of ECHO funding to child protection and/or education was allocated to the conflict in DRC (19% of total ECHO funding in 2008-2015), the conflict in Syria (18%), complex emergencies in Sudan (9%) and conflict affecting the occupied Palestinian territories (6%).

The figure below presents the sources (HIPs) of ECHO funding per emergency type. It shows that:

- **EU-COP** almost exclusively focused on supporting the education of children caught up in conflicts
- **Other Thematic HIPs²²** funded actions in natural disasters and epidemics contexts.

Figure 4. Allocation of ECHO funding by HIP and emergency type, €million (% of total)



Source: Based on data extracted from HOPE database / ECHO website and data provided by DG ECHO. Note: The information is based on budget allocated to 238 actions (it does not include €0.8 million allocated to the training tool).

²² DIPECHO (DIP), Emergency Toolbox (DRF), Food Aid (FA), Grant Facility for improving the quality and effectiveness of humanitarian aid responses delivered by non-governmental humanitarian organisations (GF).

2.5 Implementing partners

The total 241 actions were implemented by 48 implementing partners. Annex 5 provides the full list.

The table below presents the 15 partners which received the largest amounts of funding. Five out of those are child-focused organisations: UNICEF, Save the Children (STC), Terre des Hommes (TDH), Plan International and War Child (WCH).

The five partners which implemented the most actions were STC, UNICEF, TDH, DRC and NRC. Three of these are child focused organisations.

Table 5. List of ECHO's 15 implementing partners which received the largest amounts of funding

Partner	ECHO funding	# ECHO actions
UNICEF	91,057,000	40
STC	71,882,527	59
CICR	16,000,000	5
IRC	12,896,649	11
DRC	9,098,193	13
TDH	8,467,000	16
NRC	6,370,001	12
Plan International	4,588,957	11
RI	4,500,000	1
Croix Rouge	4,250,000	6
WCH	3,330,000	6
DACAAR	2,896,703	3
UNHCR	2,200,000	4
Federation Handicap	2,062,200	4
WFP	2,000,000	1

Source: Based on data extracted from HOPE database / ECHO website and data provided by DG ECHO. Note: The information is based on budget allocated to 239 actions

2.6 Description of sample of actions reviewed in-depth for the evaluation

In order to have a better understanding of the type of actions funded by ECHO, 81 out of the total of 241 actions were reviewed in depth (see Section 1.1.5).

This section describes this evaluation sample.

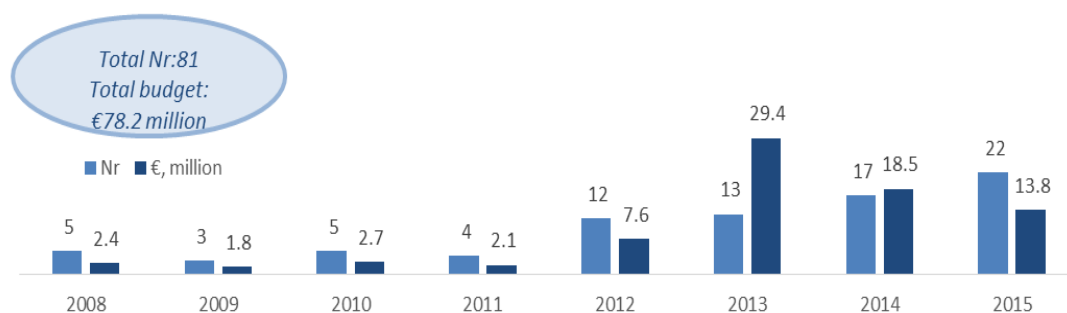
The sample includes 43 actions implemented under the EU CoP HIPs from 2012 to 2015 and 38 funded mainly under geographical HIPs (and a few other thematic HIPs²³).

²³ DIPECHO (DIP), Emergency Toolbox (DRF), Food Aid (FA), Grant Facility for improving the quality and effectiveness of humanitarian aid responses delivered by non-governmental humanitarian organisations (GF).

The sample represents €78.2 million of funding, i.e. 32% of total funding, or 34% of the full list of actions.

The last part of the evaluation period (2012-2015) was better covered in the sample than the first part (2008-2012), as presented in Figure 5.

Figure 5. Annual distribution of actions reviewed in-depth within the evaluation sample



In terms of type of emergencies addressed by actions in the sample:

- most actions included in the sample responded to conflict emergencies (69 actions out of 185, representing 37%). Around 30% of the actions in the sample provided responses in relation to the conflict in DRC (10% of the sample), conflict situation affecting the occupied Palestinian Territories (10%), conflict in Syria (9%) and conflict situation in Colombia (9%).
- six were responses to natural disasters (out of 38, representing 16%)
- four to epidemics (out of 8, representing 50%),
- one to a complex emergency (out of 9, representing 13%)
- one of actions included in our sample funded the development of training tools.²⁴

The sample covers around 45 different countries: while some actions are implemented in one country explicitly, others are cross-border or multi-country (e.g., actions in Colombia, Ecuador, Venezuela; Mexico and Guatemalan; Ethiopia and South Sudan).

Based on the sectoral classification provided in HOPE, 66 out of the 81 actions included in our sample provided child protection support and 15 provided education support. However, following in their in-depth analysis, it was apparent that the majority of actions (48 or 60% of the sample) implemented activities supporting both sectors, child protection and education. This reflects the close links between child protection and EiE made in ECHO's actions. Only a few actions in our sample exclusively provided child protection or education support (8 actions implemented only child protection activities and four only education activities). The remaining actions implemented activities in both sectors.

Since most of ECHO 'targeted' actions (at CP or EiE) mixed education with protection activities, most of the evaluation findings, conclusions and recommendations are therefore not clearly distinguished at sectoral level.

²⁴ 'Revision and dissemination of the training tool for child protection in emergencies «Action for the Rights of Children» (ARC)' implemented by SC in 2008 and 'SAFER for Children – Strengthened Actions for Emergency Responses for Children' implemented by the IRC in 2012

3 Evaluation findings

This section presents a synthesis of the evidence collected in response to each evaluation question. It is organised around the core evaluation issues of relevance; coherence; effectiveness; efficiency; EU added value; and sustainability (and the specific evaluation questions contained therein).

3.1 Relevance

EQ 1 - To what extent do the current ECHO policies on Education and Protection of Children reflect and address the needs of children in emergency and crisis situations?

Judgement criteria

EU policies are responsive to the needs and priorities of children caught up in emergency and crisis situations

EU policies provide a sufficient framework for ECHO and its partners to respond effectively and efficiently to the protection and education needs of children caught up in emergencies and crises

3.1.1 Extent to which ECHO's policies have been responsive to the needs and priorities of children caught up in emergency and crisis situations

Given the scale and gravity of humanitarian needs and funding shortages in the areas of child protection and education in emergencies (see Box below) and the imperative of preventing the risk of having a 'lost generation', an EU policy response addressing these issues is both relevant and necessary. Moreover, there is a growing body of evidence confirming the life-saving and life sustaining role of education in emergencies²⁵, which further strengthens the case for humanitarian action in this area. Evidence suggests that education can save lives by providing physical protection from the dangers and exploitation of conflicts or natural disasters; or by imparting life-saving information to develop critical survival skills and coping mechanisms, such as what to do in case of a flood or an earthquake, how to avoid landmines; how to protect against sexual abuse; how to prevent HIV/AIDS etc. Moreover, education can mitigate the psychosocial impact of conflict and disasters by providing children with a sense of normality, stability, structure and hope for the future.

Headline data on the scale of humanitarian needs and funding shortages in the fields of child protection and education in emergencies

- The UN estimates that there are 250 million children living in conflict-affected areas. These children are at serious risk of violence, abuse, exploitation and neglect.
- 80 million children and adolescents (3 to 18 years) have had their education directly affected by emergencies and prolonged crises and 37 million have been forced out of school.
- Only 12% of children in emergency situations in need of education assistance are being reached.

²⁵ See for example, Nicolai, S. and Triplehorn, C. (2003) *The role of education in protecting children in conflict*. ODI.

Save the Children and the Norwegian Refugee Council. (2014). *Hear it From the Children: Why Education in Emergencies is Critical*.

- Funding for education in emergencies has almost halved (41%) since 2010. In 2015 less than 2% of all humanitarian aid went to education.
- There is now nearly a \$9 billion dollar humanitarian funding gap annually in the area of education in emergencies. Similarly, child protection remains a significantly and consistently underfunded area of humanitarian response – available data (although slightly dated) suggests that only a third (32 per cent) of the total humanitarian funding requirement for child protection was met in 2009.
- Increasingly, a small number of high visibility, acute emergencies are taking-up a disproportionate share of funding, leaving little to no funding for millions of children caught in other emergencies. Of the 133 education appeals made between 2010-2015, just six appeals – four related to the crisis in Syria – received nearly half of all funding.

Sources: UNICEF (2016) Humanitarian Action for Children; A World at School (2016) Scorecard on Education in Crises, March 2016

Overview of EU policies in the fields of education and child protection in emergencies

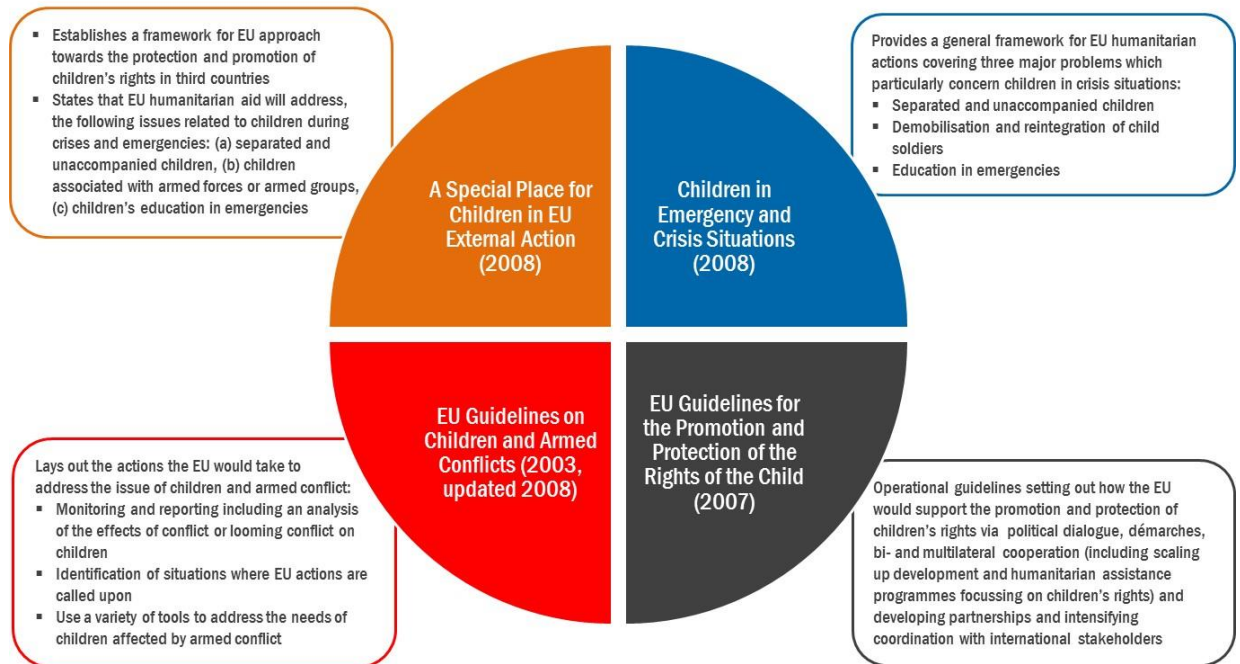
EU humanitarian aid provides a needs-based emergency response aimed at preserving life, preventing and alleviating human suffering and maintaining human dignity, while respecting the fundamental humanitarian principles of humanity, neutrality, impartiality and independence.²⁶ Article 39 of the European Consensus on Humanitarian Aid²⁷ requires that special attention be given to the needs of the most vulnerable, such as women, children, and the elderly, sick and disabled people.

Aside from above high level principles, **a set of four targeted policies** have guided the EU's political engagement, development assistance and humanitarian action in third countries on the issues of child protection and education in conflicts and other emergencies during the period covered by the evaluation (2008-2015).

²⁶ DG ECHO. 2015. Factsheet – Children in emergencies. Available at: http://ec.europa.eu/echo/files/aid/countries/factsheets/thematic/children_conflict_en.pdf

²⁷ OJ C 25, 30.1.2008. Available at: http://ec.europa.eu/echo/files/media/publications/consensus_en.pdf

Figure 6. EU Policy Framework for Education in Emergencies and Child protection



Source: ICF

The *EU Guidelines on Children and Armed Conflicts* adopted in 2003²⁸, were the EU's first attempt to articulate its policy on this issue. The guidelines focused on regular monitoring, reporting and assessments as the basis for identification of situations in which EU action was required, and on EU tools for action in relation to third countries – such as political dialogue, *démarches*, multilateral cooperation, crisis management operations and training. These guidelines were complemented by an implementation strategy in 2006²⁹ and updated in 2008³⁰. The *updated guidelines* emphasised three actions: (i) to conduct child needs assessments prior to or during country level programming of EU funds; (ii) to actively engage in local child protection networks; and (iii) to encourage the establishment of such networks. The *implementation strategy* was also subsequently revised in 2010³¹ to take account of new developments. This document set out the following overarching principles to underpin EU action: (i) long term approach to demobilisation and reintegration programmes for children (ii) paying particular attention to the specific needs of children in all stages of EU response; (iii) an inclusive approach that provides support to all conflict affected children.

²⁸ European Commission. 2003. *EU Guidelines on Children and Armed Conflicts*. Available at: <http://www.consilium.europa.eu/uedocs/cmsUpload/GuidelinesChildren.pdf>

²⁹ Council of the European Union. 2006. *Implementation Strategy for Guidelines on Children and Armed Conflict*. Available at: http://www.consilium.europa.eu/ueDocs/cms_Data/docs/hr/news65.pdf

³⁰ European Commission. 2008. *Update of the EU Guidelines on Children and Armed Conflicts*. Available at: http://eeas.europa.eu/human_rights/guidelines/children_armed_conflict/docs/10019_08_en.pdf

³¹ Council of the European Union. 2010. *Revised Implementation Strategy of the EU Guidelines on Children and Armed Conflict*. Available at: <http://data.consilium.europa.eu/doc/document/ST-17488-2010-INIT/en/pdf>

The 2007 *Guidelines for the Promotion and Protection of the Rights of the Child*³², outlining the EU's approach to advancing the promotion and protection of children from all forms of violence: (i) supporting advocacy actions to highlight the global character of the issue of violence against children and to promote worldwide support for the recommendations of the UN Secretary General's Study on violence against children³³; (ii) supporting country-specific action to prevent and combat all forms of violence against children.

The 2008 Communication, *A Special Place for Children in EU External Action*, which establishes a framework for the EU's approach to protection and promotion of children's rights in third countries³⁴. The Communication highlights that children are seldom given an opportunity to make their voices heard and to have their views taken into account, even on those matters that affect them directly. It thus, stresses that EU policies and programmes should contribute to giving children the possibility to express their views and having these views heard by the relevant authorities. It also calls for the EU to encourage partner governments to create National Action Plans for Children, through a participatory process including children and, where available, independent Children's Ombudsmen. If possible, discussions should focus on the setting-up of clear benchmarks and measurable targets including details about timelines and review mechanisms for such commitments. The EU should regularly liaise with children's representatives, children's Ombudsmen where present, relevant UN representatives, other international organisations dealing with children's rights, social partners, independent national institutions dealing with children's rights and NGO representatives (including child-protection networks). The European Forum on the Rights of the Child offers a valuable platform for facilitating such cooperation.³⁵

The 2008 EU Commission Staff Working Document on *Children in Emergency and Crisis Situations*³⁶ which provides an overarching policy framework specifically for the EU's *humanitarian action* in this area. It focuses on "three major problems which particularly concern children in crisis situations", namely: separated and unaccompanied children, child soldiers and education in emergencies. The document sets out in general terms what can be done in terms of EU humanitarian action, while making it clear that the specificities of EU intervention in each situation should be based on a consideration of the local context, available resources and aid architecture.

The policy framework is complemented by a set of practical tools:

- An *EU-UNICEF Child Rights Toolkit*, integrating child rights in development cooperation was created by the EU in cooperation with UNICEF to ensure that child rights are mainstreamed throughout development programming, budgeting, policy-making and law-making.³⁷ In 2014 and 2015, the toolkit was launched in over 40 countries. According to the EU, mainstreaming child rights applies to obvious areas of cooperation such as education and health, as well as other sectors that are perceived as less child-sensitive such as infrastructure, agriculture, energy, climate change or environment.³⁸
- ECHO has established a Gender Working Group (GWG) which has a remit to develop practical tools for (a) making EU humanitarian aid more gender-

³² European Commission. 2007. *EU Guidelines for the Promotion and Protection of the Rights of the Child*. Available at: <http://www.consilium.europa.eu/uedocs/cmsupload/16031.07.pdf>

³³ <http://www.unviolencestudy.org/>

³⁴ European Commission. 2008. *A Special Place for Children in EU External Action*

³⁵ *Ibid*, p. 6.

³⁶ *Ibid*.

³⁷ <http://www.unicef.org/eu/crtoolkit/>.

³⁸ http://eeas.europa.eu/human_rights/child/index_en.htm.

sensitive and (b) integrating sexual and gender-based violence (SGBV) into programming.

- In 2013, the GWG published a *Gender-Age Marker toolkit* which assesses to what extent each humanitarian action integrates gender and age considerations. The tools track gender and age sensitive actions and financial allocations, allowing DG ECHO to monitor its performance in integrating gender and age into humanitarian interventions.³⁹
- A *Staff Working Document* was also published in the same year which provides framework for systematically integrating gender perspectives into the EU's humanitarian assistance⁴⁰.

Recent policy developments

Although falling outside the scope of the evaluation, some recent policy developments are worth highlighting.

- The Commission's September 2015 Communication titled " *A global partnership for principled and effective humanitarian action*", developed in the lead-up to the World Humanitarian Summit that took place in May 2016, puts protection at the heart of the Commission's humanitarian action by ensuring that protection is systematically integrated into humanitarian action and by reinforcing cooperation between humanitarian and human rights communities.
- ECHO's recently published a *Protection strategy*⁴¹ which includes some references to child protection. It also provides definitions and references to global standards in the field of child protection. The guidelines state that the European Commission will fund both stand-alone and integrated protection programming and that protection should be mainstreamed in all humanitarian actions funded by the European Commission. This implies incorporating protection principles and promoting meaningful access, safety and dignity in humanitarian aid. The guidelines define protection as "addressing violence, coercion, deliberate deprivation and abuse for persons, groups and communities in the context of humanitarian crises". The main objectives of the Commission for a protection intervention are to prevent, reduce, mitigate and respond to protection threats; and to reduce the protection vulnerabilities and increase protection capacities.

It is suggested that partners should always consider objective 1 (prevent, reduce, mitigate and respond to protection threats). Objective 2 (reducing vulnerabilities and enhancing capacities) may be mainstreamed through activities from other sectors (e.g., WASH and food assistance) but should always consider the threats. In order to address these objectives, partners are suggested to use two main approaches – targeted actions (sector) and mainstreaming (cross-cutting).

Targeted protection actions relate to upholding of Protection Principles 3 and 4 from the 2011 Sphere Guidelines while protection mainstreaming refers to upholding Principles 1 and 2 – see box below.

³⁹ European Commission. 2013. *Gender-Age Marker toolkit*. Available at: http://ec.europa.eu/echo/files/policies/sectoral/gender_age_marker_toolkit.pdf

⁴⁰ European Commission. 2013. *Gender: Different needs, adapted assistance. Thematic policy document number 6*. Available at: http://ec.europa.eu/echo/files/policies/sectoral/gender_thematic_policy_document_en.pdf

⁴¹ European Commission (2016) *Humanitarian Protection: Improving protection outcomes to reduce risks for people in humanitarian crises*, Commission Staff Working Document, SWD(2016) 183 final, p. 3.

Box 2 the four basic Protection Principles

- Avoid exposing people to further harm as a result of your actions
- Ensure people's access to impartial assistance – in proportion to need and without discrimination
- Protect people from physical and psychological harm arising from violence and coercion
- Assist people to claim their rights, access available remedies and recover from the effects of abuse

This document also provides guidance on how risk analysis should be conducted and taken into account when submitting a proposal for the Commission. It suggests to reflect the linkage between threats, vulnerabilities and capacities by given population to face the protection risk. The risk analysis should be context specific and individual to each situation, and to extent possible from the perspective of the affected population.

In order to achieve protection outcomes, complementarity and collaboration are seen to be the key aspects that will receive particular attention from the European Commission. The 2016 Communication *Lives in Dignity: from Aid-dependence to Self-reliance: Forced Displacement and Development* lists specific actions aimed at education for children affected by humanitarian emergencies, refugees and IDPs:⁴²

- Coordinate more closely with host countries to analyse educational levels and needs and ensure a greater continuity between education in emergencies and non-formal education and/or the public education services;
- Encourage host countries to use the potential of displaced teaching/education personnel at all education levels;
- Support financially and operationally the good functioning of public education services while promoting equal access to education for displaced children, particularly girls;
- Utilise technological advancements, such as the internet, smartphones and interactive learning, to make integration and learning easier; and
- Facilitate access to universities, also by offering scholarships, and put in place higher education distance learning and certified higher education programmes which provide flexible accreditation.

Finally, a relatively recent Staff Working Document on *Gender Equality and Women's Empowerment: Transforming the Lives of Girls and Women through EU External Relations (2016-2020)* outlines the Commission's aim to strengthen girls' and women's voices, and facilitating their participation and empowerment, and to enhance gender equality, through external relations. It states that the Commission services and the European External Action Service (EEAS) will continue investing in efforts to provide girls and women greater choice and control over decisions that affect their mental and physical wellbeing, and to support survivors and their communities to overcome violations and prevent their recurrence. Commission services and the EEAS will continue to contribute in a measurable manner to

⁴² Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions. *Lives in Dignity: from Aid-dependence to Self-reliance: Forced Displacement and Development*, 26 April 2016, p. 12. Available at: http://ec.europa.eu/echo/files/policies/refugees-idp/Communication_Forced_Displacement_Development_2016.pdf.

preventing, and responding to, all forms of violence against girls and women. They will do so by contributing to:

- Women's increased participation in policy, governance and electoral processes at all levels;
- Empowering girls' and women's organisations and human rights defenders;
- Supporting agents of change working to shift negative social or cultural norms, including the media, women's grassroots organisations and the active involvement of men and boys; and
- Women's increased participation in decision-making processes on climate and environmental issues.

Alongside the above policy developments, ECHO has developed an *internal assessment grid for evaluating proposals for education in emergencies actions*. The grid comprises the following parameters for assessing the quality of proposals:

- Relevance to the priority: Enabling access to safe and quality education
- Response to protection needs
- Relevance to country/crises priorities
- Efficiency in achievement of outputs & outcomes
- Complementarity with development priorities
- Strengthening of community based structures
- Coordination with humanitarian governance mechanisms
- Capacity building and selection of teachers
- Incorporation of lessons learned & good practice
- Partners capacity
- Sustainability
- Curriculum and teaching language
- M&E framework
- Linkages to other humanitarian sectors.

3.1.2 Extent to which the framework for ECHO and its partners to respond effectively and efficiently (to the protection and education needs of children caught up in emergencies and crises) has been sufficient

Although highly relevant, the EU's policy framework for CP and EiE (summarised in section 3.1.1) is however, not entirely fit for purpose. We noted the following main weaknesses with the current policy framework and recent policy developments:

- A review of documents showed their content to be at a high level, without the detail needed to guide specific child protection and education actions on the ground. For instance, the current policy framework does not address the following issues:
 - Strategic priorities, defined in terms of geographic focus, emergency contexts (e.g. conflicts, focus on forgotten crises) and needs;
 - Key elements of ECHO's response such as targeted versus integrated actions, linkages between child protection and education in emergencies,

typologies of actions that ECHO will fund in the different contexts (prevention, response, capacity building, advocacy etc.);

- The positioning of ECHO-funded interventions alongside DEVCO / NEAR to achieve a joined-up approach in protracted crisis situations.

In effect, a multi-annual strategy to frame ECHO and its partners' activities is crucially missing. As a result, in some contexts, the approach to funding CP/ EIE has been project-based (e.g. Afghanistan) whereas in others (e.g. Colombia) it has been more clearly rooted into an EU/ECHO specific country / emergency response.

ECHO field officers and partners echoed these views in interviews. Moreover, stakeholder interviews suggest that a plethora of policy documentation and guidelines add to confusion instead of providing clarity.

The *2008 Communication on Children in Emergency and Crisis Situations* provides a general framework for EU humanitarian actions covering three major problems which particularly concern children in crisis situations: (i) taking care of separated and unaccompanied children; (ii) demobilisation and reintegration of child soldiers; and (iii) education in emergencies. Although these are still major problems today, the context has changed – especially in light of the current refugee and migration crisis. Some additional child protection problems are:

- Children affected by armed conflict (a much broader concept than child soldiers);
- Children on the move including migrating children;
- Child trafficking (including for the purpose of harvesting organs) and smuggling;
- Violence against children, especially against girls which includes harmful traditional practices such as Female Genital Mutilation/Cutting (FGM/C) and early/forced marriage; and
- Child labour.

More recent updates to policy such as the *2016 Communication on Lives in Dignity: from Aid-dependence to Self-reliance: Forced Displacement and Development* list specific actions aimed at education for children affected by humanitarian emergencies, refugees and IDPs. It is however, not clear who is responsible for taking these actions forward.

Recent policy documents (notably, the 2016 Communication cited above) indicate a shift from a 'continuum' model (a linear approach dominated by 'hand-over' thinking) to a 'contiguuum' approach i.e. an integrated and encompassing approach whereby relief, rehabilitation, and development are carried out side by side in order to respond effectively to all aspects of a crisis. This reflects a wider evolution of ECHO policy focus from meeting urgent needs to focusing on resilience and sustainability. These are positive developments considering the increasingly protracted nature of modern day crises/conflicts. These shifts in policy now need to be translated into practice.

3.1.3 ECHO funded actions have been relevant and appropriate

EQ 2 – To what extent have the ECHO-funded projects in the areas of Child Protection and Education (including the EU Children of Peace Initiative, Geographical HIPs, and DIPECHO) addressed the special needs and vulnerabilities of children, and to what extent have boys and girls of different age groups benefitted equally?

Judgement criteria

Relevance and appropriateness of ECHO's overall response

At a global level, funding is allocated on the basis of a needs assessment and context analysis

The education and child protection needs of children are systematically assessed and appropriately prioritised in HIPs (on the basis of scale and type of the crisis, humanitarian aid architecture, specificities of the cultural and geographical contexts, local capacity etc.)

There are no critical gaps in ECHO's overall response

Relevance and appropriateness of ECHO funded actions

Individual actions are based on an assessment of humanitarian needs

Activities funded are appropriate to identified needs and take account of gender / age sensitivities; the local context and cultural factors; the response of other actors (national governments, humanitarian community and development actors) etc.

3.1.3.1 Extent to which ECHO's overall response has been relevant and appropriate

Allocation of funding

ECHO has developed a two-phase framework for assessing and analysing humanitarian needs in specific countries and crises. This framework provides the basis for prioritisation of needs, funding allocation, and development of humanitarian implementation plans (HIPs).

The first phase is a global evaluation along the following two dimensions:

- *Index for Risk Management (INFORM)* is a tool used for a comparative analysis of countries to identify their level of risk to humanitarian crisis and disaster. It includes three dimensions of risk: natural and man-made hazards exposure, population vulnerability and national coping capacity.
- *The Forgotten Crisis Assessment (FCA)* identifies serious humanitarian crisis situations where the affected populations receive little or no international aid. These crises are characterised by low media coverage, a lack of donor interest (as measured through aid per capita) and a weak political commitment to solve the crisis, resulting in an insufficient presence of humanitarian actors.

The second phase of the framework focuses on context and response analysis. *Integrated Analysis Framework (IAF)* is an in-depth assessment carried out by European Commission's humanitarian experts. It consists of a qualitative assessment of humanitarian needs per crisis, taking into account the population affected and foreseeable trends.

Funding is typically allocated geographically (to regions and countries), with the exception of DIPECHO and EU-CoP. More recently, in recognition of the significant under-funding of EiE, Commissioner Christos Stylianides made a commitment to scale-up the EU's support dedicated to this sector to 4% of the 2016 humanitarian aid budget (€52 million). This is in line with the target set by the UN's Global Education First Initiative (GEFI)⁴³. There is no earmarked funding for child protection.

⁴³ See page 133 of the *Education for All, Global Monitoring Report for 2013/14*

Identification of needs in HIPs

Our general observation – from a sample based review of geographic HIPs - is that geographical HIPs do not systematically provide an assessment of education and protection needs of children caught up in emergencies (see Table 9). Moreover, the EU CoP HIPs covered by the evaluation period (2012-2015) also do not provide a detailed analysis of children’s needs in different emergency / crisis contexts and gaps in humanitarian response, although this issue has partly been corrected in the 2016 HIP. Similarly, a review of the most recent versions of a sample of geographical HIPs shows that Commissioner Stylianides’ commitment to scale-up ECHO's financial support towards EiE to reach the global target of 4 % is now specifically mentioned in some. These HIPs also provide guidance on priority areas to be supported and on criteria upon which funding decisions can be made, e.g. areas where the % of out-of-school children is particularly high, where there are grave child protection concerns and where other sources of funding available are limited.⁴⁴ The needs assessment however, remains an area requiring considerable improvement. Some field based partners have also suggested that the HIPs are becoming increasingly top-down (HQ driven) and are not sufficiently taking account of bottom-up feedback and inputs. This would quite naturally reduce the relevance of ECHO’s interventions.

Table 6. Main findings of a review of select geographic HIPs

HIP	Explicit references to		References made in HIP on these themes
	CP	EiE	
Colombia 2008	yes	yes	<p>Section on identified humanitarian needs: Education and child protection against forced recruitment.</p> <p>Needs highlighted: -financial barriers for displaced population to access education -lack of ID documents that are required to access schools -forced recruitment by illegal armed groups -displaced minors targeted by illegal armed forces in urban areas</p> <p>The HIP focuses on newly displaced children and states that a clear link with formal education systems will be established.</p> <p>Specific objectives also list components of CP activities: child protection activities (to deter the recruitment of minors by armed groups and to protect them from other forms of violence)</p>

⁴⁴ For example, the April 2016 version of the North Africa HIP and Afghanistan/ Pakistan 2015 HIP indicate “This additional contribution [to EiE] will be used to support activities that enable safe access to quality education for boys and girls in ongoing conflicts, complex emergencies, other situations of violence and early recovery phases. Furthermore, it may support longer-term education activities in protracted crises and in refugee/IDP camps, as well as actions targeting transition to formal education systems”.

<http://ec.europa.eu/echo/files/funding/decisions/2016/HIPs/HIP%20NF%20V2%20FINAL.pdf>

Evaluation of DG ECHO's Actions in the field of Protection and Education of Children in Emergency and Crisis Situations (2008-2015)

HIP	Explicit references to		References made in HIP on these themes
	CP	EiE	
Colombia 2011	no	no	The HIP mentions child recruitment by illegal armed forces as a general issue
Colombia 2012	no	no	Mobility restrictions are mentioned as a caveat for children accessing education services. Protection is the overarching element of the HIP, but it does not specifically mention child protection.
Pakistan 2012	no	no	
Congo / DRC 2011	no	no	
Congo / DRC 2014	no	yes	<p>In line with LRRD and other ECHO activities it is mentioned that: In the Democratic Republic of Congo, DG ECHO through Norwegian Refugee Council, working as part of a consortium with Save the Children, supports educational and protection activities that will provide learning opportunities for more than 9 180 boys and girls displaced by conflict in Petit Nord Kivu, in the Province of Nord Kivu.</p> <p>Access to education is mentioned as one of the needs, but specific education needs are not elaborated</p>
Syria 2013	yes	yes	It only lists the actions of other donors/ partners/ national and international actors in the field of education and child protection.
Sudan and South Sudan 2013	no	no	The needs assessment states that child recruitment by armed forces is very common, but the issue is not discussed further.
oPT 2008	no	no	
Sudan 2008	no	no	
Afghanistan/ Pakistan 2015	yes	yes	An additional amount of EUR 4.5 million was added to the HIP following the Commissioner's commitment to increase spending on EiE to support activities that enable safe access to quality education for boys and girls in ongoing conflicts, complex emergencies, other situations of violence and early recovery phases and longer-term education activities in protracted crises and in refugee/IDP camps, as well as actions targeting transition to formal education systems.

HIP	Explicit references to		References made in HIP on these themes
	CP	EiE	
			The HIP focuses on education in emergency projects in areas where the % of out-of-school children is particularly high, there are grave child protection concerns and where other sources of funding available are limited.
CAR 2013	no	no	
Nigeria 2014	no	no	

Gaps in ECHO's response

When exploring gaps in ECHO's response, an ECHO partner highlighted that EU CoP funding is very much focused on conflicts and less on other emergencies such as natural disasters, which can be seen as a gap in ECHO's response. We understand that it is ECHO's conscious policy choice to prioritise its interventions in conflict areas due to the scale of humanitarian needs in such contexts and the lack of/ limited presence of other humanitarian actors. This focus is justified in our view, but could be articulated and explained in policy documentation.

Aside from this, some stakeholders mentioned that due to limited funding, it was not possible to cover all affected areas within a particular country or region. We carried out further desk research to check if there were any geographical gaps in ECHO's CP and EiE response. We reviewed UNICEF's humanitarian appeals for the years 2012 to 2016 and the latest scorecard on Education in Crises, prepared by the World at School to extract evidence on the scale of children affected by the main crises and emergencies of recent years (except for malnutrition and food insecurity crises as these fall outside the scope of the evaluation). This data was mapped against ECHO funded actions during the period 2008 to 2015. The analysis highlights the following:

- (i) No CP and EiE actions were funded by ECHO in Burkina Faso, Burundi and Yemen despite identified needs (although the data presented in Table 10 is recent, these countries have been affected by protection crises/ internal conflicts for several years including the period covered by the evaluation).
- (ii) A disproportionate share of ECHO's funding has gone to DRC, Sudan/ South Sudan, State of oPT and Somalia as compared to countries like Iraq, Libya, Nigeria and CAR.

The rationale behind the above geographical gaps and funding allocation decisions is not documented anywhere by ECHO and is therefore, hard to explain in absence of a strategy. Moreover, it could also be questioned whether a handful of projects could really make a difference in countries such as Libya, Nigeria and Ukraine where millions of people are affected.

The table below presents a mapping of ECHO funded actions against main conflicts and emergencies:

Evaluation of DG ECHO's Actions in the field of Protection and Education of Children in Emergency and Crisis Situations (2008-2015)

Country	Description of emergency	Scale of the crisis as assessed by UNICEF	Children in need of education assistance (2016)	ECHO's response (2008-2015)	
				Actions	Funding
Afghanistan	Armed conflict and natural disasters	Hundreds of thousands displaced	3 m	7	€5.6 m
Burkina Faso	Violence and terrorism	1.5 m IDPS of which the majority are women and children	860,000	0	0
Burundi	Protection crisis	~220 000 people have sought asylum in neighbouring countries	Not available	0	0
CAR	Complex humanitarian and protection crisis	2.4 m children affected	1.4 m	6	€4.6 m
Colombia	Armed conflict	Half of the more than 7 m registered victims of the conflict are children	Not available	15*	€5 m*
DRC	Armed conflict	2.7 displaced people	3.2 m	20	€50 m
Iraq	Violence and instability	5.2 m people affected incl. 2.2 m IDPs (50% children)	3.1 m	4	€1.8 m
Mali	Armed conflict		Not available	3	€5.5 m
Libya	Armed conflict		2 m	2	€1.9 m
Myanmar	Civil conflict	297,000 cut-off from essential services		5	€2.5 m
Nepal	Natural disasters		1.5 m	3	€1.8 m
Nigeria	Boko Haram attacks resulting in internal displacement		2 m IDPs	2	€2 m

Evaluation of DG ECHO's Actions in the field of Protection and Education of Children in Emergency and Crisis Situations (2008-2015)

Country	Description of emergency	Scale of the crisis as assessed by UNICEF	Children in need of education assistance (2016)	ECHO's response (2008-2015)	
				Actions	Funding
State of oPT	Hostilities and violence in Gaza strip		760,000	28	€17.2 m
Somalia	Armed conflict	1 million people require urgent life-saving assistance, mostly children	1.7 m	8	€11.7 m
Sudan	Ongoing violence in Darfur, the Kordofan States, Blue Nile and Abyei	3.1 m people displaced people	2.5 m	7	€30 m
South Sudan	Armed conflict	2.3 m people have fled their homes	1.7 m		
Syria	Armed conflict	Over 8 m children affected (5.6 m inside Syria and 1.7 m refugees)	4.5 m	6**	€8 m**
Ukraine	Armed conflict	580 000 children affected by conflict	600,000	1	€0.8 m
Yemen	<i>Political instability and expanding localised conflicts</i>	<i>With escalation of conflict in 2015, 9.9 m children require humanitarian assistance</i>	2.9 m	0	0

Sources: UNICEF's funding appeals for 2012 to 2016, A World at School (2016) Scorecard on Education in Crises, March 2016 and ICF analysis of ECHO funded actions, ECHO's HOPE database

*Additionally Colombia has been covered by several multi-country actions

**Additionally ECHO has funded several actions targeting Syrian refugees in neighbouring countries

3.1.3.2 Extent to which ECHO funded actions have been relevant and appropriate

Our main findings – based on project documentation review, stakeholder interviews and expert inputs – are as follows:

Overall needs assessment

- All of the ECHO funded actions we reviewed, had undertaken some form of needs assessment. We however, noted large variation in the level of detail provided in project documentation and methodological approaches used. For example:
- While a majority of the projects reviewed used participatory approaches to needs assessments, we also found examples of projects that relied exclusively on secondary sources of information.
- Practices vary across partners with respect to the involvement of children in needs assessment. Several partners reported (e.g. Plan International, UNHCR, War Child) involving children in the needs assessment process in the form of focus groups, children clubs etc. Some partners (e.g. ZOA, NRC) mentioned that this was not possible due to access/ security related concerns. For example, NRC usually conducts Rapid Needs Assessments in which leaders and communities are consulted. Considering the emergency nature of projects, there is usually not time to plan a risk assessment involving children.
- **Although individual actions are based on an assessment of humanitarian needs assessment, our general impression is that needs can be better documented by partners in single forms and reports.** The single forms typically describe the needs assessment process, but not the needs that were identified and subsequently addressed by the ECHO funded action. Consequently, it is not possible to categorically conclude whether the needs assessments were comprehensive and the most urgent or the most important needs of the affected children were correctly identified by partners.

Age specific or gender specific needs

- The specific needs of boys and girls and different age groups are not always documented in the single forms or project reports. Interviews suggest that **some partners take gender considerations into account in the design of their actions** (tailoring their approaches and activities to reflect any gender based differences). Similarly, partner interviews suggest that **interventions are being tailored for specific age groups, especially education interventions.** For example, the NRC explained that its immediate response is always adapted to gender needs (e.g. hygiene kits are different for the two groups, separated latrines are built) and in some cultural contexts, partners reported making special efforts to promote education among girls. The Danish Refugee Council mentioned that it divides child friendly spaces by age and another partner explained that its education material is tailored for different age groups.
- We explored how the gender-age marker was being used by partners to take account of gender and age specific issues. We found mixed results:
- Some partners appear to be using the gender-age marker merely to report disaggregated beneficiary data.
- Some partners reported it as being a useful tool for considering gender and age issues in the design of actions. Although, it was also mentioned by some

partners and ECHO field officers that more attention needs to be paid to gender and age issues at the implementation stage.

- Some partners noted that they have similar or better internal tools and as such, ECHO's gender-age marker does not add much practical value.
- Finally there are some partners who regard it as unhelpful and irrelevant especially when their intervention is targeted to specific groups such as adolescent girls or detainee boys. According to them, the gender-age marker forces them to take account of the needs other groups that are not being targeted by their action. According to one partner:
 - *"it's [the gender-age marker] creating more barriers while ensuring that individuals receive specific attention, in the sense that it seems that projects that are looking specifically at some groups (e.g. adolescent boys/girls) now have to look at all other groups. This is not the purpose of the age-gender marker. There is room for improvement for case officer in understanding their own guidelines, particularly on this matter"*
- The above findings suggest that the purpose and use of the gender-age marker is not well understood by all ECHO partners and field officers.

Special needs

We noted that **special needs of disabled children are not systematically assessed**. Some isolated examples of good practice can be found. For example, ACTED reported working closely with Handicap International to improve accessibility in refugee camps and to reach out to children who were excluded from participating in child friendly spaces due to barriers. ACTED developed a mobile child friendly space and mobile CP unit, provide transportation.

Partners' response to identified needs

- In general, the **projects appear to have made reasonable attempts to address the needs identified during assessments**. In most cases, the activities designed would, if well implemented, go some way towards meeting those needs.
- In the education sector, there is a preponderance of emphasis on primary schooling, though some projects support early childhood education and learning opportunities for adolescents. Many projects target out-of-school children and youth, not only those already in school, usually through non-formal education programming. Many projects also address the need for quality improvements in education provision, through technical and financial inputs and capacity strengthening activities.
- Projects that focus on provision of services to people forcibly displaced, whether refugees or IDPs, commendably acknowledge that forced migrants may be in camps or scattered, self-settled, in mostly urban communities. They target people in both settings, but also the host communities, which are affected by the presence of refugees or IDPs. This is sound programming.
- Taken as a whole, the sample of projects covers a wide range of technical issues and approaches in both child protection and education. Some, though not all, find inspiration in the key global standards for the respective fields and their supporting planning and management toolkits.
- **A key limitation of the responses proposed in the projects is the brief time duration, typically 12-18 months**. In such a short period, it is barely possible to fulfil a wide range of planned project outcomes, based on building trust with local communities to ensure local ownership, using participatory

approaches and guaranteeing the durability of a project, let alone to build lasting impacts upon children, schools, communities and whole countries.

- Both child protection and education in emergencies, particularly in protracted crises, require multi-year, even whole-of-childhood approaches, with rolling commitments to each new age cohort. That in turn demands a joined-up approach by humanitarian and development partners, perhaps an acknowledgement that the humanitarian/development distinction is an artificial one that does not reflect the realities of people's lives. Due to their short timeframes, ECHO-funded projects are unable to take a truly long-term developmental approach to the meeting of children's emergency needs.

Many of the actions contained components of capacity building of local, regional and national governments, either as direct activities, or as presumed by-products of partnership with government ministries and other entities. This is quite positive. Nevertheless, at present ECHO, as a humanitarian actor, does not directly work with governments; instead it seeks to influence government policies through advocacy and indirectly supports state capacity building through its partners. This approach has its limits which are further discussed under the section on sustainability.

3.2 Coherence

EQ 3 - To what extent have ECHO-funded actions under the evaluation subject been relevant to and coherent with global reference documents, such as the Minimum Standards for Child Protection in Humanitarian Action and the INEE Minimum Standards for Education in Emergencies?

Judgement criteria

ECHO-funded actions have been designed in alignment with principles set out in global reference documents.

The level of 'compliance' with those documents has increased over time and contributing factors have been identified (exposure, training etc).

3.2.1 Extent to which ECHO-funded actions have been designed in alignment with principles set out in global reference documents

Several platforms or bodies exist at global level with the mandate of developing standards (e.g. INEE), tools or guidelines and knowledge in the areas of EiE and CPiE. This is to encourage their members and the global humanitarian and international development communities at large to adopt good practices. Some of these bodies have more of a practical, coordination and accountability role during emergencies (e.g. the Global Education and Protection Clusters).

The main standards and approaches, in the area of the protection and education of children in emergencies and crises, promoted at global level are the following:

- The 2010 INEE (Inter-Agency Network for Education in Emergencies) Minimum Standards for Education: Preparedness, Response, Recovery - A Commitment to Access, Quality and Accountability
- The 2010 Core Commitments for Children in Humanitarian Action (UNICEF)
- The 2011 Operational Guidance on Refugee Protection and Solutions in Urban Areas: Ensuring Access to Education (UNHCR)
- The 2012 Child Protection Working Group (CPWG) Minimum Standards for Child Protection in Humanitarian Action

The main bodies responsible for education and protection in emergencies globally are described in Table 7.

Table 7. Main bodies responsible for education and protection in emergencies globally

	Education	Protection	Main role	Area of focus	Main tools / guidelines	Organisations involved
INEE	X		Knowledge and standards	Education in emergencies (general)	Inter-Agency Child Protection Information Management System	130 partner organisations. Steering Committee comprised of IRC, NORAD, NRC, OSF, RET, UNESCO, UNHCR, UNICEF, USAID, WVI
Global Education Cluster	X		Coordination	Education in emergencies (general)	Various reports on promising practices and lessons learned	Co-led by UNICEF and SCI
Global Partnership for Education (GPE)	X		Standard-setting & interventions	Development of education systems and infrastructure in developing countries	GPE Results Framework	65 developing countries, 20 donor governments, international organisations, private sector and foundations, teachers, CSO/NGOs. UNICEF, UNESCO and World Bank have supervisory roles
Global Protection Cluster		X	Coordination	Protection in emergencies (general)	Minimum Standards for Child Protection in Humanitarian Action	Coordinated by UNHCR
Child Protection Working Group (CPWG)		X	Coordination	Child protection in emergencies (general)	Child Protection Rapid Assessment Toolkit	Coordinated by UNICEF
Global Coalition to	X	X	Identification of promising	Child protection in educational	Guidelines for Protecting	52 Member countries.

		Education	Protection				
				Main role	Area of focus	Main tools / guidelines	Organisations involved
Protect Education from Attack (GCPEA)				practices and knowledge-sharing	settings in conflict situations	Schools and Universities from Military Use Safe Schools Declaration	Steering Committee comprised of CARA, HRW, PEIC, SCI, UNICEF, UNESCO, UNHCR, UNICEF
Worldwide Initiative for Safe Schools	X	X		Coordination and promotion of promising practices	Child protection in educational settings in natural disaster settings	Various reports on promising practices and lessons learned	National government-led and coordinated by UNISDR

Compliance by donors and their partners with existing global sectoral standards (pieces of guidance and coordination fora) is key in driving quality in humanitarian aid, e.g. in terms of compliance with best practice, securing coordination and coherence amongst actors etc. This is more so true in cross-cutting areas such as protection and EiE. More so for ECHO for which EiE was a new humanitarian area of support over the evaluation period. This being said compliance with standards is recognised as progressive in nature and also aspirational and context-dependent. Some standards are recognised to be difficult for any donor or partner to comply with, especially in acute emergency contexts, e.g. ensuring that teachers are fully qualified, teacher/pupil ratio, proper school equipment etc. Secondly, it is also recognised that compliance is maximised when standards are contextualised.

The evaluation found that some HIPs and project documents made specific references to INEE and CPMS as well as other global standards⁴⁵ but at a rather general level. It also found that, overall, ECHO field offices and partners have had differing levels of comprehension and adherence to key global standards in CPiE and EiE, as well as capacity to implement them.

The INEE Minimum Standards in Education and Minimum Standards for Child Protection in Humanitarian Action (CPMS) were the most widely known standards by ECHO field offices and partners – yet in a varying level of detail. Variations in ECHO staff’s knowledge of global standards - especially amongst those who were not thematic specialists in neither CP nor EiE – had some effects in terms of proposals selected and the monitoring of actions implemented by partners. Generally however, the evaluation found that, actions funded by ECHO were generally compliant with key global standards, e.g. in the case of INEE standards:

- Efforts to involve community members in the needs assessment and planning that support project design - though it was noted that it can be challenging to involve children

⁴⁵ E.g., the 2011 Operational Guidance on Refugee Protection and Solutions in Urban Areas: Ensuring Access to Education (UNHCR), the 2000 Sphere (Handbook) Humanitarian Charter and Minimum Standards in Humanitarian Response; UNHCR’s policy on Refugee Children, UN Convention on the Rights of Child, IASC guidelines on mental health and psychological support in emergency context.

- Efforts to use local community resources to implement education programmes and other learning activities: close to all ECHO funded education actions sourced teachers from local communities / or camps.
- Efforts to embed, as far as possible, humanitarian support within national / local educational systems etc.
- efforts to promote learner-centred, participatory and inclusive teaching

Shortcomings were found mainly at the level of needs assessments and results monitoring. This was due to the emergency context itself, e.g. where national or local data systems were disrupted, or shortages in time to conduct through needs assessments, or due to difficulties, in some cases, to access beneficiary areas (for security reasons and also difficulties in communication with implementing partners or their local partners).

3.2.2 Extent to which the level of 'compliance' with those documents increased over time and contributing factors

A number of factors contributed to ECHO and partners' level of compliance' with global CP and EiE standards.

Generally, child-focused partners were more knowledgeable of the global standards than ECHO field staff. Some ECHO Field Officers reported that they had received training on protection themes in general, and that training on education was planned. They reported that there had been room for more training at Field level however. One way for ECHO to ensure that global standards were most likely to be respected was to select established child-focused organisations. Some implementing partners (e.g. Save the Children, UNICEF) have been involved in UNICEF's education cluster, in INEE, in the Global Coalition to Protect Education from Attack⁴⁶. Other partners already incorporated the global standards in their own project cycle management and training paths and ECHO had no specific role in encouraging them to do so. Knowledge exchange between ECHO staff and those organisations occurred often at ECHO's demand. Working with child-focused organisations was not always sufficient however. In some instances, even establishing partners were short in compliance with some standards, for capacity issues and other reasons.

Due to the general, non-sector specific, nature of ECHO's Single Form (document completed during the project's life's cycle)⁴⁷, INEE and CPWG minimum standards could not be reflected specifically. In turn, some staff did not seek to operationalise child-specific standards and guidelines, when appraising proposals or monitoring actions, as they were not specifically required to do so. Others indicated that most standards reflected 'common sense' and hence had been appropriately followed. The recent inclusion of thematic experts within ECHO at field and HQ level was a positive development. A number of ECHO offices reported having reached out to the currently available field experts for thematic guidance, in addition to the children and gender focal point at ECHO's headquarters, i.e. the Global Thematic Coordinator for Gender based in Nairobi; one Global Thematic Coordinator for Protection, based in Amman; and two regional protection experts, based in Amman and Yaoundé.

⁴⁶ An inter-agency coalition formed in 2010 to address the problem of targeted attacks on education during armed conflict, which has produced in 2014 Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict, <http://www.protectingeducation.org/>

⁴⁷ The Single Form is a living document which ECHO partners use for the submission of Proposals, Modification requests, Interim reports, Final reports, http://dgecho-partners-helpdesk.eu/action_proposal/what_is_sf/start

The introduction of the gender-age marker in 2014 in the Single Form was also an important milestone in bringing attention to children (beyond its overarching objective of making "actions more sensitive to the different needs and capacities of women and men of different ages"⁴⁸). This marker requires from partners to consider age issues at the different stages of the project cycle (proposal to monitoring). Prior to it, there had been no ECHO-specific protocol to ensure that child-focused standards were followed at different stages of the project cycle.

Donors' engagement in clusters and coordination and knowledge-exchange fora, both at global and local level, also has a role in contributing to compliance with global standards and coherence in donors' actions in a given sector or emergency. The evaluation found that ECHO's engagement in the CP and EiE clusters and bodies - in terms of funding but also participation in global and local discussions - has been inconsistent over the evaluation period. In the child protection sector, whilst ECHO contributed funds to the CPWG for work plan initiatives and the staffing of the coordination function⁴⁹ and was considered as deeply engaged over the funding duration, engagement reportedly stopped when funding ended. Inconsistencies in engagement can have knock-on effects, e.g. some stakeholders reported that there was scope for further consideration of - and alignment - between the CPWG Child Protection policy and ECHO policies and tools, country level strategies and funding choices. In the education in emergencies sector, ECHO has not - up until the end of the evaluation period - contributed significantly to global level discussions, e.g. it is not a member of the Global Education Cluster⁵⁰, nor has it funded it.

At field level, the evaluation found that, in a number of emergency contexts, whilst partners attended cluster meetings, donors' attendance varied - including ECHO's - often due to capacity issues, lack of prioritisation, and cluster dynamics and level of engagement. This has contributed to instances where ECHO's HIPs and funding priorities were somewhat not sufficiently linked to Humanitarian Response Plans, generally led by the local cluster lead(s) when this is what standards foresee.

Most recent developments in relation to adherence with global standards.

Efforts within ECHO to secure compliance with global EiE and CPiE standards have increased towards the very end of the evaluation period and since then. This reflects the importance gained by EiE and child protection since the launch of EU CoP in 2012 and also the 2016 announcement made by Commissioner Christos Stylianides to commit 4% of ECHO funds to EiE. For example, the most recent versions of the EU CoP funding guidelines (e.g. 2016) refer to the global standards and require that partners comply with them⁵¹. The specific guidelines and assessment criteria in EU CoP funding guidelines also reflect them.⁵² ECHO's new (2016) internal (non-public) assessment tool for proposals of EiE complies with a number of global standards, e.g. attention to the partner's capacity (including knowledge of country), to the integration to the action within ECHO's other sectoral response and also within its overall country or emergency humanitarian response, to the sustainability of its results (e.g. accreditation of curriculum followed, certification of refugees' and IDPs' learning attainments).

⁴⁸ https://ec.europa.eu/echo/files/policies/sectoral/gender_age_marker_toolkit.pdf

⁴⁹ <http://cpwg.net/cpwg/support-us/>

⁵⁰ <http://educationcluster.net/who-we-are/education-cluster-global-partners/>

⁵¹ *Technical annex: "All actions funded under the EU Children of Peace initiative should in their design adhere to the INEE Minimum Standards for Education: Preparedness, Response, Recovery, as well as the Minimum Standards for Child Protection in Humanitarian action. "*

⁵² See Sections 3.21 and 3.2.2.2.

3.3 Effectiveness

Findings under this evaluation criteria are structured around two evaluation question and related judgement criteria, as presented in the box below.

EQ 4 - To what extent have the ECHO-funded Education actions under the evaluation subject been effective in providing quality education? To what extent have Child Protection activities been properly integrated in these actions?

Judgement criteria

ECHO funded actions have met their stated objectives and addressed the education needs of children caught up in emergencies

There is evidence of the positive effects of ECHO funded actions such as improved learning outcomes, improved sense of wellbeing and cognitive development

ECHO as a donor has equally prioritised quality considerations alongside access to education

ECHO funded actions have adequately integrated child protection activities

Factors contributing to or constraining the effectiveness of ECHO-funded education actions have been identified

EQ 5 – To what extent have the different ECHO-funded Protection actions under the evaluation subject been effective in enhancing protection of children in emergencies?

Judgement criteria

ECHO funded actions have addressed the protection needs of children caught up in emergencies.

ECHO funded actions have met their stated objectives. There is evidence of the positive effects of ECHO funded actions

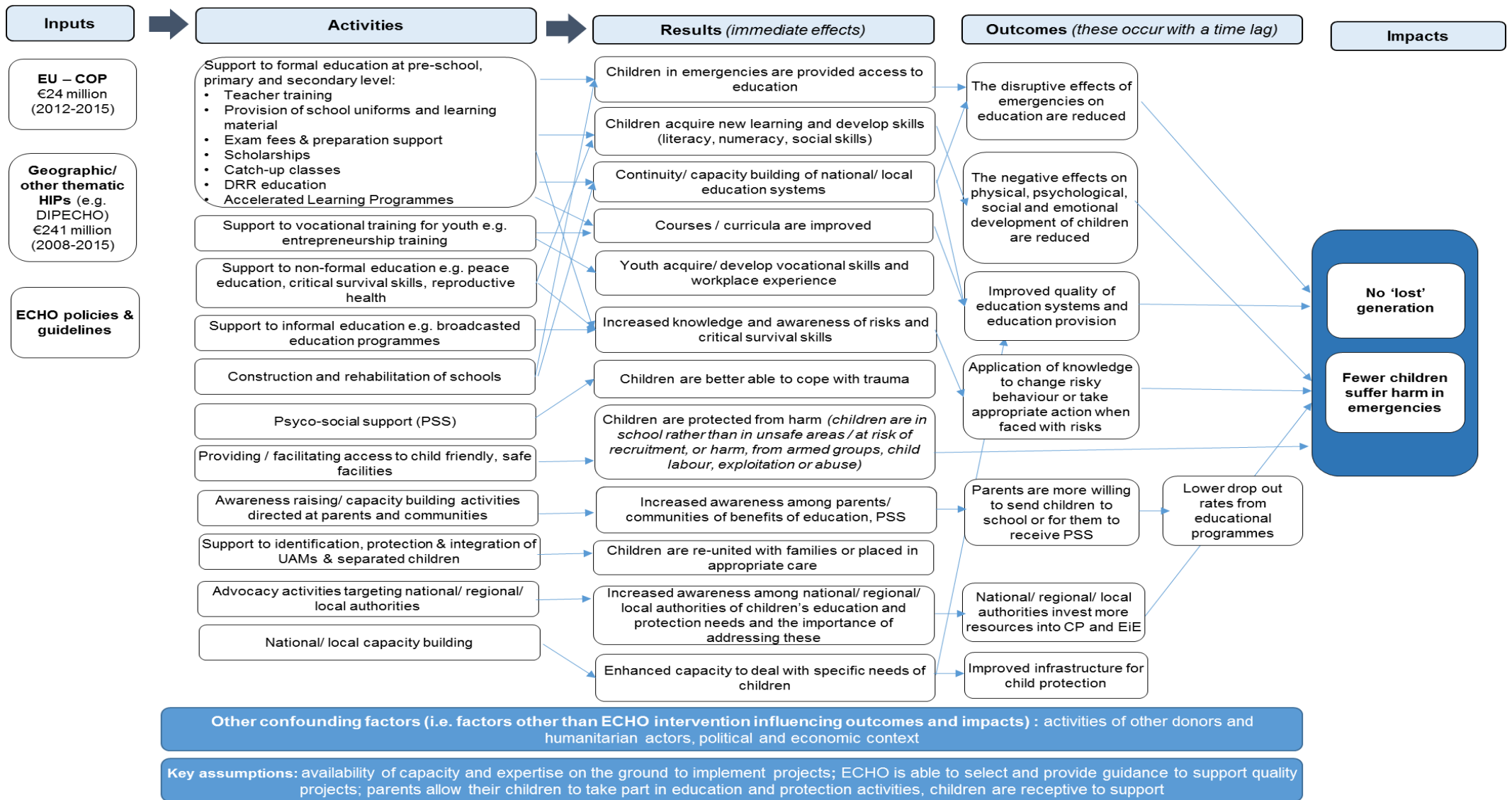
This section firstly examines the effectiveness of ECHO-funded education actions in providing quality education and in integrating child protection issues. It then looks at the effectiveness of ECHO's child protection activities.

As the basis of any evaluation, there has to be an intervention logic or theory of change depicting the causal mechanisms or pathways through which an intervention is expected to bring about the desired change (i.e. the cause and effect linkages). As the intervention logic of ECHO action in the areas of CP and EiE has not been articulated in any programming documentation, we reconstructed it on the basis of policy and project documentation, interviews with key informants and expert inputs. The reconstructed intervention logic is presented in Figure 7. It constitutes the following building blocks:

- The activities (outputs) and expected effects (results and impacts) of ECHO's intervention
- The assumptions that explain how the activities will lead to the effects in the context of the intervention
- The main external factors that also influence the effects.

The intervention logic is a useful simplification of reality, but one has to bear in mind that the real world is complex and non-linear.

Figure 7. Reconstructed intervention logic for ECHO's interventions in the areas of child protection and education in emergencies



The remainder of the section examines the extent to which ECHO funded actions are delivering the effects illustrated above.

3.3.1 Extent to which ECHO funded actions have met their stated objectives and addressed the education needs of children caught up in emergencies

ECHO's specific objectives in the area of EiE are not explicitly set out in its policies or legislative framework, although these can be gleaned from the 2008 Commission Staff Working Document on Children in Emergency and Crisis Situations⁵³ and the funding decision establishing the 'Children of Peace' (EU CoP) initiative.⁵⁴ These documents refer to the following objectives:

- Providing **access to (basic) education**⁵⁵ to reduce the disruptive effects of emergencies on education;
- Providing **access to child-friendly spaces**⁵⁶, thus reducing negative effects on physical, psychological, social and emotional development of children;
- **Protecting** (through schools and education) against recruitment into armed forces, child labour, exploitation or abuse; and
- **Raising awareness** to prevent or mitigate the harm of future emergencies.

In the 2015 EU CoP technical annex, the extent to which projects were designed to "achieve [...] **quality education**" was a key selection criterion for projects.⁵⁷ This is also mentioned as an operational objective of the 2015 Afghanistan/ Pakistan 2015 HIP.⁵⁸

Prior to the introduction of EU CoP in 2012, the majority of the education actions funded by ECHO focussed on **raising awareness** to prevent or mitigate the harm of future emergencies.⁵⁹ Around 25 DRR or resilience education projects were funded across 24 countries under DIPECHO and geographic HIPs.⁶⁰ Additionally, **psycho-social support** for children was provided in schools in occupied Palestinian Territories (oPT) (2008-2011); and projects to **enable access to education** were implemented in conflict-affected CAR (2009), Colombia (2008-2015), in refugee

⁵³ See: European Commission (2008) Commission Staff Working Document on Children in Emergency and Crisis Situations. Pp16-21.

http://ec.europa.eu/echo/files/policies/sectoral/children_2008_Emergency_Crisis_Situations_en.pdf

⁵⁴ European Commission (2013) Commission Implementing Decision on financing humanitarian actions from the 2013 general budget of the European. P4.

http://ec.europa.eu/echo/files/funding/decisions/2013/children_conflicts_en.pdf

⁵⁵ European Commission (2012) Commission press release (18 December 2012): EU Children of Peace initiative: President Barroso announces Nobel Peace Prize projects to help 23,000 children affected by war and conflicts. http://europa.eu/rapid/press-release_IP-12-1392_en.htm

⁵⁶ European Commission (2012) Ibid

⁵⁷ European Commission (DG ECHO) (2015) EU Children of Peace Annual Funding Decision: Technical Annex. http://ec.europa.eu/echo/files/funding/decisions/2015/HIPs/eu_cop_annex_en.pdf

⁵⁸ Out of 13 HIPs reviewed (Colombia 2008; Colombia 2011; Colombia 2012; Pakistan 2012; Congo / DRC 2011; Congo / DRC 2014; Syria 2013; Sudan and South Sudan 2013; Palestine 2008; Sudan 2008; Afghanistan/ Pakistan 2015; CAR 2013; Nigeria 2014), only one (Afghanistan/ Pakistan 2015), referred to provision of quality education as an objective.

⁵⁹ Based on analysis of 44 non-EUCoP projects categorised as addressing "education in emergencies" amongst the 241 in scope projects

⁶⁰ In Bangladesh (2015), Bhutan (2013) and Pakistan (2010-2015), Ecuador (2011 & 2013), Haiti (2011), Central Asia (2012), Colombia (2015), Myanmar (2012), Nepal (2014), Central America (2012), South America (2011, 2013, 2015), Somalia (2013, 2014), Sudan (2010) and Vietnam (2009)

camps in Chad (2008) and amongst refugee populations in DRC (2011-2015).⁶¹ The scale of funding dedicated to these actions was just over €30 million,⁶² though several of these actions integrated support to education within a wider response.⁶³

Following the launch of the EU Children of Peace initiative in 2012, ECHO's attention to education in emergencies significantly increased in terms of profile, but also in terms of scale and scope.⁶⁴ Through these actions, ECHO has directly supported **formal and non-formal education** (building classrooms, training teachers, distributing education kits, developing and delivering courses on life skills etc.) or indirectly supported it by funding partners to **create an enabling environment for education** by reducing barriers to education during crises (*inter alia* by engaging local communities in education, making school building physically safe and clean, ensuring basic services such as toilets are available and by working with armed groups to try to prevent schools from being targets of violent attacks). The projects have primarily taken place in refugee or IDP settings and thus supported the **setting-up of new schools or educational centres**, though other projects have **supported existing schools** in conflict zones (e.g. Colombia, Somalia, Sudan, Ukraine), areas of a high prevalence of violence and insecurity (e.g. Guatemala, Mexico, Honduras) or areas affected by major crises e.g. epidemics (Guinea, Sierra Leone) and natural disasters (Bolivia, Peru). Where support has gone to existing schools, actions have focussed *inter alia* on maintaining education for children during the crisis, improving children's life-skills and ability to cope with the crisis, providing psycho-social support and improving the safety of the schools. Education activities also include those aimed at **mitigating against the risk of future disasters** e.g. DRR and anti-mine education in schools.

3.3.2 Extent to which ECHO funded actions have had positive effects, such as improved learning outcomes, improved sense of wellbeing and cognitive development

The vast majority of the ECHO funded CP/EiE actions have not undertaken independent evaluations although some actions have carried out baseline and end line surveys to measure change. Consequently very limited evidence is available on the effectiveness of ECHO funded actions. Some evidence of positive outcomes and impacts is provided below, though it is not possible to judge the scale of effects on the basis of available evidence. Notably,

- Since 2013, EU CoP actions, have facilitated **access to education**, particularly in refugee settings.⁶⁵ For example, in Turkey and Iraq, EU CoP projects have **filled essential gaps in education provision to refugee children**, enabling thousands of Syrian children to continue to attend school.⁶⁶ In DRC,⁶⁷ Niger,⁶⁸ Somalia⁶⁹ and Pakistan,⁷⁰ EU CoP projects

⁶¹ The DRC project was a UNICEF project which – as part of a wider response - paid for refugee children to attend school. The project was judged by ECHO as having minimal impact on education and protection.

⁶² Based on the analysis and categorisation of the 241 projects identified as in-scope on the HOPE database

⁶³ Finding based on analysis of 241 projects in-scope. See also section 2.2

⁶⁴ Over a 7 years period (2008-2015) 30m was allocated to EiE outside EU COP. Over 3 years (2012-2015), almost 24m put into education via EU COP

⁶⁵ Analysis based on project reporting and ECHO monitoring and the SCI (2015) EU Children of Peace Review

⁶⁶ ECHO monitoring

⁶⁷ DANCHURCHAID 2015-91002

⁶⁸ IRC 2014-91001

⁶⁹ INTERSOS 2015-91014

⁷⁰ UNICEF 2012-01003

facilitated access to education for more than 33,000 children in (in Niger alone, the IRC project supported 21,278 with attendance rates at 80%). Other projects, such as the 2014 NRC project in Congo⁷¹ led to 570 parents starting small businesses to generate income streams to pay for their children's school fees and also meet other family needs.

- Most EU CoP projects reviewed had either achieved, exceeded or made good progress towards meeting the target number of children accessing education, though some (e.g. the UNICEF project in Cameroon⁷² and the UNHCR project in Mexico⁷³ did not meet their targets due to a low number of teachers registered on the governments payroll in Cameroon and the challenge of reaching an agreement with local authorities on facilities and implementation in Mexico).
- Prior to the introduction of EU CoP, access to education projects were implemented in Colombia, Chad and CAR. In Colombia, these projects appear to have been largely effective in supporting children's access to education. For example, as a result of the 2012 NRC project, public schools in prioritised municipalities were able to assess and respond to the education and protection needs of recently displaced children. The number of teachers able to support education in emergency needs also increased from 39-53% to 94%. This indicates that the teachers that received the training now have the capacity to develop risk management plans for their schools.⁷⁴ There is no data available on support provided by ECHO for education in Chad and CAR prior to the introduction of EU CoP.⁷⁵
- ECHO partners and ECHO Field Officers report that they have observed and beneficiaries have reported **positive changes in the psychosocial well-being** of children and perceptions of safety as a result of the ECHO interventions. Parents have reported positive changes in children's behaviour and ability to communicate, suggesting improvements in their children's mental wellbeing.⁷⁶ This is corroborated by the results of the project drawing exercise undertaken in four settings (Tanzania, Uganda, Guinea and Ethiopia) in the context of this evaluation –see box below.

Box 4 – Evidence from projective drawings of the positive outcomes of ECHO-funded education actions on the psycho-social well-being children in emergencies

Analysis of the project drawings developed by children within four education projects implemented in Tanzania, Uganda, Guinea and Ethiopia (see Annex 8 for more information) suggests that these ECHO-funded actions had the following positive effects on the children supported:

- The vast majority of images (184/200) associated with the children's experience of the projects represented positive, rather than negative, emotions suggesting that overall **their experience of the projects was positive.**

⁷¹ NRC 2014-91002

⁷² UNICEF 2014-91005

⁷³ UNHCR 2014-91007

⁷⁴ Results of the project mapping exercise.

⁷⁵ Due project documentation on HOPE not being available before 2011 (and these projects not being selected for analysis as part of the project mapping analysis) and, for CAR, loss of institutional memory amongst stakeholders interviewed (no interviews were conducted with stakeholders in Chad).

⁷⁶ ECHO/CHD/BUD/2013/01006: Emergency education towards Syrian refugee children in the Kurdistan Region of Iraq and ECHO/-ME/BUD/2012/91005: Psychosocial Support for Iraqi Refugee Children and their Families and ECHO/-HF/BUD/2015/91011: Protection and psychosocial support to South Sudanese refugee women and children, living in camps in northern Uganda.

- The majority of images (124 in total) associated with the children's experience of the projects depicted **friendship**, suggesting that through the project they had access a protected environment which **enabled friendships and social relationships to develop**. As social relationships with peers are an important part of child cognitive and social development, 'friendship development' is a very positive outcome of an education project. For children who are displaced, building a network of friends and support is even more important to help them feel settled, welcome and part of a community. A child who has good friendships is also going to find being at school a happier place and thus be more likely to succeed in learning.
 - The second most frequent depicted image amongst the 232 drawings was that of 'play' suggesting that the children consider that the project-setting allows them space to play. This would be a highly positive outcome considering that playing is important for children's cognitive development. It is also a way to practice out reality and test social skills and can also provide a way of overcoming trauma.
-
- Education has been proven in the literature to facilitate child protection.⁷⁷ Almost all of the education actions in scope of this evaluation have aimed to **integrate protection**, except for some exceptions.⁷⁸ Some ECHO projects have very evidently led to **greater protection elements for pupils**, particularly in Colombia where schools have been used a means of preventing child soldier recruitment since 2008. Also in South Sudan, ECHO funded a project 2013-2015 through the Lutheran World Federation (LWF) which had success in protecting children by moving them from a dangerous camp at the border with Sudan to a camp that was opened further away. According to ECHO: *"initially, people did not want to move, but education made people move to the other camp, which is further away. When people were interviewed and asked why they moved, it was because of the aspect of having children in education."* Evidence from the projected drawings suggests that children, overall, tend to feel safer in school. Though much less frequent an image, a number of children drew or selected images that suggested fear, particularly in situations outside of the project setting. This usually contrasted with images of friendship or safety *within* the project setting. Nonetheless, the protection of children in school is still a challenge for many education projects and some projects find it challenging to achieve this in all situations (see section 3.3.1.4).
 - ECHO-funded **awareness-raising activities** have had positive impacts too. For example, in Pakistan, MAG's work in 2009 and 2010 to educate children in the risk of land mines had a positive impact when flooding caused landmines to travel to the lower parts of the region: since communities were educated, they informed bomb disposal units and areas were cleared before mines exploded. The 2013 evaluation of DIPECHO activities in South Caucasus and Central Asia found that educational projects systematically increased awareness, knowledge and understanding of disaster risks, enabling communities to better prepare for and respond to disasters.

⁷⁷ See for example, *Education cluster (2014) Impact Evaluation Report of the South Sudan and SCI (2015) EU Children of Peace Review*.

⁷⁸ For example, a UNICEF project implemented in DRC over four years (2012-2013) was not judged by ECHO as effective in integrating protection.

However, other projects⁷⁹ have been quite limited in scope and therefore also in impact.

3.3.3 Extent to which ECHO as a donor has equally prioritised quality considerations alongside access to education

Quality of education is more difficult to judge since this can best be assessed in terms of cognitive skills (e.g., reading, writing and numeracy)⁸⁰ and ECHO projects typically do not monitor such developments amongst supported children.⁸¹ Certain factors, however, often drive quality in education, and their presence in a project can therefore be considered indicative of quality education. These factors include safety of the school environment, skills-levels of the teachers, adequacy of resources, participatory methods and (small) class size:⁸²

- ECHO-funded actions reviewed frequently engaged parents (e.g. through parent-committees) in the design, approval and implementation of the projects, where this was practically possible and many also involved actions to advocate for Ministry of Education involvement in maintaining education during crises. However, engagement of local and national authorities and the willingness of community members to participate were still recognised as common obstacles within projects, suggesting that this is still a challenge.
- The skills-levels of teachers and adequacy of national education capacity are recognised as major challenges within most projects.
- Safety in schools is a main objective of most of the EU CoP and many other protection-integrated ECHO-funded education actions. Safety in schools can still be a major challenge of supporting education in emergencies, but our analysis of project documentation suggests that ECHO partners monitor school safety and where necessary make changes to their actions to improve this aspect.⁸³

Thus it appears that contributory factors which, when present, could also be indicative of 'quality education',⁸⁴ are not always present in ECHO projects, though ECHO monitors this and ECHO partners try to address these aspects in striving for education quality.

Further, anecdotal evidence suggests that ECHO actions have not always managed to achieve *quality* education: several ECHO Field Officers perceive that 'quality' education can only be achieved to the detriment of 'quantity' of children who can be reached. Indeed, as mentioned earlier on this section, quality education has only been an aim of ECHO funding since 2015. Anecdotal evidence suggests that the focus on 'quantity' over 'quality' may be more prominent in countries where

⁷⁹ E.g. the two DRR education projects implemented by HOPE '87 in Pakistan in 2013 and 2015 were assessed as successfully implemented by ECHO and positive results were identified at the level of schools, though the extent to which this had a wider / longer term impact is unclear.

⁸⁰ Both the INEE in its 2010 Minimum Standards on Education in Emergencies and Save the Children (SCI), in their study of education delivery in conflict-affected fragile states suggest that 'educational quality' should be measured in terms of skills achieved in key cognitive areas.

⁸¹ The lack of monitoring of quality in education-focussed humanitarian projects is a global problem also highlighted in DFID (2015) *Delivering quality education in protracted crises: A discussion paper*: <http://learningforpeace.unicef.org/wp-content/uploads/2015/08/Delivering-quality-education-in-protracted-crises-a-discussion-paper-March-2015.pdf>

⁸² INEE (2010) *Minimum Standards for Education*. http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1012/INEE_GuideBook_EN_2012%20LoRes.pdf

⁸³ E.g. in Turkey, some Temporary Education Centres for Syrian refugees were moved to safer locations, though one (in Birecik Cumhuriyet) remained where it was, thus remaining a challenge to the quality of education provided.

⁸⁴ According to the 2010 INEE Minimum Standards on Education in Emergencies

education projects are being newly implemented. For example, in Ethiopia, where education programmes have been implemented by ECHO for a number of years now, there has been a conscious shift towards selecting quality education programmes.

Quality in education can also be measured in terms of psycho-social wellbeing at school and life-skills attained. In terms of the former, evidence analysed for this evaluation suggests that ECHO-funded education actions *do* support improvements in psycho-social well-being. In terms of the latter, as discussed above, a large proportion of ECHO-funded actions involving children in emergencies have focussed on improving children's capacity to address future risk. Evidence from the projected drawings also suggests that – within the four projects that participated at least – children accessing education as a result of the ECHO-funded actions consider schooling important and a source of pride, suggesting that the education they receive increases their confidence (see Box 5 below).

Box 5 – Evidence from projective drawings of the outcomes of ECHO-funded education actions on quality education

Learning and Education was the third most frequently highlighted theme with 65 drawings showing learning or education context and activities (out of 117 images in exercise 2 and 3 as there were no 'educational' characters to choose from in exercise 1). Many of the images projected confidence and a sense of pride in being in the school. Those that included pictures of their teachers tended to paint the teacher in detail and as larger than the pupils. For young children this is likely because the teacher will seem very large compared to them, but it can also mean a sign of respect and importance. Twelve children drew themselves walking to school. The majority of these images gave a sense of being proud. The children chose to depict themselves walking through the community in their school uniform carrying their books or bags for school. The bags were quite large and prominent in the pictures presenting the feeling that the children felt it an important part of their identity. The images were generally positive and many were walking with their friends or family members.

3.3.4 Factors contributing to or constraining the effectiveness of ECHO-funded education actions

The main factors contributing to or preventing the effectiveness of ECHO-funded education actions have been environmental factors (outside ECHO and its partners' immediate control), partner capacity, ECHO capacity and project duration. An additional contributing factor overriding these has been ECHO's willingness to invest in EiE.

Environmental factors: Factors such as level of buy-in and involvement of local and national actors, parents, the level of safety in the school's surrounding area and on the route to the school, as well as capacity and willingness of potential teachers to be trained can greatly affect the implementation and the effectiveness of projects. Partners' capacity to adapt their projects (e.g. to change the location of schools to safer places, to invest in engagement and communication strategies and to be flexible on teachers) is crucial, as is ECHO monitoring and technical advice.

Partner capacity: Several ECHO Desk and Field Officers referred to the fact that there is a limited number of ECHO partners specialised in education in emergencies and/or operating in the high-risk environments (i.e. conflict zones) where education is so crucial to mitigating risks against the 'lost generation' of children. One ECHO Field Officer stated, "[our] partners [in this country] put education low on their list of priorities – it would be difficult to get partners to do the job [of education actions] even if we had larger funding." Where ECHO partners are implementing education

programmes, a lack of experience within the educational sector in that country may mean they have an insufficient understanding of the educational context. One ECHO Policy Officer explained that ECHO partners often write “*manual-based proposals*” without demonstrating how the project is tailored to the country’s specific educational context.⁸⁵ On the other hand, it is clear that (e.g. in implementing EU CoP), ECHO is highly dependent on specialist child protection and education organisation to design projects and develop the direction of ECHO CPiE and EiE support, since the geographical and thematic HIPs provide very little analysis of CP and EiE needs nor of actions to be implemented.⁸⁶

Capacity of ECHO to provide guidance to support quality projects: ECHO technical assistance is appreciated by partners, though the level of support individual TAs and ECHO Desk Officers provide varies greatly between Field Offices. Several partners note that ECHO Field Officers have insufficient understanding of education and protection to provide comprehensive advice (and ECHO Field Officers concur with this finding).

Capacity of ECHO to select quality projects: The interviews with ECHO Field Officers illustrated improvements in ECHO capacity to select and monitor education actions over the last three years. The extent of ECHO’s experience in funding education actions ranges across the countries in which it operates. Whilst education actions are relatively new in some countries (e.g. Cameroon, Sudan) or are still being treated separately from other interventions, in other countries (e.g. Afghanistan), ECHO Field Offices have been learning from and building upon lessons over the last few years. Other ECHO officers reported that while in 2014 they missed specific risks in project design, in 2016, with the support of the **protection specialists in the RSOs**, they are better equipped to assess project applications.

Box 6 - Other ECHO mechanisms helping ECHO TAs with project selection

Most ECHO Field Officers managing education projects had read both **ECHO guidance** on children in emergencies and the **INEE Minimum Standards**, though the length of some of the documents and the lack of tailoring to the country-specific situations were highlighted as practical obstacles to their being put into operation.

The ECHO gender-age **marker** was viewed positively or neutrally by ECHO Officers. Most considered it useful as a reminder for ECHO partners to explicitly demonstrate how age and gender are considered in the project and for ECHO to explicitly check this in assessing the project. A recent assessment of the impact of the marker was conducted by ECHO and it found that there was work to be done to ensure that the age-gender markers is being used consistently and correctly by ECHO Field staff.⁸⁷

Project duration: Almost all ECHO Officers interviewed were of the opinion that ECHO should fund education projects for longer than the usual 1-2 years funding period. Education in emergency specialists and several stakeholders consulted considered that the funding duration for ECHO education interventions should be increased to at least three years. The rationale given was that:

⁸⁵ Though poor quality of needs assessments and proposals is likely to also be due to (a) the limited time available to conduct the needs assessment and write the proposal when responding to an emergency, and (b) inadequacy of baseline data available on educational needs in affected countries.

⁸⁶ Exceptions include the Colombia 2008 HIP, Congo 2014 and Afghanistan/ Pakistan 2015 which each make clear that access to education will be eligible actions.

⁸⁷ DG ECHO (2015) gender and age marker - first year implementation assessment

- Crises are frequently protracted and continuity of provision is crucial to education quality;
- Sufficient time is needed for needs assessment, project set-up, implementation and transition to development or national funding. Project design and set-up must be timed to fall before the beginning of the academic year. Searching and applying for follow-up funding can take time and can distract partners from implementation if the project duration is short;
- The largest costs of education actions are usually front-loaded to the beginning of the project (e.g. teacher training, school construction and the development of materials) and, after that, services can be maintained at a relatively low cost (e.g. maintaining school buildings and resupplying school materials), so it makes more sense to maintain an existing project (over a period of three or more years) than to stop and start a new one to fit into the humanitarian funding timeline;
- Some of the most significant and impactful actions in the education sector occur as protracted conflicts reveal needs and open up political space for essential changes in education systems. Such actions include national curricula reform (to remove discrimination against certain groups and to encourage life skills, such as learning to live together); equipping teachers to make learning active, child-centred, experiential, participatory and inclusive; Certification systems to recognise the learning attainments of refugee and IDP pupils; and the need to make schools safe. Experts consulted for this evaluation consider that these should be (and sometimes are) prime targets of ECHO funding, especially in countries and contexts where development actors are not present. However, such actions take years of support and encouragement to see through to fruition.

Willingness of ECHO to invest sufficient funding in education to achieve the results necessary: Fundamental to ECHO addressing the constraints discussed above is a cultural change required within ECHO. That ECHO has made a commitment to dedicating 4% of its overall humanitarian funding to education in emergencies is a positive development. However, education is not yet perceived by ECHO staff as being a life-saving activity, on par with other life-saving activities, such as provision of food, water, sanitation, health services and shelter. In 2010, the United Nations resolved that education is a priority component of every humanitarian response.⁸⁸ Whilst ECHO has made a significant financial and strategic commitment to education in emergencies in recent years, and has made considerable efforts to communicate this commitment to ECHO Field Officers and programmers, our consultations for this evaluation suggest that effort is still required for all of ECHO's staff to make the cultural shift towards treating education as an essential part of humanitarian response. All ECHO Desk and Field Officers were open to and supportive of the shift in policy, though there was a sense that when faced with a multiplicity of humanitarian needs, education was sometimes wrongly perceived as not being life-saving. For example, one ECHO actor stated, "*education has always been a second priority for ECHO which focusses on life-saving activities.*" This is also the impression that ECHO partners have of ECHO's policy: one partner interviewed stated, "*ECHO has a tight budget [...] a[n ECHO] Desk Officer will always go for life-saving activities (food distribution, front-line health work) when a choice has to be made between different interventions.*"

One factor which might be partially driving this approach in ECHO is the fact that education is not currently **assessed as part of the annual global**

⁸⁸ UN General Assembly resolution (A/64/L.58)

vulnerability and crisis assessment which informs ECHO's decisions on how much and where to allocate humanitarian aid. The implication is that education needs are not being assessed in comparison with or in relation to other global humanitarian needs. Further, as mentioned above, very few geographical HIPs have included analyses of CP and EiE needs at country / programme level. ECHO could make more systematic use of the plethora of needs-assessment material compiled by the INEE, Global Education Cluster, UNHCR, UNICEF and SCI.

3.3.5 Extent to which ECHO funded actions addressed the protection needs of children caught up in emergencies

ECHO's objectives and activities in the area of child protection

ECHO **does not have a singular policy or strategy for child protection** though both the Commission Communication "Towards a European Strategy on the Rights of the Child" adopted in July 2006 and the 2008 Commission Staff Working Document on Children in Emergency and Crisis Situations make clear that the overall objective is to **promote respect for children's rights**. The 2008 document states specifically that humanitarian aid for children must "*guarantee both their survival (food, health, water and sanitation) and provide them, along with other providers as one gradually emerges from the crisis, with a protective environment which allows them to pursue their physical, emotional and mental development*". Recently ECHO published new guidelines on humanitarian protection more generally which stated that the principal objective for the European Commission in humanitarian protection is to "*prevent, reduce/mitigate and respond to the risks and consequences of violence, coercion, deliberate deprivation and abuse for persons, groups and communities in the context of humanitarian crises*".⁸⁹

ECHO has funded various projects since 2008 which aimed at protecting children in crisis situations. Such actions include livelihood recovery actions, disaster risk reduction and preparedness actions targeting children, mine actions, reintegration of child soldiers, health projects, food and nutrition actions, child protection actions in refugee settings (e.g. registration of refugees and support to separated children), trauma mitigation, counselling and recovery services and refugee (re)integration assistance (including family tracing).⁹⁰ Many of these actions are multi-sectoral (like the actions that integrate protection into education) and therefore do not necessarily address protection needs and violations as their only purpose.

ECHO supports **dedicated child protection actions** but also encourages partners to **'mainstream' protection (including child protection)** into all humanitarian actions by adhering to the principle of 'do no harm' (i.e. by ensuring that actions implemented do not unintentionally causes risks to protection or cause harm to beneficiaries / other community members). Such action includes ensuring that buildings constructed are well-built, that beneficiaries can safely and securely access health centres, schools, food distribution centres, etc., and that latrines are built in such a way to maintain the dignity of women and children, etc. Indeed, interviews with ECHO stakeholders suggest that even where actions are not primarily or only focussed on protection (e.g. the provision of psychosocial support and the physical protection of children from harm), ECHO actions can help to protect children by averting harm. For example, one interviewee noted that ECHO food and nutrition actions aimed at supporting (poor) households can reduce the need for

⁸⁹ European Commission (2016) Staff Working Document: Humanitarian Protection: Improving protection outcomes to reduce risks for people in humanitarian crises. P5. http://ec.europa.eu/echo/sites/echo-site/files/staff_working_document_humanitarian_protection_052016.pdf

⁹⁰ Examples provided are non-exhaustive and based on an analysis of titles of 'in-scope' projects.

negative coping mechanisms (which include child labour and early marriage of daughters).

3.3.6 Extent to which ECHO funded actions met their stated objectives and to which there is evidence of their positive effects

Information on the overall number of children reached through ECHO-funded child protection activities was not identified as part of the evaluation. However, as an indication, amongst the 13 actions for which actual information on children reached was available, the aggregate total was 1.20 million children and in all but one of these thirteen projects the target number of beneficiaries had been exceeded, suggesting that ECHO child protection actions are effective in reaching the intended number of children.

Some of the outcomes of ECHO child protection actions (when integrated into education in emergencies actions) were already discussed in section 3.3.1.2. Dedicated child protection actions have also achieved positive results. For example:

- In oPT, of the nine projects reviewed, each were effective in reaching their objectives (i.e. the vast majority of target results were met or exceeded). Eight out of nine of these focused on improving the mental well-being of children affected by the conflict, including an ICRC project which focussed, over five years (2008-2012) on improving the well-being of supported children. It achieved positive results each year in terms of improving the well-being of participants, but it was considered to be increasingly less relevant and was criticised for its lack of effective exit-strategy.
- In Colombia, ECHO partners have made progress in facilitating children's access to school and advocating for the army and armed opposition groups to stop targeting children's spaces. The critical factors are perhaps the fact that ECHO has been supporting protection projects in the region for more than seven years (24 protection projects 2008-2015) and the fact that ECHO is well-coordinated with other actors in the region in addressing protection (as outlined in the box below).

Box 7 - Example of ECHO enhancing child protection in Colombia

In Colombia, ECHO protects schools in areas controlled by non-state armed groups. In these areas, several protection issues affect children: they are recruited into the armed groups, their schools might be surrounded by mine fields, armies might operate close to the school, which deters children from attending the school for fear of attack. In Colombia, the ICRC, with ECHO funding, works with the army and non-state armed groups to promote international humanitarian law. There is anecdotal evidence from ECHO monitoring that this work has improved the situation of children by reducing the number of child victims of violence (though quantitative evidence of this is not available). Mothers have also reported to ECHO and its partners that children are less afraid to attend school and play outside as a result of this and other ECHO protection actions. The ECHO Field Office in Colombia considers that one of the 'success factors' of its work in the country is the focus on advocacy, both with government education (and other) authorities and with the army and armed opposition groups.

- In the South Kivu province of Eastern DRC, ECHO has funded six project of War Child Holland (WCH) to build up child protection infrastructure – *inter alia* a hotline for children and child protection networks. Their services were scaled up each year to cover multiple territories in the region. More widely in DRC, ICRC's work to provide psycho-social care, health and nutrition activities and restoration of family links to reintegrate child soldiers and

civilians affected by the war was assessed as “essential and highly valuable” by ECHO.

- In Pakistan, SCI was the ECHO partner funded to provide protection activities (in relation to the conflict crisis, not natural disasters). More than 13,000 received psycho-social support, though ECHO noted that there was a need for a stronger focus on *child* protection.

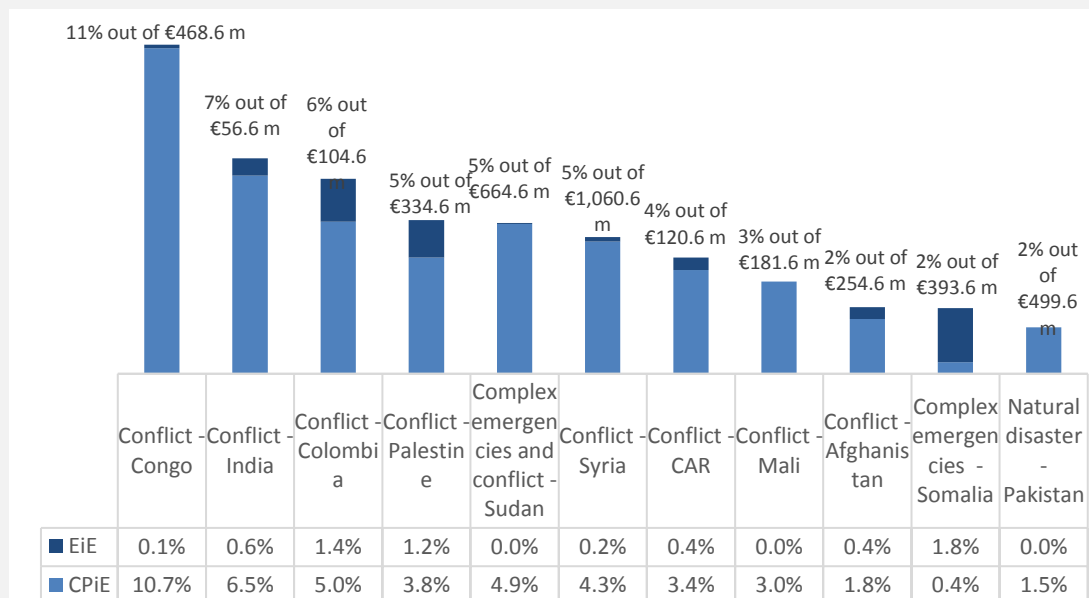
3.3.7 Factors contributing to or constraining the effectiveness of ECHO-funded child protection actions

Two of the factors affecting the success of protection projects are the same as those affecting education actions: ECHO capacity and project duration. On the first point, child protection is largely not a priority area for ECHO,⁹¹ often not even in emergency situations where protection is one of the main issues – see box below.

The extent – or the scale – to which ECHO has enhanced child protection within the projects it has funded seems to be somewhat **geographically-dependent**. That is, ECHO has clearly had a greater impact in some countries than others.

For example, in Latin America, and in Colombia specifically, ECHO has had a positive impact on protecting children. ECHO is regarded by partners there as one of the main protection donors. However, child protection actions to address what have been essentially protection crises in, for example, Afghanistan, oPT, Syria, Nigeria are significantly low in number when considering the scale of protection needs in these countries. Figure 8 below demonstrates that ECHO funding for protection has been 5% or below of overall ECHO funding in most countries which can be considered to be experiencing protection crises.

Figure 8. ECHO funding for EiE and CPIE as % of overall ECHO funding per emergency⁹²



⁹¹ For example, one ECHO partner commented, “Child protection is never a first priority [for ECHO]; sometimes it is treated as a “nice to have [though this depends a lot on the TA working in the field and whether s/he is convinced of the importance of child protection or not”.

⁹² The total funding allocated to specific emergencies includes ECHO’s allocation to certain emergencies as per FTS: Conflict in Congo includes allocations to ‘DRC 2008-2015’ and ‘Congo 2010-2012’; Conflict in Syria – ‘Syrian Arab Republic - Civil unrest 2012-2015’ and ‘Syrian Arab Republic-Drought 2008-2009’; Complex emergencies and conflict in Sudan – ‘Sudan 2008-2015’; Conflict in Palestine – ‘oPT

Source: UN OCHA FTS and HOPE database

Indeed, ECHO partners consulted consider that **ECHO's funding for protection is insufficient to address sustained protection needs**, especially in protracted situations and therefore in the majority of crises that ECHO addresses. Other donors and the Child Protection Working Group (CPWG) consider that ECHO has lacked a strategic approach to protection activities globally. These external observations are supported by the findings of our interviews with most ECHO Field Offices.

As described by one ECHO Field Officer, 'child survival' (i.e. food aid to households, emergency medical care, etc.) tends to be prioritised. In view of this, the fact that ECHO has now made available funding for protection under a specific **dedicated programme** (EU CoP) appears to be a considerable factor supporting positive outcomes. One ECHO Officer explained, "*frankly speaking, if we left it to geographic HIPs to cover protection, it would be deprioritised, so having Children of Peace is a way to dedicate funding [to children and protection].*"

Another major factor reducing the effectiveness of ECHO's protection activities is a **(lack of) understanding of the needs on the ground**. Often in conflict situations where the humanitarian space is compromised it can be highly difficult to assess needs. In some countries the exact number of children displaced or affected by a crisis is not known – this is often the case when the crisis is sudden. Full needs assessments (e.g. involving community consultations and the involvement of children) can be tricky when it is not safe to spend time in villages due to the risk of attacks and violence.⁹³ For example, in Nigeria, there is no clear information on the number of people (including children) affected by the displacement and conflict created by Boko Haram. This is why the focus of ECHO's activities so far has been on registering IDPs and refugees to assess this. It appears that there is also work to be done by the humanitarian community at large to develop better systems of protection and education needs analysis and systems for monitoring results.

Success in enhancing protection also appears to be dependent on **international support and guidance and ECHO's capacity to tap into that**. Active protection clusters operate in 28 countries.⁹⁴ Their role is to assess new emergencies or significant changes in an existing humanitarian situation, evaluate the national response and coordination capacity and/or national response to appropriately meet needs, coordinate multi-sectoral responses where existing coordination and response mechanisms cannot adequately address this or when the size of the operational presence (i.e. the number of actors and complexity of response) requires a sector-specific coordination mechanism. The clusters are therefore focussed on coordination and gap-filling when the existing response is inadequate.

ECHO Field Officers have been critical of the work done by protection clusters in Ethiopia and Afghanistan. One Officer stated that the country concerned "does not have a well-functioning protection cluster" though conceded that its work was improving. Another commented that the country cluster had to date "not produced

2008-2015'; Complex emergencies in Somalia – 'Somalia 2008-2015'; Natural disaster in Pakistan – 'Pakistan 2008-2015' and 'Pakistan floods 2010-2012'; Conflict in Colombia – 'Colombia 2008-2015'; Conflict in Afghanistan – 'Afghanistan 2008-2015'; Conflict in Mali – 'Mali 2009-2015'; Conflict in CAR – 'CAR 2008-2015'; Conflict in India – 'India 2008-2015'.

⁹³ Interview with ECHO Nigeria.

⁹⁴ According to information available on the Protection Cluster website (<http://www.globalprotectioncluster.org/en/field-support/field-protection-clusters.html> accessed 02/05/2016) These 28 countries are: Afghanistan, Cameroon, Central African Republic, Chad, Colombia, Democratic Republic of Congo, Ethiopia, Iraq, Liberia, Libya, Malawi, Mali, Mauritania, Mozambique, Myanmar, Nepal, Niger, Nigeria, Pacific, Pakistan, Philippines, Somalia, South Sudan, State of Palestine, Sudan, Syria, Ukraine and Yemen.

any tools nor strategies to guide other humanitarian actors in child protection and education". Conversely, the Child Protection Working Group considers that ECHO should take a greater role in supporting and contributing to the clusters.

3.4 Efficiency

Findings under this evaluation criteria are structured around one evaluation question and related judgement criteria, as presented in the box below.

EQ 7 – Was the size of the budget of examined actions appropriate and proportionate to what was set out to be achieved, e.g. did the budget for Children of Peace allow for a satisfactory outreach?

Judgement criteria

Allocation of resources to specific actions is informed by needs assessment and value for money (vfm) considerations (allocative efficiency). Partners systematically consider vfm in design, implementation and monitoring of actions

Cost data and quantitative indicators of efficiency (e.g. administrative costs as a % of total budget, cost per unit/ beneficiary), are available and used to drive efficiency

There is coordination and alignment with other donors to eliminate duplication of activity and maximise synergies

There are feedback and learning mechanisms (examples of efficient delivery are identified and disseminated)

Factors constraining efficiency have been identified

3.4.1 Extent to which the allocation of resources to specific actions was informed by needs assessment and value for money (vfm) considerations (allocative efficiency); Extent to which partners systematically consider vfm in design, implementation and monitoring of actions

As described in section 3.1, a comprehensive assessment of CP and EiE needs was missing in the EU COP, geographic and thematic HIPs that fall within the scope of the evaluation. Moreover, it is not apparent from official documents how decisions were made concerning resource allocation to:

- partners (e.g. share of funding allocated to UN agencies versus other iNGOs); and
- types of intervention e.g. non formal/ informal education versus formal education in a particular context.

This suggests that allocative efficiency was probably not being achieved. We also note that there is no formal embedding of vfm approaches or efficiency analysis within ECHO's funding cycle/ project cycle (although the new assessment grid for evaluating EU COP proposals would partly address this).

It is not apparent from single forms and other project documentation how partners are considering vfm issues in project design and implementation. Interviews however, suggest that ECHO partners typically have mechanisms in place to control the use of funds during implementation phase. For example, NRC reported using a checklist of questions for monitoring of projects covering issues such as quality, timeliness and costs. WCH reported following a low cost policy and strict guidelines for procurement to ensure value for money. GOAL reports that it has a working group on value for money.

3.4.2 Extent to which cost data and quantitative indicators of efficiency (e.g. administrative costs as a % of total budget, cost per unit/ beneficiary) have been available and used to drive efficiency

Cost data are not collected in ways that support decision making (such as by facilitating aggregation or comparison). Partners provide financial data in different formats and in varying levels of detail that does not easily lend itself to quantitative analysis (such as calculation of administrative costs as a % of total budget, cost per unit/ beneficiary).

Notwithstanding the above weaknesses, Fiche ops suggest that ECHO Desk Officers consider vfm/ efficiency issues in their appraisal, management and monitoring of specific actions. However, in absence of formal approaches/ guidelines/ checklists, these issues are not systematically and consistently assessed by all ECHO staff.

We did not find any examples of partners using cost data (such as cost per unit, marginal costs etc.) to demonstrate the efficiency of their actions or to justify their choice of intervention (for example, by comparing the cost effectiveness of alternatives).

3.4.3 Extent to which there has been coordination and alignment with other donors to eliminate duplication of activity and maximise synergies

Interviews with ECHO field officers suggests that care is taken to avoid overlaps or duplication through coordination and alignment of activity with other donors, although synergies between different actions do not appear to be actively sought. Education and protection clusters were highlighted by interviewee as important mechanisms for coordination and avoiding overlap.

3.4.4 Extent to which feedback and learning mechanisms (examples of efficient delivery are identified and disseminated) existed and were used

We found no evidence of feedback and learning mechanisms (examples of efficient delivery are identified and disseminated). Some ECHO field officers acknowledged that data collection / knowledge management within ECHO field office is an issue. They mentioned that ECHO knew little about results of predecessor actions, as knowledge was not being codified or institutionalised.

The above findings suggest that productive efficiency (maximising outputs / results for a given budget or minimising costs for a given level of outputs/ results) was probably also not being achieved.

3.4.5 Factors constraining efficiency

Desk research and interviews suggest that the following factors might be limiting the efficiency of ECHO's interventions in the fields of CP and EiE:

- Partner capacity: limited pool of ECHO partners with sufficient expertise to implement CP / EiE actions;
- Data and needs assessment shortcomings: lack of baseline and trend data to enable effective targeting and allocation of funding at country level;
- Duration of funding: mismatch between short term nature of ECHO funding (12 to 20 months) and the recurring / long-term nature of CP/ EiE needs;
- Lack of effective coordination with development actors;
- In certain contexts, lack of human resources on the ground, e.g. teachers, psychologists, etc; high staff turnover; security issues / access to site; lack

of engagement of government stakeholders; lack of reliability of suppliers; institutional corruption;

- Coordination mechanisms- The effectiveness of coordination mechanisms depends on the willingness of individuals on the ground and a goodwill from organisations.; and
- ECHO's administrative processes (proposal evaluation, assessment, interim and final reporting) are considered as disproportionate for its short funding cycles.

3.5 EU Added Value

Findings under this evaluation criteria are structured around one evaluation question and related judgement criteria, as presented in the box below.

EQ 6 – What has shown to be the EU Added Value of the actions examined (i.e. the added value of EU intervention, compared to leaving the initiative to other actors)?

Judgement criteria

ECHO's actions' in the area possessed specific attributes which made them distinct from other donors' actions

Some potential EU AV did not materialise or should be explored in the future

This section presents the *EU-added value (EUAV)* of ECHO's actions in the area of child protection and education in emergencies over 2008-2015, i.e. *changes which can reasonably be argued to have been due to EU intervention, rather than any other factors*⁹⁵. In the case of Humanitarian Aid, those other factors would be either local / regional or national public authorities, or private sector actors, or another international donor⁹⁶. This section also presents the factors both having supported and constrained EUAV. It also draws from the findings made under the Relevance, Coherence, Complementarity and Effectiveness section.

3.5.1 Extent to which ECHO's actions' in the CPiE and EiE over 2008-2015 had specific attributes which made it distinct from others' humanitarian actions

The first element of EU added value is the fact that from 2008 and 2015 it provided approximately €241.3 million of funding to child protection and education in emergency and crisis situations which are severely underfunded humanitarian sectors. This represents an annual average of €33.1 million, which is overall rather low.

Added value here was maximised when a proper division of labour and complementarity was established between ECHO and other longer term partners (see Section 3.2 above). In view of funding available, ECHO's support to EiE and CPiE has been short-term and targeted, with an emergency response and relief purpose. To respect the principle of neutrality, it has also been channelled through Non-State Actors (e.g. UN agencies). Development support to EiE and CPiE in fragile state or protracted crises has, on the other hand, been much more important in

⁹⁵ *The 2015 EU Better Regulation Guidelines,*

http://ec.europa.eu/smart-regulation/guidelines/docs/swd_br_guidelines_en.pdf

⁹⁶ *Commission Staff Working Document Better Regulation Guidelines,* http://ec.europa.eu/smart-regulation/guidelines/docs/swd_br_guidelines_en.pdf

terms of funding, e.g. support provided by DEVCO and NEAR, UNICEF, the Japanese development agency, DFID⁹⁷, Canada etc.

Examples, over the evaluation period, of such coordination in support to EiE and CPiE are limited however. EU development support is programmed on a multiannual basis, channelled (where possible) through budget support (e.g. in Afghanistan) and supported capacity-building in EiE and CPiE. For instance in CAR, where CP and EiE needs are enormous, ECHO supported zones too unstable to be funded by other actors, or uncovered by the EiE and CPiE actions of DEVCO and UNICEF, the other actors present. In Cameroon and Somalia and other countries, ECHO focused its support on displaced children and their communities, which could not be covered by development actors. There has been room for further coordination especially in fragile states where DEVCO can also work through NSAs where working through State authorities is not considered as appropriate.

Another important element of EU Added Value relates to ECHO's zones of intervention. As the overview in Section 2 shows, the majority of funding (73%) had been allocated in response to 11 emergencies, i.e. DRC, Syria, Sudan (incl. South Sudan), occupied Palestinian Territories, Somalia, Pakistan, Mali, Afghanistan, Colombia and India. Some of these funding choices were based on the 'forgotten crises' by other donors or local actors criteria. ECHO chose to intervene in countries and areas within those countries where support was harder to provide in comparison to other situations or where humanitarian needs were the most acute or not immediately recognised by other donors, e.g. Cameroon, CAR, Chad, certain regions in Colombia, North Kivu in DRC, Myanmar, the occupied Palestinian Territories.

Stakeholders largely agree that the launch, in 2012, of the ECHO's EU Children of Peace initiative (EU COP) – targeting child protection and education in emergencies and crisis situations, has been a key added value to the EU humanitarian aid. Firstly, it clearly signalled that EiE was a new humanitarian sector to be funded by ECHO, and brought attention to EiE, a severely neglected sector. Secondly, it provided a fresh stream of funding additional to what was available under the geographical HIPs. Related to this, Commissioner Stylianides' commitment made in July 2015 at the Oslo Summit on Education for Development, "Addressing the Unfinished Agenda – Delivering Quality Education for All", to increase the EU's humanitarian funding for education in emergencies from 1% to the global target of 4% by the end of his mandate in 2019⁹⁸ has put the issue of children's education in emergency and crisis situations on the global agenda and is likely to draw interest from other donors.

Other elements of reported added value relate to ECHO's choice in funding, e.g. cross-border programming to address emergencies with effects across borders (e.g. the 2013 EUCOP action "Improving Access to Education and Protection for Children affected by the Colombian Conflict in Ecuador and Colombia"⁹⁹); funding of teacher incentives, integrating child protection and education support to (parents/youth) livelihood support, and also to WASH, nutrition and health. These latter elements are not specific to ECHO only but were flagged by a number of stakeholders as relevant.

⁹⁷ *The UK's allocation of £115 million to the 2013 No Lost Generation Initiative (NLGI) which provided children access to education services and protection and psychosocial support inside Syria and in the region. DFID's £355m Girls' Education Challenge (GEC) fund will enable up to 1 million of the world's most marginalised girls to benefit from an education by 2017.*

⁹⁸ *News "Commissioner commits to increase financing for ", 7 July 2015, http://ec.europa.eu/echo/news/commissioner-stylianides-commits-increase-financing-education-humanitarian-emergencies_en*

⁹⁹ *ECHO/CHD/BUD/2013/01004*

For some stakeholders, the compulsory use, from 2014, of the Gender-Age Marker, was an element of added value in comparison to other donors. It includes attention to age, in addition to gender, and is to be used at all stages of the intervention cycle, unlike the OECD DAC's equality policy marker, or the IASC Gender Marker. Its added value will be maximised when stakeholders use it beyond reporting on beneficiary composition, but as a tool to incentivise partners and ECHO monitoring officers to pay attention to children's needs at different stages of the cycle of an action.

Finally, several elements of ECHO's support to the area of child protection and education in emergency and crisis situations relate to ECHO's approach in general and are not specific to ECHO's approach to both sectors. They include for example ECHO's extensive field presence which allows its officers to conduct hands-on monitoring (when security conditions allows this), and to enter into a dialogue with partners in the field and adapt humanitarian response to changes in needs.

3.5.2 Limits to ECHO's EUAV in the CP and EiE sectors over 2008-2015

The Added Value of ECHO's support to education and protection of children in emergency and crisis situations has been limited by the fact that actions' duration (one year to 24 months) limited their impact, scale-wise. This indicates that ECHO favoured an approach founded on the provision of short-term provision of basic EiE and CP services, over a more medium term approach to. Some have argued that this limited impact and scale, whilst others considered that, considering the importance of needs, this approach nonetheless added value, more so in crisis and emergency contexts where no other or few other actors provide support in both sectors (as presented above).

ECHO's added value, in comparison to other actors in CP and EiE, was also limited by:

- the absence of an overarching strategy in both sectors, and more so in EiE, *and*
- the scope to improve connection between funding allocations, geographical HIPs and the EUCOP, as well as Humanitarian Response Plans, and development funding (incl. DEVCO) in education sector, where relevant.

This was also reflected in ECHO's tools and guidance. Partners reported making use of their own tools and strategic guidance, or of existing global standards, e.g. UNICEF or INEE ones.

3.6 Sustainability

Findings under this evaluation criteria are structured around one evaluation question and related judgement criteria, as presented in the box below.

EQ 8 – To what extent have the ECHO-funded actions provided sustainable results, and been complementary to development funding?

Judgement criteria

DG ECHO funded actions contributed to (1) providing lasting safety and educational opportunities for children which have been affected by emergencies and crises, (2) to decreasing, in a lasting manner, man-made or natural risks and threats affecting children

The lasting effect of those changes has been supported by LRRD

ECHO has coordinated its actions with DEVCO, NEAR, the EEAS and national EU actors to maximise the sustainability of its actions

Factors limiting the sustainability of ECHO interventions in the field of CP/ EiE have been identified

Concept of sustainability in the context of ECHO's CP and EiE interventions

In common usage, sustainability refers to the quality of having **lasting, enduring effects** over time. For ECHO's work on CP/ EiE, the term sustainability also relates to the notion of **resilience**, which the World Bank defines, in the **education sector**, as 'the ability of students, education institutions, and communities to achieve positive education outcomes in spite of adversity.'¹⁰⁰ UNICEF further describes the concept as 'the ability of critical physical infrastructure to absorb shocks' by providing 'a lens for understanding how effectively social systems and their various components – individuals, families, schools, cities, states, and the family of states that constitutes the international system – guard against risk and collectively manage threats.'¹⁰¹

With regard to **child protection**, resilience is used 'as a way to capture the traits, skills and circumstances that lead some children to do well despite experiencing extreme deprivation or violence.'¹⁰² Save the Children further defines resilience as 'the ability of individuals (including children) households and countries to resist, to adapt and to manage change by maintaining or transforming living standards in the face of shocks or stresses, without compromising their long term prospects. It is the ability to 'bounce back.' 'Building resilience is an ongoing and never ending process that should be a priority for all development and humanitarian actors.'¹⁰³

The above meaning of sustainability may apply in different ways to different aspects of ECHO's programming (see also the intervention logic in Section 2):

- Sustainability of **funding** of activities beyond the formal duration of ECHO-funded actions as an immediate programming goal, which can be pursued through a variety of strategies (e.g. by creating longer-term funding mechanisms through advocacy or funding follow-on actions as ECHO has done throughout the evaluation period);
- Sustainability of the **activities** of ECHO-funded actions (either by ECHO or by other humanitarian or development actors or by national/ local actors) may be desirable, depending on the outcome of monitoring and evaluation exercises;
- At a deeper level, ECHO may seek to sustain its actions' **outcomes**, such as learning attainments of students and their progression through an education system, or reduced incidence of abuse and exploitation of children through prevention activities;
- ECHO's most challenging task is to work for the sustainability of **impacts** of its actions, which are typically only discernible over long periods of time. Sustainable impacts may include long-term declines in violence against children; improved long-term health of children; enhanced community cohesion; contributions to conflict resolution and peace-building; higher long-term retention rates in schooling; adolescents' and young adults'

¹⁰⁰ <http://saber.worldbank.org/index.cfm?indx=8&pd=14>

¹⁰¹ http://www.unicef.org/hac2011/hac_lead.html

¹⁰² *Ibid.*

¹⁰³ *Save the Children. 2015. Reducing Risks, Enhancing Resilience, Save the Children's Approach to Disaster Risk Reduction and Climate Change Adaptation, p. 4. Available at: http://www.preventionweb.net/files/globalplatform/5194f8f53c51bReducing_Risk_Enhancing_Resilience_WEB_Low_Res_FINAL.pdf.*

capacity to earn a living; and greater government accountability for provision of basic services to children.

Longer term sustainability can be achieved through advocacy, policy dialogue and coordination; integration with national/ local education and child protection systems; building capacity at national and/ or local level; creating longer-term funding mechanisms; and engaging the communities. As humanitarian funding tends to be short-term in nature, to achieve sustainability also means linking relief, rehabilitation and development (LRRD) – which is the EU's common humanitarian-development agenda. Most stakeholders consulted in the evaluation have acknowledged that there is a limit as to how much sustainability can be expected from the funded actions given ECHO's humanitarian mandate and the short duration of its interventions; we nevertheless examine the extent to which ECHO as a donor and the actions it funded demonstrated the above characteristics.

3.6.1 Extent to which DG ECHO funded actions contributed to (1) providing lasting safety and educational opportunities for children which have been affected by emergencies and crises, (2) to decreasing, in a lasting manner, man-made or natural risks and threats affecting children

It is very difficult to assess whether ECHO's interventions have led to lasting results for children caught up in emergencies, including to specific outcomes of interventions, such as the prevention of man-made or natural risks and threats affecting children as a result of DRR activities.

One factor contributing to the sustainability of ECHO-funded support to EiE and CP between 2008 and 2015 has been **the continuity in funding** provided to a number of actions over this period. Out of the 241 ECHO-funded actions in scope of this evaluation, at least 42 were follow-on actions funded by ECHO over a number of consecutive years in CAR, Colombia, DRC, Iran, Iraq, Pakistan, oPT and Sudan. The ECHO partners supported through this follow-on funding were UNICEF, UNHCR, Save the Children, NRC, Terre des Hommes, War Child Holland, Triangle and HOPE'87. At least 18 of these follow-on actions were funded by ECHO over **three and four funding cycles**, notably actions in **oPT** that provided mobile psychosocial support to children and families in the frontline and post-trauma rehabilitation to ex-detainee children in the West Bank – but also actions in **Colombia** building safer communities by preventing child recruitment by illegal armed groups in the cities of Cali, Medellin and Buenaventura; a rapid response to the displacement of population in **DRC**, as well as actions to protect children and young people affected by armed conflict in the provinces of North and South Kivu; and camp coordination, shelter services and child protection for victims of conflict in West Darfur in **Sudan**. The rest of the follow-on actions were funded by ECHO over two funding cycles and so the findings suggest the necessity to provide humanitarian funding over the course of 2 to 4 years to reflect the protracted nature of crises ECHO addresses.

Most of the 81 ECHO-funded actions reviewed in the evaluation **anticipated the need to look for additional funding** to continue activities in the future. Few actions exceptionally reported that they managed to secure **funding through other existing donors** which would enable them to continue the activities previously funded by ECHO for some time after the end of the action. For example, Terre des Hommes – who were funded by ECHO in 2009 to provide psychosocial support to Iraqi refugee children and their families in countries neighbouring Syria – turned to their local implementing partners, as well as established new partnerships with local NGOs to continue these activities. The action ultimately continued through partnerships with the Nour al-Hussein Foundation in Jordan and the Insan Association in Lebanon, with the latter securing funding from UNICEF to continue the action for another six months.

Although as mentioned in Section 2.7, it is difficult to distinguish between CP/ EiE activities implemented by the ECHO-funded actions in our sample, **a small number of actions reported that relevant national authorities, such as Ministries of Education were involved in continuing school activities, or that the activities of ECHO-funded actions were already part of national initiatives.** This was the case, for example, of the School-based Psychosocial Support Programme (SBPSP) for children and families funded by ECHO over a number of years in oPT, where the Ministry of Education would continue the school-based activities. As well, in the North Kivu province of DRC, the Danish Refugee Council's local implementing partner worked together with the local authorities in order to re-establish access to pre-primary and primary education for vulnerable children, as well as improve the quality of education in schools. It is worth noting that an EU CoP action implemented by UNICEF in Pakistan in 2012 **ensured continuity of its activities by issuing school leaving certificates to children so that local authorities can enrol children into school** in their areas of origin and place them in appropriate grades. Certification of learning attainments of refugee and IDP children is a key technical and policy-related initiative that strengthens sustainability. Finally, **developing institutional frameworks for action or signing of Memorandums of Understanding (MoUs)** with national/ local authorities were also reported by few actions as a way to ensure sustainability.

As mentioned above, ECHO's most challenging task is to work for the sustainability **of outcomes and impacts of its actions, as there is limited evidence of both in the evaluation.** Any future strategy would perhaps need to make post-project evaluations mandatory for ECHO partners so that they can measure and reflect on the results and long-term effects of the implemented activities – as well as modify any future actions accordingly.

3.6.2 Extent to which effect of those changes has been supported by Linking relief, rehabilitation and development (LRRD)

As humanitarian assistance is typically short-term by design, achieving sustainability of an intervention means establishing links with long-term rehabilitation and development efforts (LRRD). ECHO acknowledges that education in particular requires a long-term perspective, which humanitarian aid alone cannot provide.¹⁰⁴ In its 2015 EU CoP HIP, ECHO specified that *'education in emergencies and crisis situations constitutes an opportunity to strengthen coherence and bridge the gaps between humanitarian and development assistance, linking relief, rehabilitation and development (LRRD) and to enhance resilience.'*¹⁰⁵ Additionally, ECHO has admitted that 12 months is not sufficient to achieve sustainable results and has therefore increased the length of EU CoP actions to 18 months – a move which has been widely welcomed by stakeholders interviewed in the evaluation.

According to Save the Children, ECHO is quite strong in ensuring sustainability efforts are thought out by partners already at proposal stage by requiring them to specify the following information in the Single Form:

- Expected level of sustainability and/ or connectedness;
- Transition and/ or exit strategies (LRRD);
- Mainstreaming of activities (e.g. DRR);
- Field coordination with humanitarian and development actors; and
- Field coordination with national and local actors.

¹⁰⁴ ECHO. 2015. *Humanitarian Implementation Plan (HIP), EU Children of Peace.*

¹⁰⁵ *Ibid.*

Despite these requirements, the review of project documentation points to **limited evidence of existing exit strategies or concrete plan of actions** to carry on ECHO-funded actions beyond their end. Moreover, LRRD is reported as largely depending on **willingness of host governments or development donors to continue implementing actions initiated by ECHO**, as well as **strengthening national and/ or local capacities**. Indeed, despite lack of concrete exit strategies, capacity-building at different levels and with different institutions or organisations was perhaps the most important channel through which LRRD and in turn, sustainability was pursued by ECHO-funded actions, with most of the 81 actions reviewed in the evaluation reporting on this. The most frequently cited forms of capacity-building ECHO-funded actions engaged in are listed below:

- **Strengthening institutional capacity at local, regional and national level** (e.g. improving government systems or reforming school curricula, transfer of knowledge and training of government officials, etc.) – plus integrating activities in the national systems/ programmes/ strategies (e.g. through cluster meetings, consultation with Ministries or signature of MoU);
- **Strengthening the capacity of local NGOs/ CSOs** (e.g. so that ECHO-funded actions can be handed over to them after the action ends);
- **Capacity-building in the community** aiming to empower communities and create a sense of ownership of ECHO-funded interventions – as well as raising awareness in the community (e.g. through advocacy activities); and
- **Training of teachers** and transfer of knowledge to other key community players (e.g. community leaders, parents, etc.).

The role of capacity-building in achieving LRRD and sustainability is further elaborated below.

3.6.3 Extent to which ECHO has coordinated its actions with DEVCO, NEAR, the EEAS and national EU actors to maximise the sustainability of its actions

3.6.3.1 Coordination with other humanitarian or development donors or actors

Looking specifically at the **link between ECHO and other DGs of the European Commission, in particular DG DEVCO and DG NEAR**, the findings suggest that on the whole such coordination was limited over most of the evaluation period and could be improved going forward. This is the case especially given that it makes sense for DGs within the Commission to coordinate in the context of CP/ EiE: for DEVCO education is a priority in 42 countries, including 19 fragile states, of which eight receive support for education from both DEVCO and EU CoP. Despite that, there was **no formal established partnership/ cooperation between ECHO and DEVCO** over the evaluation period – though the evidence presented below points to **informal cooperation in the field in some cases**.

Next to none of the actions reviewed in the evaluation reports on any existing cooperation/ coordination of actions with DEVCO – nor NEAR where this was relevant; one action implemented in Iraq explicitly reports that DEVCO did not support education for refugee children, despite willingness of the Kurdish Government to assist with this. Evidence from the interviews further suggests that **the relationship of ECHO with DEVCO varies by country and ECHO-funded action**: for example, in DRC, Nigeria (where ECHO and DEVCO share an office), Myanmar and Sudan, the two DGs allegedly worked closely together and met regularly to discuss technical issues - but according to a stakeholder in CAR, humanitarian and development actors do not 'actively talk to each other.' Concrete outcomes from the above-mentioned ECHO/ DEVCO meetings were not clear from

the interviews, however. Although – in DEVCO's own words – 'LRRD is not happening at least on the part of DEVCO', the DG recognised the need for more coordination with ECHO in order to bridge the gap between humanitarian and development assistance.

What stood out most from the interviews is the **joint humanitarian-development framework developed by ECHO and NEAR/ EU-DEL in response to the Syrian crisis, namely the EU Regional Trust Fund¹⁰⁶ supporting actions in neighbouring Lebanon, Jordan and Turkey**. Within this joint framework, the DGs consider what has been done by each in the different sectors of humanitarian and development aid sent to these countries, including support to education and child protection, and which of the sectors might benefit from a 'division of labour' between the DGs to avoid any potential overlap or provide continuity of actions. Some ECHO partners, such as UNICEF in Turkey further reported having a very close relationship with NEAR, which took over and scaled up an ECHO-funded action providing education to out-of-camp Syrian refugees in Turkey. NEAR/ EU-DEL in Syria, as well as some ECHO Field Offices, such as Colombia stated that there is ongoing discussion on channelling part of ECHO's humanitarian aid budget through the EU Trust Funds (see Box 8 below) in order to allocate resources where they are most appropriate and avoid any potential duplication, and ultimately – achieve a more coordinated response to resilience.

Box 8 – EU Trust Funds

EU Trust Funds are development tools designed to maximise the efficiency, coherence, visibility, flexibility and speed of EU support in an emergency situation. Funds are gathered from different donors and usually allocated at regional level in order to tackle crises and promote stability. One example is the **EU Trust Fund for Africa**, signed in November 2015 by the Commission along with 25 EU Member States, as well as Norway and Switzerland. The Commission allocated €1.8 billion in order to tackle the migration crisis in the Sahel region, Chad and in the Horn of Africa, complementing the pre-existing European effort in the region and focusing on key areas such as economic growth, resilience, migration management, stability and governance.

More recently, the **EU Regional Trust Fund in Response to the Syrian Crisis** collected financial contributions from 21 EU Member States, Turkey, as well as from various EU instruments, gathering over €733 million and aiming to reach a target of €1 billion. Its main priorities are the promotion of educational, protection and engagement opportunities for children, as well as investments in livelihoods and social cohesion in countries hosting refugees.

In terms of **coordination with other donors**, next to ECHO, the UK's **DfID** is the most frequently reported main institutional donor in the field of CP/ EiE over the evaluation period, along with the **Ministries of Foreign Affairs of Denmark, Norway and Sweden**. The review of ECHO-funded actions and interviews in general provides **limited understanding as to how actions are practically coordinated between donors**. Apart from DfID – whose close working relationship with ECHO is described in Box 9 below – no other donor consulted in this evaluation appears to have the same level of engagement with ECHO. As mentioned previously, the level of engagement of donors in cluster meetings also varied in certain emergencies (see Section 3.2 above).

¹⁰⁶ *EU Regional Trust Fund in response to the Syrian crisis*,
http://ec.europa.eu/enlargement/neighbourhood/countries/syria/madad/index_en.htm

Box 9 – DfID's close working relationship with ECHO

DfID works very closely with ECHO at different levels, for example:

- At a **field level**, where the UK has a bilateral aid programme and/ or in humanitarian responses where DfID's Humanitarian Advisors are connected to ECHO's Technical Advisers to define intervention priorities, agree advocacy efforts, and make funding decisions. DfID also works closely with ECHO in contexts where they do not have a permanent adviser based on the ground, such as in the Sahel. Overall, DfID reported self-initiated and informal coordination with ECHO at field level, and a positive and productive working relationship between the two actors.
- At a **central level**, DfID's Conflict, Humanitarian and Security department maintains regular engagement with ECHO and other Member States through its participation in the EU Working Party on Humanitarian Aid and Food Aid (COHAFA).

It is worth noting that **some donors do not have separate humanitarian-development arms (as within the Commission), nor distinguish humanitarian assistance by sector**. This is important for the sectors of CP/ EiE subject of this evaluation, as they are closely linked and require longer term assistance. For example, the Ministry of Foreign Affairs of Japan provides support to CP/ EiE through a supplementary national budget (for emergency reasons) through the office of Official Development Assistance (ODA). As well, ODA does not keep track of humanitarian assistance by sector and Danida, Denmark's development cooperation which is an area of activity under the Ministry of Foreign Affairs of Denmark gives un-earmarked funding for CP/ EiE to its two main partners UNICEF and Save the Children. Danida provides them with a list of crises that they would like the two organisations to focus on each year, such as Afghanistan, CAR, Iraq, Mali, Myanmar, Pakistan, oPT, Somalia, Sudan, South Sudan, Syria and Yemen in 2015-2016 – but it is ultimately up to UNICEF and Save the Children to decide where to allocate the funds.

As for **coordination with UN Agencies**, UNICEF, UNHCR, UNDP, UNOCHA, OHCHR, UNHABITAT, UNFPA, UNRWA and local UN missions, e.g. MONUSCO in DRC were frequently cited in the project documentation reviewed in the evaluation. Whilst the field presence of UN Agencies, particularly OCHA was naturally important for ECHO partners when it comes to coordination of actions, evidence suggests that the coordination with UN Agencies could be improved in some cases: according to one stakeholder, for example, in Cameroon where UNHCR has the lead on tackling the refugee crisis, it had access to information from sectoral education groups in the field that was shared within UNHCR but not with ECHO and its partners based there.

3.6.3.2 Coordination with national, regional and local authorities and with CSOs

ECHO, as a humanitarian actor, does not directly work with governments in compliance with the principle of independence; instead, it seeks to influence government policies through advocacy and indirectly supports state capacity-building through its partners, which is required for the effective coordination of actions.

Capacity-building of national, regional and local authorities

Many of the ECHO-funded actions in the field of CP/ EiE reviewed in the evaluation contained components of **capacity-building of national, regional and local authorities**, either as direct activities, or as presumed by-products of partnership

with government Ministries and other entities. Capacity-building of government authorities is a factor in sustainability of project funding, activities, outcomes and impacts. Some ECHO-funded actions directly aim to improve government systems, such as referral mechanisms for psychosocial needs, child protection networks, or national curriculum reform processes. Many include training for government officials. Almost no actions, however, have the government of a conflict-affected country as the principle implementer of ECHO-funded activities which may mean phase-out of activities in practice.

There is some indication that ECHO-funded actions might be integrated within regional humanitarian planning processes, such as the Syrian 3RP Regional Refugee and Resilience Plan. The summaries of a few ECHO-funded actions refer to preparation for handover of activities and assumption of responsibility for follow-up, usually to and by government Ministries, UN agencies or national NGOs and CSOs. However, many project descriptions contain no such mention.

Monitoring of project activities and thorough evaluation of outcomes was a feature of almost all project summaries, though as mentioned above post-project evaluations are not currently required by ECHO. Some ECHO-funded actions include provision for documentation of experiences and lessons learned, which would facilitate sustainability; however, this was the case for a minority of actions. Whilst there was no indication of any attempt to share learnings between partners implementing ECHO-funded actions, evidence from the interviews points to collaboration between partners implementing activities in the same country at the same time. Finally, there was no hint of coordination between donors in planning or implementing activities in the project summaries, which seems to be corroborated by the interview evidence (see Section 3.6.3 above).

Advocacy towards relevant national and local government authorities was the second most common activity implemented by non-EU CoP actions (12 actions), as well as an activity undertaken within EU CoP actions, though less frequently (3 actions). Both EU CoP and non-EU CoP actions undertook advocacy in conflict settings, and non-EU CoP actions also engaged in advocacy in contexts of natural disasters, epidemics and complex emergencies. These findings suggest that advocacy was an important element of ECHO-funded actions in CP/ EiE at national level and interview evidence confirms this: for example, advocacy with relevant authorities, such as the army in Colombia aimed to keep schools and children protected from the armed conflict in the country (see also Section 3.3 above).

At global level, findings however suggest that ECHO could be more involved in global policy forums in the future, by becoming an active member of international advocacy organisations in CP/ EiE such as INEE and GCPEA (see Section 3.2 above) and potentially creating longer-term funding mechanisms through such advocacy.

Capacity-building of local NGOs/ CSOs and empowering communities

ECHO cannot directly fund local NGOs/ CSOs. Nevertheless, local implementing partners played an important part in ECHO interventions in CP/ EiE, as well as during the phase-out of some actions when ECHO partners sought to hand over activities to local implementing partners (see example in Section 3.6.2 above). To do this, these ECHO partners report building the capacity of local implementing partners through, for example, close monitoring and supervision, technical assistance and financial oversight.

To achieve sustainability, most ECHO-funded actions also engaged with the local communities through community-based targeting at the design stage of actions, involving communities in the implementation of the actions, and/ or training key community players, such as teachers, parents and community/ refugee leaders. Some actions explicitly referred to this as a **community-based response** to the ECHO-funded intervention and believed that such an approach **creates a sense of**

ownership of the intervention and empowers communities. According to one project report, it was ultimately the community that is responsible for the long-term impact of any ECHO-funded actions and for ensuring that quality services are available for children in their community, by playing an active role themselves in, for example, child protection committees, etc.

As mentioned above, **training** was one of the most common forms of engaging local communities and building their capacity to deal with emergencies and crises and – when it comes to the **training of teachers** specifically – to improve the quality of EiE. Many project summaries mention training of teachers and examples of such training include training on teaching methodology, child-centred learning, psychosocial support and/ or use of emergency education packages. A couple of ECHO-funded actions also seemed to recognise the **major long-term need to strengthen teacher management systems** in war-torn countries – which should be part of any strategic and long-term approach to EiE. For example, a UNICEF action funded by ECHO in 2012 which aimed to improve access to education for children affected by insecurity in Pakistan reports that the training of teachers will lead to the creation of a pool of teachers who can use the acquired knowledge and skills in emergencies, as well as in times of peace.

Wider transfer of knowledge in the community included, for example, training on literacy, numeracy, hygiene, DRR and/ or life skills for children, youth and/ or parents. Apart from acquiring/ enhancing specific skills, training allegedly improved interactions in refugee camp settings and/ or interactions with the host community. Awareness-raising further sensitised some communities on specific issues which affected them, such as gender-based violence in Jordan – though it was recognised that behavioural change on such issues takes time and requires reinforcement. This also appears to be true for DRR education funded under DIPECHO, where children can forget what they learn when it comes to dealing with natural disasters and their knowledge/ skills needs to be updated/ reinforced.

3.6.4 Factors limiting the sustainability of ECHO interventions in the field of CP/ EiE

The evaluation findings suggest a number of **limitations to the sustainability of ECHO-funded actions** in the field of CP/ EiE over the evaluation period, which are elaborated below.

3.6.4.1 Separation of humanitarian and development aid within the Commission

There has been a slowly growing recognition that emergency provision of education must take into account the changing nature of armed conflict, including widespread internal conflicts, deliberate targeting of civilian populations, with cross-border spill-over effects and the protracted duration of many conflicts. The shift of thinking includes an acknowledgement that humanitarian relief and development are not discrete processes. Rather development is the fundamental process that includes long periods of violent conflict and recovery from them. Many governments and agencies also recognise that supporting child protection and education in conflict-affected and fragile states requires a variety of aid modalities at different phases of conflict and recovery.

Sustainability of funding, activities, outcomes and impacts demands an end to the separate humanitarian and development kingdoms.¹⁰⁷

¹⁰⁷ C. Bennett et al. 2016. *Time to Let Go: Rethinking Humanitarian Action for the Modern Era*. London: ODI and HPG; N. Harild. 2016. 'Forced Displacement: A development issue with humanitarian elements', *Forced Migration Review*, no. 52, May 2016, pp. 4-7; C. Talbot. 2013. *Education in Conflict Emergencies*

However, within the European Commission, **short-term humanitarian programming continues to be (organisationally) separated from long-term development efforts**. Although EU policymakers are seeking to move from a linear approach to sustainability, characterised by the LRRD formulation, towards resilience, which they view as a more integrated humanitarian/ development approach. The EU claims that its view of resilience 'allows for more effective EU collaborative action, bringing together humanitarian assistance, long-term development cooperation and on-going political engagement.'¹⁰⁸ While that may be true in theory, institutional separation of humanitarian from development responsibilities and lack of close communication and joint planning between ECHO, DEVCO and other development-oriented EU entities, such as DG NEAR makes achievement of resilience, and thus of sustainability, very difficult. The EU acknowledges this: 'Building resilience has to start with and draw upon joint humanitarian-development strategic planning based on: i) joint analysis of vulnerabilities and risks, ii) focus on the most vulnerable areas and populations; iii) shared objectives and priorities, iv) coordinated action, vi) regular monitoring and evaluation.'¹⁰⁹

3.6.4.2 Highly militarised or protracted nature of crises supported by ECHO

The **highly militarised or protracted nature of crises** – the context within which ECHO and its partners operated most often over the evaluation period – has had further implications for the sustainability of ECHO-funded actions in CP/ EiE. Nearly all of ECHO's interventions in these areas took place in situations of armed and protracted conflict, such as in DRC, Sudan and South Sudan, Syria and oPT. One stakeholder in Sudan stated that because of the uncertainty and protracted state of the crisis, there has been **little investment in sustainable humanitarian work**, notably pursuing long-term solutions, such as building good quality schools (like schools built in the past but then abandoned due to the displacement of people); instead, humanitarian actors in Sudan now tend to build temporary schools in refugee camps – even though in reality they end up being far from temporarily used (e.g. for 10-15 years).

3.6.4.3 Discrimination, inequality and/ or violence

Other issues affecting the sustainability of ECHO's interventions were also systematically reported in some contexts in both project documentation and interviews, particularly **discrimination, inequality and/ or violence**. These issues were causing further displacement of people, thereby perpetuating crises and disrupting durable solutions.

3.6.4.4 Lack of institutions

Conflict-affected countries (such as oPT and Myanmar, but also others mentioned throughout this evaluation) or areas within countries affected by conflict (for example, Colombia) are characterised by weak and unstable government systems, or lack of institutions overall. Moreover, in certain contexts – notably Syria – it is

in Light of the post-2015 MDGs and EFA Agendas. Geneva: NORRAG; L. Brannelly, S. Ndaruhutse and C. Rigaud. 2009. Donors' Engagement: Supporting Education in Fragile and Conflict-Affected States. Paris and Reading: IIEP-UNESCO and CfBT Education Trust; Inter-Agency Network for Education in Emergencies [INEE]. 2010. INEE Reference Guide on External Education Financing. New York: INEE; UNESCO. 2011. The Hidden Crisis: Armed Conflict and Education (Education for All Global Monitoring Report 2011). Paris: UNESCO; V. Turrent. 2011. 'Aid and Education in Fragile States.' In: Educating Children in Conflict Zones: Research, Policy and Practice for Systemic Change: A Tribute to Jackie Kirk. Karen Mundy and Sarah Dryden-Peterson, Eds. New York and London: Teachers College Press, pp. 169-181.

¹⁰⁸https://ec.europa.eu/europeaid/policies/fragility-and-crisis-management/resilience-and-linking-relief-rehabilitation-and_en

¹⁰⁹ Ibid.

not possible for ECHO partners to work with host governments at all. And still in other contexts, such as in countries like Nepal affected by natural disasters, governments tend to lack the preparedness and technical capacity needed to deal with the crisis and speed up the recovery process. Naturally, the potential for durable solutions of ECHO's interventions is not only problematic, but next to non-existent (e.g. Syria).

3.6.4.5 Absence of development donors

ECHO tends to focus its humanitarian interventions on forgotten crises. The absence of development donors in such contexts further constrains ECHO and its partners' abilities to coordinate humanitarian relief with development processes.

3.6.4.6 Insufficient/ Lack of engagement in global policy dialogue

As mentioned above, there are no authorities present in some conflict-affected countries or areas within countries, which means that ECHO partners cannot undertake advocacy in such contexts. As well, lack of engagement in global policy forums, such as INEE or GCPEA is also a factor limiting the sustainability of ECHO's interventions in CP/ EiE.

3.6.4.7 Local capacity constraints

In certain contexts where ECHO's interventions have been implemented, there are local capacity constraints: countries do not have the funds, systems, capacity, nor willingness to continue with the interventions once ECHO funding has ended.

3.6.4.8 Duration of ECHO-funded actions

Recognising that 12 months is not sufficient to achieve sustainable results, ECHO has increased the length of EU CoP actions to 18 months. Although this move was appreciated by ECHO partners, the duration of ECHO-funded actions – and humanitarian interventions in general – was commonly perceived as a major limiting factor to sustainability.

4 Conclusions and recommendations

This final section summarises the main findings and conclusions of the evaluation. It also provides a series of recommendations for improving ECHO's response and approach to child protection and education in emergencies going forward.

4.1 Relevance and added value of EU action

Given the scale and gravity of humanitarian needs and funding shortages in the areas of child protection and education in emergencies and the imperative of preventing the risk of having a 'lost generation', the EU's interventions addressing these issues has been both relevant and necessary. From 2008 to 2015, ECHO provided approximately €241.3 million of funding to CP and EiE and crisis situations, humanitarian sectors which are severely underfunded at global level. This represents an annual average of €33.1 million. Whilst being overall rather low, this still addressed key needs and added value to what already existed. Some characteristics of ECHO's responses in both sectors have also added value to what already existed, notably its involvement in countries and areas where support was harder to provide or where needs were acute or not immediately recognised by other donors.

ECHO's increased support to EiE, from 2012, also represented a paradigm shift to recognising that EiE was life-saving, in light of the growing body of evidence on the life sustaining and protective role of education in emergencies¹¹⁰. The Commissioner's political commitment, made in July 2015 at the Oslo summit, to increase the EU's humanitarian funding for education in emergencies from 1% to the global target of 4% by the end of his mandate in 2019 further reinforced and signalled the importance of EiE in the EU's humanitarian response.

There was however, a slight disconnect between high level policy and activities on the ground. A multi-annual strategy translating high level policy framework into concrete priorities to frame ECHO and its partners' activities was crucially missing during the evaluation period. As a result, in some contexts, the approach to funding CP/ EiE was found to be ad hoc and project-based (e.g. Afghanistan) whereas in others (e.g. Colombia) it was more clearly rooted into an EU/ECHO specific country / emergency response.

Moreover, at HIP level, funding allocations to CP and EiE were not informed by sufficiently detailed assessments of CP/EiE needs and priorities, to guide partners. And although funded actions were based on needs assessment, there were differences in the level of detail and approaches applied by partners. The consideration of the specific needs of boys and girls and of different age groups varied, although some examples of good practice could be found. Overall, on the basis of documented needs (i.e. as articulated in project documentation such as single forms and project reports), it was hard to tell (a) whether partners had correctly identified needs or (b) whether they had addressed the most urgent or important protection/ education needs of children.

The introduction in 2014 of the age-gender marker has led to improvements in how children's needs are being considered across ECHO's responses, but application of the age-gender marker can be improved.

Finally, the parallel funding of targeted EiE actions via geographic HIPs and dedicated EU COP HIPs created confusion among partners regarding which funding

¹¹⁰ See for example, Nicolai, S. and Triplehorn, C. (2003) *The role of education in protecting children in conflict*. ODI.

Save the Children and the Norwegian Refugee Council. (2014). Hear it From the Children: Why Education in Emergencies is Critical.

stream to tap into for targeted EiE projects. It also contributed to fragmentation of funding for CP and EiE.

Table 8. Overview of current approach

Type of action	EU COP	DIPECHO	Geographic HIPs
Targeted EiE actions	✓	✓ (DRR education)	✓
Integrated (mainstreamed) EiE actions		✓ (DRR education)	✓

Strategic Recommendation 1 – Development of a comprehensive multi-annual strategic framework for EiE and CPiE

An overarching EiE and CPiE policy statement(s), specific to ECHO, should be developed along with a multi-annual strategic framework to bridge the gap between high level policy statements and the HIPs.

The strategic framework should set out:

- ECHO’s strategic priorities in the areas of CP and EiE, defined in terms of geographic focus, emergency contexts (e.g. focus on forgotten crises) and needs;
- The theory of change for ECHO’s intervention;
- The types of activities that ECHO would / would not support in different contexts;
- The balance between targeted versus integrated actions;
- Linkages between CP / EiE i.e. ECHO’s favoured approach to the integration of education within wider protection actions;
- The positioning of ECHO-funded interventions alongside DEVCO / NEAR to achieve a joined-up approach in protracted crisis situations;
- Monitoring indicators and targets.

Strategic Recommendation 2 – Clarify the programming of funding for CP/ EiE

During 2008 to 2015, ECHO funded 241 actions in the area of CP and EiE through geographical HIPs and the dedicated EU COP HIP (and a few other thematic HIPs). Some actions *targeted* CP and EiE exclusively. Others *integrated* CP and/or EiE within a broader emergency response (e.g. as part of WASH, health, nutrition, resilience building interventions) or actions targeting a broader set of beneficiary groups.

Going forward, ECHO could adopt one of the following three approaches:

- Option 1: Funding CP/EiE actions under a separate and global HIP dedicated to EiE (and integrating CP), i.e. keeping the EUCOP HIP ‘alive’;
- Option 2: Funding CP/ EiE actions via geographic HIPs and DIPECHO (for DRR education) only, i.e. the EU COP would cease to exist;
- Option 3: Under this option, ECHO could support *targeted* CP/EiE actions or innovative, pilot actions in the fields of CP/ EiE via EU COP, while at the same time *integrated* actions could be supported within geographical HIPs. To

avoid confusion, *targeted* CP/ EiE actions should not be funded via geographic HIPs (as is currently the case).

Table 9. Overview of the approach proposed under Option 3

Type of action	EU COP	Thematic HIPs (e.g. DIPECHO)	Geographic HIPs
Targeted CP/EiE actions	✓	✓ (DRR education)	
Integrated (mainstreamed) CP/EiE actions		✓ (DRR education)	✓

The pros and cons of three approaches are summarised below:

Table 10. Programming options for CP/ EiE

	Option 1	Option 2	Option 3
Advantages	<p>Provides high visibility and clearly earmarked funding for CP/EiE actions</p> <p>Makes it easier to:</p> <ul style="list-style-type: none"> fund a coherent portfolio of CP/ EiE monitor and keep track of activities, results and outcomes capture and share lessons learned across the entire portfolio of projects 	<p>Both targeted as well as integrated CP/ EiE actions can be funded</p> <p>In theory, ECHO's overall CP/ EiE response can be rooted into an EU/ECHO specific country strategy</p>	<p>Provides high visibility and clearly earmarked funding for CP/EiE actions</p> <p>Both targeted as well as integrated CP/ EiE actions can be funded, albeit via different funding routes</p> <p>Targeted actions would be funded via EU COP only</p> <p>Integrated actions via geographic HIPs</p> <p>Provides thematic as well as geographic coherence of CP/ EiE activity</p> <p>Facilitates mainstreaming of CP/ EiE issues within geographic HIPs</p>
Disadvantages	<p>Suitable for funding targeted CP/EiE actions only</p> <p>While more coherent at thematic level, risk of fragmentation of ECHO response at geographic (country) level</p>	<p>Fragmentation of activity at a thematic level –this risk can be avoided if actions are funded within the framework of a multi-annual strategy</p> <p>CP/ EiE may lose visibility – this can be avoided if ECHO creates CP/ EiE as a separate sector</p> <p>Makes it difficult to monitor and keep track of activities, results and outcomes in the fields of CP and EiE</p> <p>Risk that traditional life saving interventions would be prioritised</p>	<p>Extra coordination involved to manage EU COP and keep track of activity under geographic HIPs</p>

Option 1	Option 2	Option 3
	over CP and EiE as is currently happening in certain country/ emergency contexts	

In addition, the requirement to mainstream child-specific concerns in geographical HIPs and all actions (esp. in countries with high < 18 years population) should be further checked, using the Gender-Age marker.

Strategic Recommendation 3: Improve ECHO's EiE and CPIE needs assessment at country and global levels

ECHO recognises that *"In accordance with the humanitarian principles, established by the European Consensus on Humanitarian Aid, the EU seeks to address the needs of the most vulnerable people facing a humanitarian crisis and disaster. A needs-based approach is therefore necessary to ensure aid is provided in different countries according to their respective needs, independent of any pressure."*¹¹¹ Nevertheless, the evaluation identified shortcomings in ECHO's assessments of EiE and CPIE needs to inform the global and country level HIPs, which supported EiE and CPIE from 2008 to 2015. This is clearly an area requiring improvement going forward. It is recommended that the CP/ EiE needs assessment should distinguish between short term and longer term needs to inform an appropriate and joined up humanitarian and development response.

An improved needs assessment should also be supplemented by a systematic gap analysis as follows:

- (Gaps in) needs coverage by international / national / local / private actors
- (Gaps in) needs coverage by other donors' interventions
- (Gaps in) needs coverage by other EU actors' interventions (e.g., DEVCO, NEAR)

The benefits of improving global and country level assessments of EiE and CPIE needs (and gaps) would be as follows:

It would ensure that funding allocation to CP and EiE issues is informed by an assessment of needs and gaps

It would support ECHO to establish CP/ EiE priorities, especially in light of its 4% commitment of funds to EiE in 2016 and beyond. On the basis of the needs and gaps assessment, ECHO could decide where and in what policy and technical areas (such as decision to support formal or informal education, to support youth or young children) it is best placed to intervene and add value.

This internal ECHO process should also tie into and in many cases draw upon:

- The UN-led Humanitarian Response Plan processes, through which needs assessments are conducted. This will enhance donor coordination and effective division of labour
- The donor coordination and mapping work of local clusters
- where relevant (e.g., fragile states which receive DEVCO funding, NEAR in neighbourhood countries), needs assessment and programming conducted by other EU actors (e.g., DEVCO, NEAR, EEAS)

¹¹¹ http://ec.europa.eu/echo/what/humanitarian-aid/needs-assessments_en

Operational recommendations

ECHO's current two-phase framework for assessing and analysing needs in specific countries and crises should be used more thoroughly when establishing funding allocations at global and country level to EiE and CPiE.

Its existing tools [the "Forgotten Crisis Assessment (FCA)" and its Index for Risk Management (INFORM)] and Integrated Analysis Framework (IAF - which focuses on context and response analysis) should explicitly also cover EiE and CPiE. **This can be challenging considering the non-tangible nature of CPiE and EiE needs (in comparison to traditional HA needs).**

ECHO could therefore use the following EiE and CPiE-specific needs assessment processes, methods, and pieces of guidance (some are detailed in Annex 6):

- ECHO's local needs assessments should systematically draw on the work of local clusters, e.g. mapping exercise covering the 5Ws (Who is doing What, Where, When and for whom) and identification of gaps. They may then choose or need to conduct additional, ECHO-specific mapping
- The Short Guide to Rapid Joint Education Needs Assessments, GEC¹¹²
- The Joint Education Needs Assessment Toolkit, GEC¹¹³
- Sample Emergency School Assessment, IRC¹¹⁴
- CPMS Standard 4: Project cycle Management¹¹⁵
- Child Protection in Emergencies: Coordination Handbook, CPWG¹¹⁶
- The Child Protection Rapid Assessment (CPRA) Toolkit, CPWG, parts 1 (guide to CPRA), 2 (sample tools) and 3 (data management tools)¹¹⁷
- Child Protection Systems Mapping and Assessment toolkit, UNICEF¹¹⁸

Guidelines for Assessments using the UNICEF OLS (Operation Lifeline Sudan) Child Protection Tool¹¹⁹, which has been designed with the non-expert in mind.

Needs assessment at global and country level and funding decisions would also benefit immensely from participation by ECHO field staff in global and local coordination fora (e.g. Global and local Education Cluster and Child Protection Sub-clusters, or local education groups and INEE).

On the basis of needs assessments, ECHO would then decide where and on what sub-sectoral themes it is best placed to intervene in EiE and CPiE, and where it can add value, e.g.:

- where ECHO's interventions add value in relation to what already exists
- where needs are left unaddressed by other donors ("forgotten crises")

¹¹² <http://educationcluster.net/lpresources/the-short-guide-to-rapid-joint-education-needs-assessments-gec-2010/>

¹¹³ http://educationcluster.net/wp-content/uploads/2013/12/Ed_NA_Toolkit_Final.pdf

¹¹⁴ http://www.ineesite.org/en/resources/sample_emergency_school_assessment

¹¹⁵ <http://cpwg.net/?get=006914|2014/03/CP-Minimum-Standards-English-2013.pdf>

¹¹⁶ <http://cpwg.net/coordination-handbook/>

¹¹⁷

http://www.globalprotectioncluster.org/_assets/files/tools_and_guidance/info_data_management/CPRA_English-EN.pdf

¹¹⁸ http://www.unicef.org/protection/files/Mapping_and_Assessment_users_guide_Toolkit_En.pdf

¹¹⁹

<https://www.humanitarianresponse.info/system/files/documents/files/UNICEF%20Child%20Protection%20Assessment%20Tool.pdf>

- where synergies can be created with interventions of other EU external actors (DEVCO, NEAR), in countries where this is relevant. *A specific recommendation is made on the latter.*

4.2 Coherence

Actions funded by ECHO were generally compliant with key global standards – mainly because most actions were implemented by child focused organisations that were very familiar with those standards. However, few formally embedded systems or practices were in place within ECHO - especially during the first part of the evaluation period - to ensure compliance with global CP and EiE standards. For example, there was no ECHO-specific protocol to ensure that child-focused standards were followed at different stages of the project cycle. ECHO's Single Form (document completed during the project's life's cycle) was general, non-sector specific.

Moreover, the evaluation found that ECHO field offices, and partners to some extent also, had differing levels of comprehension and adherence to key global standards in CPiE and EiE, as well as capacity to implement them. ECHO staff were not specialists nor trained sufficiently in neither CP nor EiE. ECHO's engagement in CP and EiE clusters and bodies (which have a role in contributing to compliance with global standards and coherence in donors' actions) was also found to have been inconsistent over the evaluation period. Knowledge exchange between ECHO staff and child focused partner organisations did occur and help in that respect, generally at the demand of ECHO staff. With regards ECHO's support to EiE, these shortcomings reflect the fact that EiE at least was not a recognised area of ECHO's interventions, up until the launch of the EUCOP initiative in 2012.

Recent developments have strengthened ECHO's adherence to global standards, e.g. the introduction of the gender-age marker in 2014 in the Single Form brought attention to children; the inclusion of thematic experts within ECHO at field and HQ level¹²⁰, additional training offer.

Strategic Recommendation 4: Given that ECHO is a significant humanitarian actor in the fields of EiE and CP, it would be desirable for it to exercise greater influence in these areas via engagement in global and country level forums and clusters

Whilst ECHO is widely recognised as an important humanitarian actor and donor, it has overall not been recognised as such in the sectors of EiE and CPiE over 2008 and 2015. ECHO is currently not engaging sufficiently in global policy dialogue and coordination on CP and EiE issues. Consequently it is not recognised as an agenda setter or leader in these areas.

Complement funding with (non-funding) influence via engagement in global and country-level for a, such as CPWG, Child Protection Sub-cluster, Education Cluster, INEE Working Groups, INEE MS steering group at global level, and GCPEA Working Groups.

ECHO staff should be encouraged to take part in global and country-level fora, notably via the clusters and INEE working groups. The mutual benefits in enhanced communication, information-sharing and coordination are enormous.

ECHO could further support the roles of clusters, the CPWG, INEE and GCPEA in disseminating and maintaining standards at global level and in coordinating the humanitarian response in the field. This could be accomplished most effectively

¹²⁰ Children and gender focal point at ECHO's headquarters, Global Thematic Coordinator for Gender based in Nairobi; one Global Thematic Coordinator for Protection, based in Amman; and two regional protection experts, based in Amman and Yaoundé.

through loosely earmarked funding of Cluster operations and of the global work of INEE, GCPEA and the CPWG.

In order to take this recommendation forward, ECHO would however need to invest in building staff capacity and expertise in the fields of CP and EiE – see recommendation below.

Operational Recommendation: Support capacity strengthening in EiE and CPiE within ECHO and its partners

ECHO currently has one Global Thematic Coordinator for Gender, based in Nairobi; one Global Thematic Coordinator for Protection, based in Amman; and two regional protection experts, based in Amman and Yaoundé. There are no regional experts on education.

A first and key contribution to ECHO's increased effectiveness in EiE and CPiE work would be to deploy sufficient technical advisors at ECHO headquarters and in ECHO's field network, especially in contexts where support to CPiE and EiE is part of ECHO's HIPs. This applies more so in the sector of EiE.

Sufficient technical expertise will contribute to improvements in needs assessment, project appraisal and design, partner appraisal, capacity strengthening, project implementation, monitoring and evaluation. This would lift ECHO to becoming a real partner of EiE and CPiE, adding high quality policy advice and technical support as it is known to do in other sectors.

Strategic Recommendation 5: Given that ECHO is a significant humanitarian actor in the fields of EiE and CP, it would be desirable for it to exercise greater influence in these areas via engagement in global and country level forums and clusters

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Sufficient technical expertise will contribute to improvements in needs assessment, project appraisal and design, partner appraisal, capacity strengthening, project implementation, monitoring and evaluation. This would lift ECHO to becoming a real partner of EiE and CPiE, adding high quality policy advice and technical support as it is known to do in other sectors.

4.3 Effectiveness

ECHO has achieved substantial results in the areas of CP and EiE. It is one of the most significant humanitarian actors in these severely under-funded areas and one of the few donors fulfilling its commitment to allocate 4% of its budget to EiE. The main achievements of ECHO over the 2008-2015 period can be summarised as follows:

- Providing access to education to thousands of children around the world caught up in conflicts and educations, particularly in refugees and IDPs. ECHO is also increasingly monitoring the quality of protection and education outcomes. There is evidence that ECHO and partners paid attention to factors of quality, e.g. safety of the protection or school environment, skills-levels of supervisory staff, adequacy of resources, and methods etc.
- Development of child protection infrastructure in fragile and conflict affected countries such as DRC, oPT, Colombia and Pakistan
- Successful integration of protection within EiE actions. A number of ECHO education projects have very evidently led to greater protection for pupils, e.g. in Colombia where schools have been used a means of preventing child soldier recruitment since 2008
- Raising awareness, knowledge and understanding of disaster risks and better preparing children and communities on how to deal with disasters.
- Providing psycho-social support to children affected by emergency-related trauma, which led to positive changes in the psychosocial well-being of children and perceptions of safety
- Providing support to the restoration of family links for children affected by emergency-related separations, e.g. in DRC
- Providing children with a sense of normality, routine and a positive environment through these actions

These achievements are particularly significant when considering the countries and contexts in which ECHO operates. ECHO's focus on forgotten crises and conflict situations is commendable given the challenges involved in providing humanitarian support in such contexts such as security issues, lack of local capacity and institutions etc.).

Critical factors have been ECHO's continuous support to certain actions or activities in certain emergency contexts over several years.

Main factors limiting the effectiveness of ECHO-funded actions were: local capacity constraints, shortcomings in partner's or ECHO's capacity and expertise in EiE/ CP issues, and insufficient engagement in global policy forums and dialogue, level of parents engagement, overall level of security in areas of intervention etc. A key limitation in ECHO's actions has been the *annual allocation* of funding. This has been considered as not fully fit-for-purpose considering the recurring / long-term

nature of CP/ EiE needs, particularly in protracted crises. This being said, the evaluation found that numerous ECHO funded actions had been supported over a number of consecutive years¹²¹.

Moreover, it has not been possible to fully capture and demonstrate the effects of ECHO's interventions as the vast majority of the ECHO funded CP/EiE actions have not undertaken independent evaluations although some actions have carried out baseline and end line surveys to measure change.

Strategic Recommendation 6 - Make the duration of ECHO's support to CPiE and EiE fit for purpose and context

Currently ECHO operations in most HA sectors under the (annual) HIPs are planned for 12 months but implementation can be extended to up to 24 months. A 12-24 months project duration might be suitable for providing emergency relief in certain contexts (such as temporary disruption caused by a natural disaster). However, ECHO focuses on conflict situations, which are increasingly protracted in nature. In such contexts, both CP and EiE sectors require medium to long-term programmatic and funding commitments in order to provide effective and sustainable responses. This is important to build trust with local communities to ensure local ownership, use participatory approaches, deliver planned outcomes, and secure their durability at the level of children, schools, and communities. Moreover, current funding cycles are too short to allow partners to gather sufficient baseline data and evaluate results and impacts.

ECHO has tried to reconcile its political constraints (humanitarian budget is determined on an annual basis within the Commission) with the operational requirements (the need for longer term funding) by providing partners with continued funding via successive HIPs i.e. by funding actions over multiple phases. This is however, not an optimal solution as it creates funding uncertainty amongst partners and beneficiaries.

It would be highly desirable if ECHO could extend the duration (planning and implementation) beyond current duration (one year planning and up to two years' implementation). Experts and other interviewees concurred that a longer project duration than is presently practised is needed to (1) gather baseline information and assess needs professionally and rigorously/stakeholder mapping/consortium building, (2) implement and monitor CPiE and EIE activities for a sufficiently long time to allow programme activities to yield measurable changes and establish foundation for continuation of activities after project has finished to guarantee durability (e.g. on capacity building of local partners, civil society, local authorities, institutions) (3) give partners time to secure follow-up funding and (4) ensure that EU/ECHO staff follows up on the measureable changes/durability after the project has closed/phased out . An extension in funding cycles would also be more in line with some of the current donor practices¹²².

Operational recommendations:

- Partners should be encouraged to organise independent ex-post evaluations of ECHO funded actions and systematically collect baseline and end line

¹²¹ In CAR, Colombia, DRC, Iran, Iraq, Pakistan, oPT, and Sudan. At least 18 of these follow-on actions were funded by ECHO over three and four funding cycles.

¹²² E.g. DFID's SPHEIR partnership for example, which has a focus on HE in emergencies (particularly the Syria crisis) plans to fund 12 projects each lasting 3-5 years, with a maximum of £5million going to any one project.

beneficiary data. Evaluations should be mandatory for multi-phased actions and actions exceeding a certain funding threshold.

- ECHO should commission research and impact evaluations to further build the evidence base and understanding of what works in the areas of CP and EiE in different contexts.

4.4 Efficiency

The evaluation also found that a systematic decision-making approach to resource allocation to (1) partners (e.g. share of funding allocated to UN agencies versus other INGOs) and (2) targeting specific types of intervention / activities in a particular context was missing. This suggests that allocative efficiency was probably not being achieved. Moreover, a lack of formal embedding of vfm approaches suggests that productive efficiency was not being maximised.

In addition, factors internal and external to ECHO limited the efficiency of its interventions in both sectors: (1) the absence of a fleshed-out strategic framework to guide ECHO's strategic choices and funding allocations, (2) shortcomings in thematic expertise or guidelines and tools to intervene in both sectors, (3) the mismatch between the *annual allocation* of funding and the recurring / long-term nature of CP/ EiE needs; (4) shortcomings in coordination with other actors and (4) in certain contexts, lack of capacity or engagement amongst humanitarian actors¹²³

Operational recommendation:

- ECHO should formally embed vfm approaches within its programming and project cycles.

4.5 Sustainability

Sustainability was examined from different angles: (1) sustainability of funding, provided by ECHO and activities funded (2) sustainability of the outcomes and impacts of actions funded.

ECHO's support to EiE and CPiE has been short-term and targeted, with an emergency response and relief purpose, but with the intention of contributing to sustainable changes and to tie into to the protection and education response of other actors, where any existed. Limitations in ECHO's response linked to the annual nature of the allocation of funding were circumvented by: providing repeated funding over a number of consecutive years (at least 42 actions out of total 241 in scope of the evaluation¹²⁴).

Given the short term nature of humanitarian action long-term sustainability of funding and activities can, however, only be achieved by:

- Engaging in advocacy, policy dialogue and coordination;
- Encouraging integration of ECHO funded activities with national/ local education and child protection systems;
- Building capacity at national and/ or local level;
- Engaging the communities.

Evidence of successful take-over of ECHO-funded actions by other actors, at the end of funding, has however overall been limited. This has been on account of variations in willingness of host governments or development donors to continue implementing actions initiated by ECHO, as well as lack of national and/ or local

¹²³ *E.g. teachers, psychologists, etc; high staff turnover; security issues / access to site; lack of engagement of government stakeholders; lack of reliability of suppliers; institutional corruption.*

¹²⁴ *At least 18 of these follow-on actions were funded by ECHO over three and four funding cycles.*

capacities (and empowering communities, e.g. training; advocacy and policy dialogue at national and global level).

Coordination between ECHO and other relevant Commission services and EU actors that support CP and EiE (DEVCO, NEAR, EEAS) has overall been insufficient over 2008-2015. Some good practices exist and improvements are currently taking place.

There was limited evidence of the sustainability of actions' outcomes and impacts, such as learning attainments, children's progression through an education system, reduced incidence of abuse and exploitation of children, or improved long-term health of children. This is related to shortcomings in data collection over time, since those effects are mainly discernible over long periods of time.

Strategic Recommendation 7 - Consider synergies between ECHO's interventions and those of other EU actors (DEVCO, NEAR, EEAS), in countries where this is relevant

In fragile states, protracted crises or volatile contexts, the linear relief-to-development approach is not relevant and should be replaced by a continuum approach. In addition child protection and education in emergencies, particularly in those contexts, require multi-year, even whole-of-childhood approaches, with rolling commitments to each new age cohort. That in turn demands a joined-up approach by humanitarian and development partners, perhaps an acknowledgement that the humanitarian/development distinction is an artificial one that does not reflect the realities of people's lives.

In crises/countries where several EU actors (e.g., ECHO, DEVCO, NEAR, EEAS) intervene in the areas of EiE and CPiE, coordination systems in place should be used to ensure that the support of the EU as a whole is coordinated and based on a division of labour which reflects the 'competitive advantage' of each actor.

For ECHO this would be:

- speed of disbursement (in comparison to DEVCO's),
- target beneficiaries (e.g. non State actors),
- types of activities that should be funded by ECHO (rather than another EU actor). This would tie into recommendation 1 (providing a definition of quality in CP and in EiE, and establishing the 'end goals' of its work in both sectors).

In light of this, information on needs and support provided by other EU actors (DEVCO, NEAR, EEAS) should be properly exchanged.

At HQ level this already takes place via inter-service groups and the intra-institution (COM and EEAS) group on children.

Operational recommendations:

- Linkages with the field network and formal consultation structures between ECHO field offices and EUDs would support this further. Currently incentive structures for different EU actors to coordinate in the field should be strengthened.
- Build on 'best practice' coordination examples, e.g. Myanmar, Syria and CAR: DEVCO-ECHO follow-up funding and use of Trust Funds to bridge humanitarian and development financing
- Multi-annual programming / use of joint humanitarian development framework, links with new instruments (Trust funds) could also be explored.
- Better coordination would also allow ECHO to move beyond its past small 'pilot' projects approach (EU CoP especially) and maximise sustainability of

effects by engaging with development (and national/local) actors in EiE and CP.

Strategic Recommendation 8: ECHO, as a humanitarian actor, should effectively engage with development actors, other humanitarian actors in the field of CP/ EiE, as well as with host governments without undermining its independence. ECHO should adopt a more strategic approach to advocacy and capacity-building of state actors to ensure sustainability of actions.

It has not been possible to assess the extent to which ECHO's interventions have led to lasting results for children caught up in emergencies (such as learning outcomes and their progression through an education system, or reduced incidence of abuse and exploitation of children through prevention activities). Only a couple of the 81 funded actions reviewed had conducted evaluations and a further handful of funded actions had collected baseline and end line data to measure change in learning. It was not feasible within the scope of the present evaluation to fill this gap in evidence through primary data collection.

Given the short term nature of ECHO's humanitarian action, it is however, clear that longer term sustainability can only be achieved through advocacy, policy dialogue and coordination; integration with national/ local education and child protection systems; building capacity at national and/ or local level; creating longer-term funding mechanisms; and engaging the communities.

Operational recommendations:

We would therefore, recommend that ECHO should promote the sustainability of its actions at a national level by:

- Promoting Government responsibility and accountability
- Capacity strengthening of planning and implementation of national child protection and education systems
- Application of conflict-sensitive approaches to national system planning and implementation
- A commitment to research, innovation and experimentation
- Improved coordination with development actors
- Institutional continuity, or clear handover by UN agencies and NGOs to national institutions, supported by transitional resources
- Monitoring, measurement and evaluation of impacts, e.g. through CPIMS, EMIS
- Ensuring that gains are maintained and built upon, e.g. establishment and strengthening of child protection committees/ networks at community and regional levels that will continue to function after the projects phase out because of community ownership.
- Specific technical and policy-related initiatives, e.g., certification of learning attainments of refugees and IDPs¹²⁵

¹²⁵ J. Kirk, Ed. 2009. *Certification Counts: Recognizing the Learning Attainments of Displaced and Refugee Students*. Paris: IIEP-UNESCO; C. Talbot. 2013. *Education in Conflict Emergencies in Light of the post-2015 MDGs and EFA Agendas*. Geneva: NORRAG.

- Transitioning from interim to permanent measures in certain contexts, e.g., Accelerated Learning Programmes and bridging courses to regular schooling¹²⁶
- Frequent measurement of child protection and learning outcomes
- On-going monitoring and long-term impact evaluation.

¹²⁶ L. Bethke and P. Baxter. 2009. *Alternative Education: Filling the Gap in Emergency and Post-conflict Situations*. Paris and Reading: IIEP-UNESCO and CfBT Education Trust.

Annex 1 A typology of ECHO-funded activities in CP and EiE

To facilitate the understanding of the type of activities funded by ECHO in the field of child protection and education in emergencies during the evaluation period (2008-2015), ICF is conducting a broad categorization of those actions.

At interim stage, 45 actions were mapped. Starting from the typology developed during the inception stage, and building on the review of those 45 actions, a refined typology was developed. It is presented in Table 14 below.

The table below provides an overview of the typology of activities. However, most the actions include a mix of activities e.g., one action includes formal and non-formal education activities as well as protection activities. For example, some actions had activities working with parents and communities to create an enabling environment for education and child protection, as well as advocacy actions towards national and local government and relevant authorities (see specific examples in the table below).

Full information of typology of all actions reviewed in-depth is presented in Annex 4.

Table 11. Typology of child protection and education in emergencies actions funded by ECHO

Type of action	Definition	Specific examples
Education	<p>Support to formal education (including accelerated learning programs – ALP), at pre-school, primary and secondary level</p>	<ul style="list-style-type: none"> ▪ Formal education refers to an educational system with hierarchic structures and a chronological progression through levels or grades with a set beginning and end. Formal education usually takes place in an institution and involves some kind of assessment leading to a certificate of qualification.¹²⁷ ▪ ECHO support to formal education includes recruitment and training of teachers, provision of school uniforms and materials, support in enrolment process, provision of scholarship and accelerated learning programs – ALP, or remedial classes.

¹²⁷ Save the Children (2001), *Education. Care & Protection of Children in Emergencies. A Field Guide*. Available at: http://www.unicef.org/eapro/Education_Field_Guide.pdf

¹²⁸ ECHO/CHD/BUD/2013/01003

¹²⁹ ECHO/CHD/BUD/2014/91002

¹³⁰ ECHO/CHD/BUD/2015/91001

¹³¹ ECHO/CHD/BUD/2015/91003

¹³² ECHO/CHD/BUD/2014/91002

	Type of action	Definition	Specific examples
Education	Non-formal education	<ul style="list-style-type: none"> Non-formal education refers to a flexible approach to education using alternative modes of delivery outside the formal system. The content offered by non-formal education programs may be identical to that available in school or it may be different, as in the case of literacy programs and popular education initiatives that do not lead to certificates.¹³³ ECHO support to non-formal education includes providing training on peace education, child protection and education in emergencies elements. 	<ul style="list-style-type: none"> In Congo,¹³⁴ ECHO facilitated training for teachers on peace education modules. In Honduras and Colombia,¹³⁵ ECHO trained children and adolescents on Peace Education, Critical Survival Skills, conflict sensitivity and other transferable skills. It also provided a bridging programme (i.e. motivational spaces designed to provide levelling activities and transferrable skills to enable children and adolescents to go back into the education system) and distributed educational kits. In Iraq,¹³⁶ ECHO established an educational learning centre with library for Non-Formal Education (NFE) activities next to each school. Empowerment activities, including components on peace education, conflict prevention and mitigation, were provided to young people (13-17 years of age). In Somalia,¹³⁷ ECHO provided life-skills courses for in- and out-of-school children as per INEE guidelines, and building a network of peer educators on topics such as relationship building, communication, non-violent behaviour and reproductive health.
Education	Informal education	<ul style="list-style-type: none"> Informal education refers to a process of learning through everyday experiences and the transfer of knowledge, skills and attitudes through traditional 	<ul style="list-style-type: none"> In Guinea,¹³⁹ ECHO elaborated scripts for a radio education programme to be broadcast.

¹³³ Save the Children (2001), *Education. Care & Protection of Children in Emergencies. A Field Guide*. Available at: http://www.unicef.org/eapro/Education_Field_Guide.pdf

¹³⁴ ECHO/CHD/BUD/2015/91002

¹³⁵ ECHO/CHD/BUD/2015/91008

¹³⁶ ECHO/CHD/BUD/2015/91003

¹³⁷ ECHO/CHD/BUD/2015/91014

¹³⁹ ECHO/CHD/BUD/2015/91018

Type of action		Definition	Specific examples
		<ul style="list-style-type: none"> culture, families, communities, and media.¹³⁸ Examples of ECHO actions include broadcasted education programmes, community awareness raising and enrolment campaigns. 	
Protection	Psychosocial support in educational and non-educational settings	<ul style="list-style-type: none"> Psychosocial support refers to the processes and actions that promote the holistic well-being of people in their social world.¹⁴⁰ Here 'people' refers more particularly to children and the support is provided within educational settings. Examples of ECHO actions include training of school psychologists and teachers, creation of friendly classroom environment, provision of psychological materials, provision of psychosocial support in communities, and training social workers. 	<ul style="list-style-type: none"> In Ukraine,¹⁴¹ ECHO worked to expand training for school psychologists, teachers, social workers and volunteer community workers in the creation of friendly and supportive classroom environments, observation, symptom recognition, psychological first aid and referral, as well as how to address discrimination. In Uganda,¹⁴² ECHO supported the procurement and installation of "play equipment" in schools and conducting age and gender specific games to provide psychosocial support to South Sudanese refugee children living in North Ugandan camps. In Uganda,¹⁴³ ECHO facilitated training of caregivers, parents, guardians and community-based Psychological First Aid providers to provide basic psychosocial support and child protection In Syria,¹⁴⁴ ECHO organised centre-based recreational / psychosocial activities for identified children and parents as well as psychological and psychosocial counselling

¹³⁸ Save the Children (2001), *Education. Care & Protection of Children in Emergencies. A Field Guide*. Available at: http://www.unicef.org/eapro/Education_Field_Guide.pdf

¹⁴⁰ INEE (2012), *Minimum Standards for Education: Preparedness, Response, Recovery*. Available at: [http://toolkit.ineesite.org/resources/ineecms/uploads/1272/INEE_2010_Minimum_standards_for_education_\(3\).pdf](http://toolkit.ineesite.org/resources/ineecms/uploads/1272/INEE_2010_Minimum_standards_for_education_(3).pdf), p. 121.

¹⁴¹ ECHO/CHD/BUD/2015/91017

¹⁴² ECHO/-HF/BUD/2015/91011

¹⁴³ ECHO/CHD/BUD/2015/91005

¹⁴⁴ ECHO/-ME/BUD/2011/91003

Type of action		Definition	Specific examples
Education	Vocational training for youth (under the age of 18)	<ul style="list-style-type: none"> Vocational training refers to learning pathways which aim to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly in the labour market.¹⁴⁵ Examples of ECHO actions include the provision of alternative schooling such as preparatory vocational, business skills training and work experience placements. 	<ul style="list-style-type: none"> In Somalia,¹⁴⁶ ECHO provided alternative schooling (preparatory vocational, business skills training and work experience placements) focussing on midwifery, nursing, teaching, social work and business for 14-18 year-olds. It is also providing three months' basic training in entrepreneurship and business skills for parents and young relatives of children participating in the programme.
Education	Construction and rehabilitation of schools	<ul style="list-style-type: none"> Examples of ECHO actions include construction of school infrastructures and rehabilitation of classrooms and WASH facilities. Hard support funded by ECHO is generally one component of broader actions, i.e., first the school is rebuilt and then support to other, 'soft' activities is provided. 	<ul style="list-style-type: none"> In Cameroon, Plan International increased the capacity of seven public schools hosting new refugees by rehabilitating and constructing classrooms and WASH facilities. In Niger,¹⁴⁷ IRC together with local authorities rehabilitated and constructed schools.
Education protection	Working parents with and	<ul style="list-style-type: none"> Examples of ECHO actions include awareness-raising amongst 	<ul style="list-style-type: none"> In Iraq,¹⁴⁸ partners raised awareness on the importance of education with parents / caregivers

¹⁴⁵ See https://ec.europa.eu/europeaid/sites/devco/files/concept-note-tvet_en.pdf, p. 3.

¹⁴⁶ ECHO/CHD/BUD/2015/91014

¹⁴⁷ ECHO/CHD/BUD/2014/91001

¹⁴⁸ ECHO/CHD/BUD/2013/01006

Type of action	Definition	Specific examples
<p>communities to create an enabling environment for education and child protection</p>	<p>parents and community e.g., on the importance of education, child protection, training of school management committees, creation of mother support groups.</p>	<ul style="list-style-type: none"> ▪ In Congo,¹⁴⁹ parents, teachers, directors and community leaders received training on girls' education and prevention of early marriage. Partners also helped vulnerable parents of out-of-school children to participate in income generating activities (to avoid recourse to child labour). They also worked to improve hygiene practices in school. ▪ In Cameroon, Plan International implemented a 'Back to School Campaign' in seven refugee sites and host communities to raise awareness of the importance of education, child rights, prevention of gender-based violence and peacebuilding. ▪ In Honduras, ECHO trained heads of households in Peace Education and in Colombia on the right to education.¹⁵⁰ ▪ In South Sudan,¹⁵¹ ECHO trained 19 School Management Committees on their roles and responsibilities in promoting school enrolment. ▪ In Pakistan,¹⁵² IRC and Muslim Aid formed Mother Support Groups, involving 975 mothers and caretakers in education activities ▪ In Afghanistan,¹⁵³ ECHO organised community awareness raising and enrolment in schools campaigns.
<p>Education / Advocacy towards national and local protection</p>	<p>Examples of ECHO actions include workshop with national authorities, stakeholders'</p>	<ul style="list-style-type: none"> ▪ In Iraq,¹⁵⁴ ECHO facilitated an EiE workshop with the Department of Education and Ministry of Education staff and Education stakeholders and coordinated inputs towards an EiE preparedness plan.

¹⁴⁹ ECHO/CHD/BUD/2014/91002

¹⁵⁰ ECHO/CHD/BUD/2015/91008

¹⁵¹ ECHO/CHD/BUD/2015/91012

¹⁵² ECHO/CHD/BUD/2012/01003

¹⁵³ ECHO/CHD/BUD/2015/91009

¹⁵⁴ ECHO/CHD/BUD/2015/91003

Type of action	Definition	Specific examples
government and relevant authorities	consultation, development of guidelines and tools, inclusion of education programmes in national curricula.	<ul style="list-style-type: none"> ▪ In South America,¹⁵⁵ ECHO worked with national ministries to develop and pilot guidelines and tools for the integration of climate-smart DRR education into the existing school curricula. ▪ In Ukraine,¹⁵⁶ ECHO worked with policymakers and technical staff in the Ministry of Education and the Ministry of Social Policy to integrate the principles, objectives and methods of life skills education into the national curricula, with a view to the accreditation of life skills courses. ▪ In Colombia,¹⁵⁷ ECHO worked with education and local authorities as well other relevant stakeholders to increase the visibility and overcome the barriers that prevent children affected by conflict and other situations of violence from accessing education in a safe environment.
Protection Providing and/ or facilitating access to child friendly, safe facilities and spaces	<ul style="list-style-type: none"> ▪ Child-friendly spaces (CFS) are places designed and operated in a participatory manner, where children affected by natural disasters or armed conflict can be provided with a safe environment, where integrated programming including play, recreation, education, health, and psychosocial support can be 	<ul style="list-style-type: none"> ▪ In Iraq,¹⁵⁹ ECHO facilitated the development of a child friendly space in Domiz refugee camp. ▪ In Congo,¹⁶⁰ ECHO facilitated the strengthening of child protection structures and committees at the safe learning spaces in targeted communities (community child protection committees, parents and teachers committees, and children/youth clubs). ▪ In Sudan,¹⁶¹ ECHO facilitated construction of playgrounds within the school grounds.

¹⁵⁵ ECHO/-SM/BUD/2015/91017

¹⁵⁶ ECHO/CHD/BUD/2015/91017

¹⁵⁷ ECHO/CHD/BUD/2015/91008

¹⁵⁹ ECHO/CHD/BUD/2012/01002

¹⁶⁰ ECHO/CHD/BUD/2013/01007

¹⁶¹ ECHO/CHD/BUD/2014/91008

Type of action		Definition	Specific examples
		<ul style="list-style-type: none"> delivered and/or information about services/supports provided.¹⁵⁸ Examples of ECHO actions include creating safe spaces in hospitals, creation of recreational areas/ playgrounds. 	
Protection	Identification, protection and integration of Unaccompanied Asylum-seeking Children (UASC) and separated children	<ul style="list-style-type: none"> This is presented as a separate category within the area of child protection from other categories of children due to the level of vulnerability of unaccompanied and separated children as they do not have a caregiver and their need for special protection measures. Examples of ECHO actions include identification, registration, integration and ensuring access to basic services for UASC and separated children, training of foster caregivers. 	<ul style="list-style-type: none"> In South Sudan,¹⁶² ECHO facilitated identification and integration of UASCUASC and separated children into education. In Ethiopia,¹⁶³ ECHO worked to identify and register new cases of unaccompanied or separated children, to identify their needs and ensure they receive gender and needs specific interim care. It also provided training to community professionals in contact with children to adopt child friendly approaches and child safety measures.

Note: In May 2016 DG ECHO issued a new policy guide on protection (DG ECHO Thematic Policy Document Nr8: Humanitarian Protection). Definitions developed as part of this document are not used to develop typology of actions implemented. The reasoning for this is that the evaluation period is 2008-2015 which is before the new Policy Guide was developed.

¹⁵⁸ Davis, K. and Iltus, S. (n.d.), *A Practical Guide for Developing Child Friendly Spaces*: New York: UNICEF.

¹⁶² ECHO/CHD/BUD/2015/91012

¹⁶³ ECHO/-HF/BUD/2015/91035

Annex 2 Full list of countries and emergencies which received ECHO funding

Table 12. Full list of countries covered by actions in scope, number of projects implemented and total budget allocated, 2008-2015

Country	Nr of actions	of €, million
Afghanistan	7	5.6
Azerbaijan	1	0.5
Bangladesh	1	0.8
Bhutan	3	0.4
Cameroon	2	1.2
Car	6	4.6
Chad	3	1.1
Colombia	15	5.0
Colombia, Ecuador	2	1.1
Colombia, Ecuador, Paraguay	1	0.3
Colombia, Ecuador, Venezuela	1	0.8
Colombia, Honduras	1	0.8
Colombia, Venezuela	2	1.2
Congo	20	49.9
Cote D'Ivoire	2	2.5
Dominican republic	1	0.2
Ecuador	2	0.6
Ethiopia	7	9.5
Ethiopia, Belgium, DRC	1	0.9
Ethiopia, Kenya, Uganda	1	0.3
Ethiopia, South Sudan Republic	1	0.7
Fiji	1	0.5
Former Yugoslavia Republic of Macedonia, Serbia	1	2.0
Georgia	4	1.2
Guinea	1	0.5
Haiti	7	6.5
India	10	4.4
Iran	2	1.5
Iraq	4	1.8
Iraq, Syria, Jordan	1	9.0
Jordan	2	12.5
Kenya	1	0.4
Kyrgyzstan, Tajikistan, Uzbekistan	1	0.6
Lebanon	3	1.1
Lebanon, Syria, Jordan	1	16.3
Liberia	4	3.2
Libya	2	1.9
Mali	3	5.5
Mexico, Guatemala	1	0.5
Myanmar	5	2.5
Nepal	3	1.8

Evaluation of DG ECHO's Actions in the field of Protection and Education of Children in Emergency and Crisis Situations (2008-2015)

Country	Nr of actions	of €, million
Nicaragua, El Salvador, Guatemala, Honduras, Costa Rica, Panama	1	0.6
Niger	3	2.1
Nigeria	2	2.0
Pakistan	7	9.7
Palestinian territory occupied	28	17.2
Paraguay	1	0.1
Peru, Bolivia, Colombia, Ecuador, Paraguay	1	0.8
Peru, Chile, Colombia, Ecuador	1	0.4
Peru, Colombia, Ecuador, Paraguay, Venezuela	1	0.6
Philippines	2	0.3
Russia	2	2.1
Sierra Leone	1	0.5
Somalia	8	11.7
South Sudan Republic	7	29.9
Sri Lanka	3	1.1
Sudan	7	3.4
Syria	5	3.4
Syria, Turkey	1	4.5
Tanzania	1	0.4
Thailand	1	0.6
Turkey	5	4.0
Uganda	7	4.4
Ukraine	1	0.8
Vanuatu	1	0.3
Vietnam	4	1.6

Table 13. Full list of emergencies receiving ECHO funding, number of projects implemented and total budget allocated, 2008-2015

Emergency	Nr of actions	of €, million
Conflict - Congo	21	50.8
Conflict - Syria	13	47.7
Complex emergencies - Sudan	3	24.6
Conflict - oPT	29	16.9
Complex emergencies - Somalia	3	8.5
Conflict - Sudan	11	8.4
Natural disaster - Pakistan	2	7.6
Conflict - Colombia	17	6.7
Conflict - Afghanistan	7	5.6
Conflict - Mali	3	5.5
Conflict - Ethiopia	4	4.8

*Evaluation of DG ECHO's Actions in the field of Protection and Education of Children in
Emergency and Crisis Situations (2008-2015)*

Emergency	Nr actions	of €, million
Conflict - CAR	6	4.6
Conflict - India	9	4.0
Conflict - Uganda	6	3.8
Conflict - Iraq	6	3.8
Epidemic - Haiti	1	3.4
Resilience building - Ethiopia	1	3.0
Conflict - Liberia	4	3.0
DRR - Central America	5	2.8
Natural disaster - Haiti	4	2.6
Conflict - Myanmar	4	2.1
Conflict - Nigeria	2	2.0
Conflict - East Europe	1	2.0
Conflict - Somalia	3	1.9
Conflict - South Sudan	3	1.9
Complex emergencies - Ivory Coast	1	1.5
Conflict - Iran	2	1.5
DRR - Niger	2	1.3
Conflict - Libya	1	1.3
Natural disaster - Vietnam	3	1.3
Conflict - Georgia	4	1.2
Epidemic - Somalia	2	1.2
Conflict - Cameroon	2	1.2
Resilience building - HoA	1	1.2
Conflict - Colombia, Venezuela	2	1.2
DRR - Nepal	1	1.1
Conflict - Pakistan	3	1.1
Conflict - Chechnya	1	1.1
Conflict - Sri Lanka	3	1.1
Conflict - Russia	1	1.0
Conflict - Ivory Coast	1	1.0
Resilience building - oPT	1	1.0
DRR - Pakistan	2	1.0
Conflict - Chad	2	0.9
Conflict - Niger	1	0.8
Conflict - Ukraine	1	0.8

Evaluation of DG ECHO's Actions in the field of Protection and Education of Children in Emergency and Crisis Situations (2008-2015)

Emergency	Nr actions	of €, million
Epidemic - Liberia	1	0.8
DRR - Bangladesh	1	0.8
DRR - Haiti	2	0.6
DRR - Central Asia	1	0.6
DRR - Ecuador	2	0.6
Epidemic - Uganda	1	0.6
Resilience building - Myanmar	1	0.6
Conflict - Colombia, Ecuador	1	0.6
Conflict - Azerbaijan	1	0.5
Conflict - Guinea	1	0.5
Conflict - Sierra Leone	1	0.5
Natural disaster - Fiji	1	0.5
Natural disaster - Nepal	1	0.5
DRR - Bhutan	3	0.4
DRR - Colombia	1	0.4
Conflict - Lebanon	1	0.4
Natural disaster - India	1	0.4
Natural disaster - Myanmar	1	0.4
Conflict - Kenya	1	0.4
Conflict - Philippines	2	0.3
DRR - Vietnam	1	0.3
DRR - Vanuatu	1	0.3
Conflict - Nepal	1	0.2
Natural disaster - Dominican Republic	1	0.2
Resilience building - Sahel	1	0.2
Conflict - East Africa	1	0.2
Natural disaster - Paraguay	1	0.1

Annex 3 Further description of ECHO funded actions in the field of Protection and Education of Children in Emergency and Crisis Situations (2008-2015)

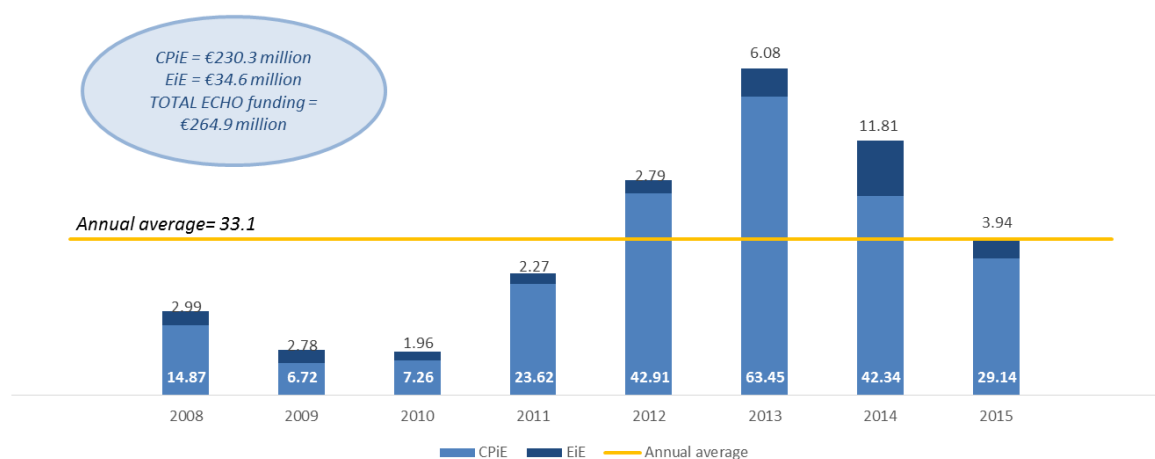
Evolution of funding over time

As per Figure 9 below, the highest amount of ECHO funding to the area was allocated in 2013, amounting to €69.5 million. Reasons are as follows:

- The EU CoP added €4 million to the total budget in 2013 (in comparison to €2 million in 2012 when the initiative started), representing 6% of total ECHO funding allocated to child protection and education; and
- In 2013, ECHO increased its funding in response to emergencies in South Sudan (+ €9.1 million in comparison to 2012), to the conflict in Syria (+ €6.3 million) and to the renewed armed conflict between Israel and Hamas and armed groups in Gaza in November 2012 (+ €0.9 million).

In 2014, the increase in ECHO funding to education is mainly due to funding allocated for complex emergencies in Somalia (€3 million), resilience building in Ethiopia (€3 million) and the conflict in Syria (€1.7 million). A significant share, 28% or €3.3 million of this funding came from the EU CoP initiative.

Figure 9. Overview of ECHO funding allocation to actions implementing CPiE and EiE activities in 2008-2015, € millions



Source: Based on data extracted from HOPE database / ECHO website. Note: The information is based on budget allocated to 239 actions¹⁶⁴.

Funding provided under geographical HIPs (and a few thematic ones)

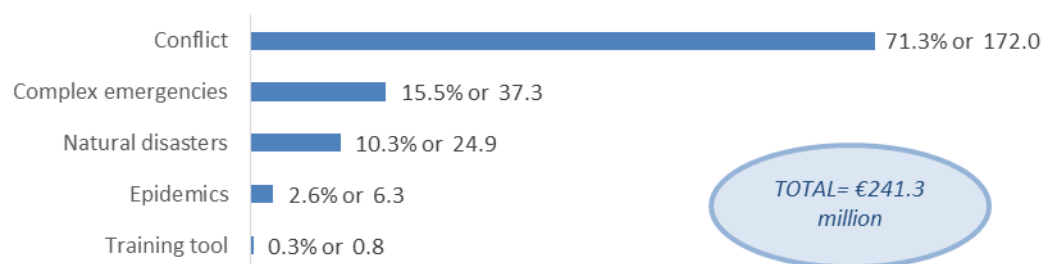
Between 2008 and 2015, 198 actions were funded under geographical HIPs (and a few thematic ones). This represents a total amount of approximately **€241.3 million of ECHO funding**.

Allocation per emergency context of funding provided under geographical HIPs (and a few thematic ones)

As per Figure 10 below, the majority of funding for child protection and education under geographical HIPs was provided in conflict-related emergencies and crises.

¹⁶⁴ Information on budget allocated to two actions implemented in Bhutan by Save the Children (2011 and 2013) were not available

Figure 10. Distribution of funding provide under geographical HIPs by emergency context, € millions and percentage of total ECHO funding, 2008-2015



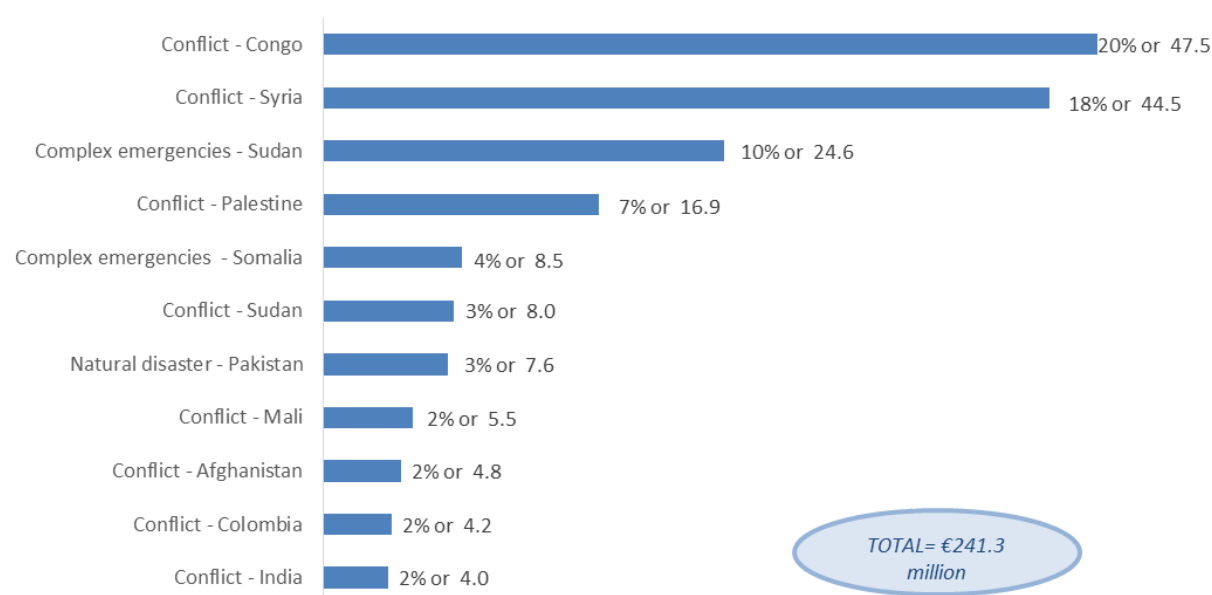
Source: Based on data extracted from HOPE database / ECHO website

Conflicts in Congo and Syria together received the biggest share of the total ECHO funding, 38%.

Geographical allocation per emergency context of funding provided under geographical HIPs (and a few thematic ones)

The **DRC (20%)**, **Syria (18%)**, **Sudan¹⁶⁵ (12%)**, and **Occupied Palestinian Territories (7%)** received the highest amounts of funding. The figure below presents the emergency contexts where more than 2% of the total funding were allocated.

Figure 11. ECHO actions funded under geographical HIPs (and a few thematic ones) – distribution of ECHO funding by emergency, € millions and a percentage of total ECHO funding, 2008-2015



Source: Based on data extracted from HOPE database / ECHO website; Note: funding before 2011 includes funding to Sudan and South Sudan

Overview of type of activities funded under geographical HIPs (and a few thematic ones)

According to the sectoral classification provided in HOPE, €211.3 million was allocated for CPiE and €30.1 million for EiE.¹⁶⁶ However, following in-depth review of evaluation sample,

¹⁶⁵ Funding before 2011 includes Sudan and South Sudan.

¹⁶⁶ Funding before 2011 includes Sudan and South Sudan.

the evaluation found that the classification in HOPE may not reflect actual composition of actions. A significant share of actions marked in the sector of child protection in fact implemented also education activities, which did not appear when extracting actions under 'education in emergencies'.

The table below provides an overview of type of activities implemented under the 38 actions funded under geographical HIPs (and a few thematic ones) within the sample of actions reviewed in detail by ICF for this evaluation.

Percentage refers to share of actions reviewed.

The table also shows the type of emergencies where these activities are the most often applied.

Table 14. Overview of type of activities implemented under the 38 actions funded under geographical HIPs (and a few thematic ones) within the evaluation sample

Typology	# actions concerned (out of total of 38)	Share of actions concerned	Type of emergencies
Psychosocial support in educational and non-educational settings	21	53%	Conflict (20 or 71%) Natural disasters (1)
Education / protection: Advocacy towards national and local government and relevant authorities	12	32%	Conflict (6) Natural disasters (4) Epidemics (1) Complex emergencies (1)
Education / protection: Working with parents and communities to create an enabling environment for education and child protection	10	26%	Conflict (7) Natural disasters (2) Epidemics (1) Complex emergencies (1)
Support to Non-formal education	7	18%	Conflict (6) Natural disasters (1)
Support to formal education (including accelerated learning programs – ALP), at pre-school, primary and secondary level	6	16%	Conflict (4) Natural disasters (2)
Providing and/ or facilitating access to child friendly, safe facilities and spaces	6	16%	Conflict (6)
Identification, protection and integration of UAMs and separated children	6	16%	Conflict (4) Epidemics (1) Complex emergencies (1)
Vocational training for youth (under the age of 18)	5	13%	Conflict (4) Natural disasters (1)

Typology	# actions concerned (out of total of 38)	Share of actions concerned	Type of emergencies
Construction and rehabilitation of schools	3	7%	Conflict (1) Natural disasters (1) Epidemics (1)
Support to Informal education	1	3%	Conflict (1)

Sample=38 actions reviewed in depth; conflict=28 actions; natural disasters=6; epidemics=2; complex emergencies=1; training tool=1

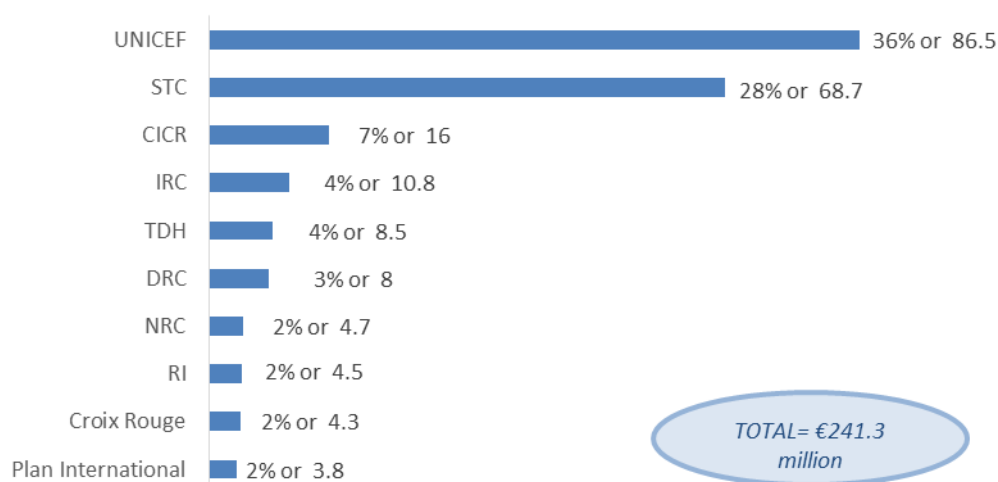
Source: ICF analysis of project documentation

Implementing partners of actions funded under geographical HIPs

198 were funded under ECHO's **geographical HIPs** (and a few other thematic HIPs¹⁶⁷). Out of those, 121 were delivered by child-focused relief organisations and 77 were delivered by non-child-focused partners.

Those actions were implemented primarily by **Save the Children** (56 actions)¹⁶⁸ and **UNICEF** (33 actions), **Terre des Hommes** (16 actions), **DRC** (11 actions), **NRC** (9 actions) and **Plan International** (9 actions). The figure below provides the distribution of funding by partner.

Figure 12. Distribution by partner of non-EU CoP ECHO funding, € millions and a percentage of total EU funding, 2008-2015



Source: Based on data extracted from HOPE database / ECHO website. NB: Data on funding allocation to two actions implemented in Bhutan are not available.

¹⁶⁷ DIPECHO (DIP), Emergency Toolbox (DRF), Food Aid (FA), Grant Facility for improving the quality and effectiveness of humanitarian aid responses delivered by non-governmental humanitarian organisations (GF)

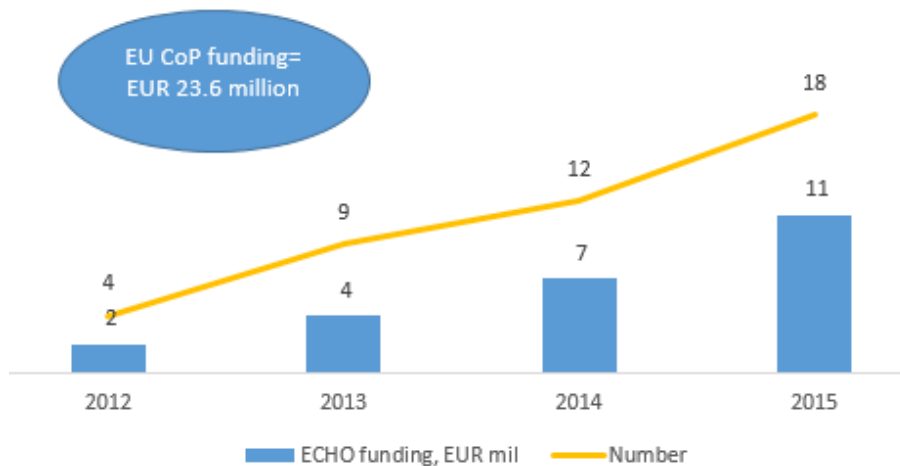
¹⁶⁸ No information on the budget of two actions implemented by STC in Bhutan in 2011 and 2013.

Funding provided under the EU CoP HIP

The EU CoP initiative for education in conflict zones started in 2012. As mentioned above, a total of 43 EU CoP actions were implemented between 2012 and 2015 representing a total amount of €23.6 million of EU funding¹⁶⁹.

In 2012, four actions were implemented (with a total of €2 million of EU funding). This has now scaled up to 18 actions representing €11 million of EU funding in 2015.

Figure 13. EU CoP Initiative – annual distribution of funding and number of funded actions, 2012-2015

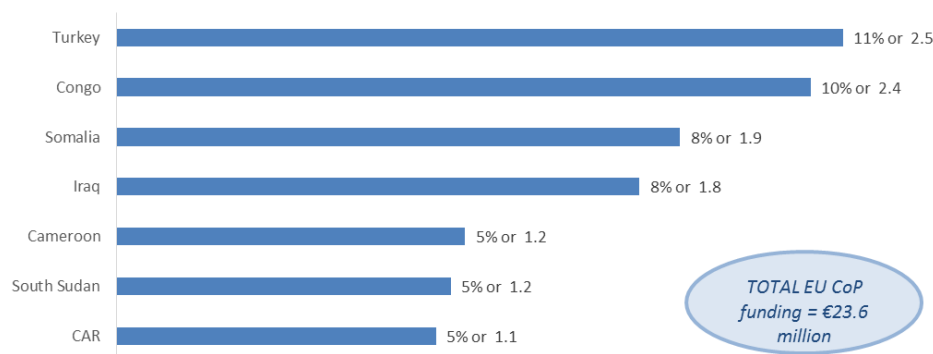


Source: Based on data provided by DG ECHO

Geographical distribution of EU CoP funding

The 43 EU CoP actions have been implemented in 27 countries around the world.¹⁷⁰ Half of EU CoP funding (€11.8 million out of a total of €23.6 million) has been absorbed by actions implemented in seven countries, as shown in Figure 14.

Figure 14. Top 7 countries receiving funding under EU CoP, 2012-2015, € million and a percentage of total EU CoP funding, 2012-2015



Source: Based on data provided by DG ECHO for the period 2012-2015

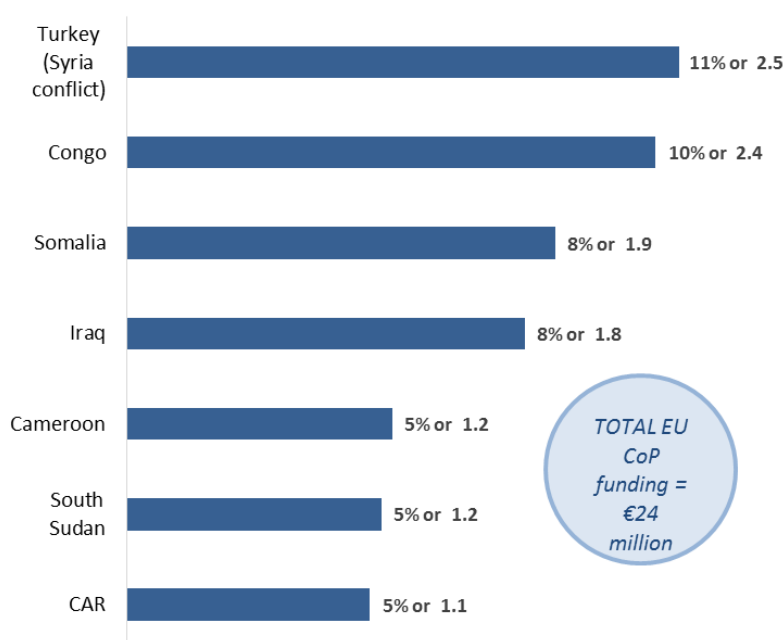
¹⁶⁹ This amount includes € 500 000 from Luxembourg and € 250 000 from Austria provided in 2014.

¹⁷⁰ Afghanistan, Cameroon, Central African Republic, Chad, Colombia, DRC, Ecuador, Ethiopia, Guatemala, Guinea, Honduras, Iraq, Liberia, Mexico, Myanmar, Niger, Nigeria, Pakistan, Sierra Leone, Somalia, South Sudan, Sudan, Tanzania, Turkey, Uganda, Ukraine, Venezuela

Allocation of EU COP funding per emergency context

The Figure below provides a breakdown of EU COP funding by emergency context.

Figure 15. Emergencies receiving majority of EU CoP ECHO funding, € millions and as percentage of total funding over 2012-2015



Source: Based on data extracted from HOPE database / ECHO website and data provided by DG ECHO. Note: The information is based on budget allocated to 239 actions

Number of beneficiaries reached under the EU CoP initiative

Based on the data provided by ECHO, the 43 EU CoP actions implemented during the period 2012-2015 reached 1,519,307 beneficiaries in total.¹⁷¹ On average per action, the highest number was reached in 2012 (146,725) and the lowest in 2013 (10,513 beneficiaries).¹⁷² Beneficiary numbers however, need to be treated with caution due to inherent unreliability and double-counting in the methodology used by ECHO to estimate these numbers.

Overview of types of activities implemented under the 43 EU COP funded actions

The table below provides an overview of type of activities implemented under the 43 actions funded under the EU COP HIPs within the sample of actions reviewed in detail by ICF for this evaluation. Percentage refers to share of actions reviewed. The table also shows the type of emergencies where these activities are the most often applied. More information can be found in Table 12.

¹⁷¹ The information for actions from 2015 is not complete therefore is not included in the calculation.

¹⁷² As per information received from DG ECHO on 24th May 2016

Table 15. Overview of type of activities implemented under the 43 EU CoP actions, 2012-2015

Typology	Number of actions	Share of total EU CoP projects reviewed	Type of emergencies
Support to formal education (including accelerated learning programs – ALP), at pre-school, primary and secondary level	24	56%	Conflict (21 or 53%) Epidemics (2) Complex emergencies (1)
Psychosocial support in educational and non-educational settings	17	40%	Conflict (15 or 38%) Epidemics (2)
Education / protection : Working with parents and communities to create an enabling environment for education and child protection	13	30%	Conflict (11 or 28%) Epidemics (1) Complex emergencies (1)
Support to Non-formal education	11	26%	Conflict (11 or 28%)
Construction and rehabilitation of schools	10	23%	Conflict (10 or 26%)
Providing and/ or facilitating access to child friendly, safe facilities and spaces	9	21%	Conflict (9 or 23%)
Vocational training for youth (under the age of 18)	8	19%	Conflict (7 or 18%) Epidemics (1)
Education / protection : Advocacy towards national and local government and relevant authorities	3	7%	Conflict (3 or 8%)
Identification, protection and integration of UAMs and separated children	1	2%	Conflict (1 or 3%)
Support to Informal education	0	0	NA

Sample=43 actions reviewed in-depth; of those: conflict=40 actions; epidemics=2; complex emergencies=1

Source: ICF analysis of project documentation

As per Table 15 most frequently EU CoP actions supported formal education (including accelerated learning programs – ALP), at pre-school, primary and secondary level activities (56%) and psychosocial support in educational and non-educational settings (40%).

Implementing partners of actions funded under the EU COP

A total of **19 partners** have been involved in EU CoP actions to date (see Table 16). Major partners implementing EU CoP actions include UNICEF (7 actions), Save the Children (5 actions), UNHCR (4 actions), and Concern Worldwide (4 actions). Other partners include the Danish Refugee Council (DRC), Norwegian Refugee Council (NRC), the International Rescue Committee (IRC) and Plan International.

Table 16 below provides an overview of ECHO partners which have implemented EU CoP actions. It also provides the number of actions they have implemented and the total ECHO

funding they received under the EU CoP HIP. The last column shows each partner's share of the total EU CoP budget over the period 2012-2015.

Table 16. List of EU CoP partners, number of actions implemented and proportion of funding received by ECHO, 2012-2015

ECHO partner	HQ / Country office	Number of EU CoP actions implemented	ECHO funding received	Proportion of EU CoP budget
United Nations Children's Fund (UNICEF)	US	7	€4,550,000	19%
Save the Children (SC)	NO, UK	5	€3,200,000	14%
United Nations High Commissioner for Refugees (UNHCR)	CH	4	€2,200,000	9%
International Rescue Committee (IRC)	UK	3	€2,100,000	9%
Norwegian Refugee Council (NRC)	NO	3	€1,700,000	7%
Concern Worldwide	IR	4	€1,590,000	7%
Lutheran World Federation (LWF)	CH	2	€1,150,000	5%
Danish Refugee Council (DRC)	DK	2	€1,050,000	4%
Triangle	FR	2	€900,000	4%
Plan International	DE, SE	2	€800,000	3%
INTERSOS Humanitarian Organisation	IT	1	€800,000	3%
Cooperazione e Sviluppo (CESVI)	IT	1	€650,000	3%
AVSI Foundation	IT	1	€590,000	2%
DANCHURCHAID (DCA)	DK	1	€450,000	2%
Agency for Technical Cooperation and Development (ACTED)	FR	1	€400,000	2%
War Child Holland (WCH)	NL	1	€400,000	2%
ZOA International	NL	1	€382,500	2%
People in Need (PIN)	CZ	1	€350,000	1%
Finn Church Aid (FCA)	FI	1	€349,989	1%

Source: Based on data provided by DG ECHO

Annex 4 List of ECHO-funded actions reviewed in-depth

Table 17. List of actions reviewed

Project ID	HIP	Partner short name	Year	Country / countries	Title of the action	Emergency context	Typology of actions
ECHO/CHD/BUD/2012/01001	EU CoP	UNHCR-CH	2012	Colombia	Improving Access to Education and Protection for Children affected by the Colombian Conflict (Ecuador and Colombia).	Conflict	<ul style="list-style-type: none"> - Support to formal education (including accelerated learning programs – ALP), at pre-school, primary and secondary level - Support to Non-formal education - Construction and rehabilitation of schools - Providing and/ or facilitating access to child friendly, safe facilities and spaces
ECHO/CHD/BUD/2012/01003	EU CoP	UNICEF-US	2012	Pakistan	Access to education for children affected by insecurity	Conflict	Support to Non-formal education
ECHO/CHD/BUD/2012/01002	EU CoP	ACTED-FR	2013	Iraq	Improving Child and Youth Protection among conflict-affected Syrian refugees	Conflict	Support to Non-formal education
ECHO/CHD/BUD/2012/01004	EU CoP	STC-UK	2013	Ethiopia, Belgium, DRC	Supporting Education in Emergencies (EiE) for Children Affected by Conflict	Conflict	<ul style="list-style-type: none"> - Support to formal education (including accelerated learning programs – ALP), at pre-school, primary and secondary level - Support to Non-formal education - Providing and/ or facilitating access to child friendly, safe facilities and spaces

Project ID	HIP	Partner short name	Year	Country / countries	Title of the action	Emergency context	Typology of actions
ECHO/CHD/BUD/2013/01001	EU CoP	CESVI-IT	2013	Somalia	Supporting Somali Children Affected by Conflict Through Entry Into Education and Sustainable Futures	Conflict	Education / protection : Working with parents and communities to create an enabling environment for education and child protection
ECHO/CHD/BUD/2013/01003	EU CoP	LWF-CH	2013	Republic of South Sudan	Educational Support to Children Affected by Conflict	Conflict	Support to formal education (including accelerated learning programs – ALP), at pre-school, primary and secondary level
ECHO/CHD/BUD/2013/01004	EU CoP	UNHCR-CH	2013	Colombia, Ecuador	Improving Access to Education and Protection for Children affected by the Colombian Conflict in Ecuador and Colombia.	Conflict	<ul style="list-style-type: none"> - Support to formal education (including accelerated learning programs – ALP), at pre-school, primary and secondary level - Support to Non-formal education - Construction and rehabilitation of schools - Providing and/ or facilitating access to child friendly, safe facilities and spaces
ECHO/CHD/BUD/2013/01005	EU CoP	DRC-DK	2013	CAR	Restauration et promotion du droit des enfants affectés par le conflit, y compris ceux associés aux forces et groupes armés dans les zones de Kabo et Ndélé	Conflict	<p>Support to formal education (including accelerated learning programs – ALP), at pre-school, primary and secondary level;</p> <p>Psychosocial support in educational and non-educational settings;</p> <p>Providing and/ or facilitating access to child friendly, safe facilities and spaces</p>

Project ID	HIP	Partner short name	Year	Country / countries	Title of the action	Emergency context	Typology of actions
ECHO/CHD/BUD/2013/01006	EU CoP	TRIANGLE-FR	2013	Iraq	Emergency education towards Syrian refugee children in KR-I	Conflict	Psychosocial support in educational and non-educational settings
ECHO/CHD/BUD/2013/01007	EU CoP	WCH-NL	2013	DRC	Tuwakinge Watoto Namatokeo Ya Vita - Lets protect children of the consequences of war - Education Project for Conflict Affected Children in South Kivu, Democratic Republic of Congo	Conflict	Working with parents and communities to create an enabling environment for education and child protection
ECHO/CHD/BUD/2013/01008	EU CoP	UNICEF-US	2013	Chad	Education d'urgence pour les enfants retournés et réfugiés a Tissi, Tchad	Conflict	Support to formal education (including accelerated learning programs – ALP), at pre-school, primary and secondary level
ECHO/CHD/BUD/2013/01009	EU CoP	CONCERN WORLDWIDE-IR	2013	Afghanistan	EU Children of Peace Initiative - Promoting peace and development through education in post-conflict Afghanistan	Conflict	<ul style="list-style-type: none"> - Support to formal education (including accelerated learning programs – ALP), at pre-school, primary and secondary level - Psychosocial support in educational and non-educational settings - Providing and/ or facilitating access to child friendly, safe facilities and spaces - Education / protection : Working with parents and communities to

Project ID	HIP	Partner short name	Year	Country / countries	Title of the action	Emergency context	Typology of actions
							create an enabling environment for education and child protection
ECHO/CHD/BUD/2013/01002	EU CoP	FINNCHURCHA ID-FI	2013	Myanmar	EU Children of Peace Initiative - Education assistance to children in IDP camps in Rakhine State, Myanmar	Conflict	<ul style="list-style-type: none"> - Support to Non-formal education - Construction and rehabilitation of schools - Psychosocial support in educational and non-educational settings - Providing and/ or facilitating access to child friendly, safe facilities and spaces
ECHO/CHD/BUD/2014/91001	EU CoP	IRC-UK	2014	Niger	Improving access and ensuring quality education of children affected by conflict and crises in Niger	Conflict	Construction and rehabilitation of schools; Working with parents and communities to create an enabling environment for education and child protection
ECHO/CHD/BUD/2014/91002	EU CoP	NRC-NO	2014	Congo	Education in Emergencies (EiE) for Children Affected by Conflict in the Democratic Republic of Congo	Conflict	Support to formal education (including accelerated learning programs – ALP), at pre-school, primary and secondary level; Working with parents and communities to create an enabling environment for education and child protection
ECHO/CHD/BUD/2014/91003	EU CoP	AVSI-IT	2014	Congo	Paix, Éducation et Protection INclusifs pour l'Enfance Rurale (PEPINIERE)	Conflict	Support to formal education (including accelerated learning programs – ALP), at pre-school, primary and secondary level;

Project ID	HIP	Partner short name	Year	Country / countries	Title of the action	Emergency context	Typology of actions
							<p>Support to Non-formal education;</p> <p>Construction and rehabilitation of schools;</p> <p>Psychosocial support in educational and non-educational settings;</p> <p>Identification, protection and integration of UAMs and separated children;</p> <p>Education / protection: Working with parents and communities to create an enabling environment for education and child protection;</p> <p>Education / protection: Advocacy towards national and local government and relevant authorities</p>
ECHO/CHD/BUD/2014/91004	EU CoP	UNICEF-US	2014	Turkey	Access to quality education for Syrian children living in host communities in Turkey	Conflict	Construction and rehabilitation of schools
ECHO/CHD/BUD/2014/91005	EU CoP	UNICEF-US	2014	Cameroon	Promote access to education and social integration for all children and adolescents (3-17 years old) in 7 refugee sites and their host villages (East	Conflict	Support to formal education (including accelerated learning programs – ALP), at pre-school, primary and secondary level

Project ID	HIP	Partner short name	Year	Country / countries	Title of the action	Emergency context	Typology of actions
					and Adamawa regions)		
ECHO/CHD/BUD/2014/91007	EU CoP	UNHCR-CH	2014	Guatemala, Mexico	Enhance access to education, protection and information for Central American unaccompanied or separated children and adolescents (UASC) in Mexico and Guatemala.	Conflict	Support to formal education (including accelerated learning programs – ALP), at pre-school, primary and secondary level; Non-formal education
ECHO/CHD/BUD/2014/91008	EU CoP	ZOA-NL	2014	Sudan	EU Children for Peace Initiative: Schools as Safe Havens	Conflict	Vocational training for youth (under the age of 18); Construction and rehabilitation of schools
ECHO/CHD/BUD/2014/91009	EU CoP	CONCERN WORLDWIDE-IR	2014	Somalia	EU Children of Peace - Promoting protection and educational opportunity in a context of recurrent conflict in Somalia	Conflict	Vocational training for youth (under the age of 18); Construction and rehabilitation of schools
ECHO/CHD/BUD/2014/91010	EU CoP	STC-NO	2014	CAR	Supporting conflict-sensitive education to protect children in Central African Republic	Conflict	Psychosocial support in educational and non-educational settings
ECHO/CHD/BUD/2014/91012	EU CoP	IRC-UK	2014	Tanzania	Early Childhood Education and Development through Healing Classroom	Conflict	Support to formal education (including accelerated learning programs – ALP), at pre-school, primary and secondary level;

Project ID	HIP	Partner short name	Year	Country / countries	Title of the action	Emergency context	Typology of actions
					Initiative in Nyarugusu Camp		Psychosocial support in educational and non-educational settings; Working with parents and communities to create an enabling environment for education and child protection
ECHO/CHD/BUD/2014/91006	EU CoP	PLAN INTERNATIONAL-DE	2014	Myanmar	EU Children of Peace: Protect conflict affected IDP children in hard to reach areas in Kachin through provision of inclusive education	Conflict	Support to Non-formal education; Psychosocial support in educational and non-educational settings; Providing and/ or facilitating access to child friendly, safe facilities and spaces; Education / protection : Working with parents and communities to create an enabling environment for education and child protection
ECHO/CHD/BUD/2015/91001	EU CoP	UNHCR-CH	2015	Colombia, Ecuador, Venezuela	Improving access to education and security from violence and other hazards for children affected by the conflict in Colombia (Colombia, Ecuador and Venezuela)	Conflict	Support to formal education (including accelerated learning programs – ALP), at pre-school, primary and secondary level; Vocational training for youth (under the age of 18); Construction and rehabilitation of schools
ECHO/CHD/BUD/2015/91002	EU CoP	DANCHURCHA ID-DK	2015	Congo	Reducing the vulnerability of children and adolescents affected	Conflict	Psychosocial support in educational and non-educational settings

Project ID	HIP	Partner short name	Year	Country / countries	Title of the action	Emergency context	Typology of actions
					by conflict and displacement in Shabunda, eastern DRC		
ECHO/CHD/BUD/2015/91003	EU CoP	STC-NO	2015	Iraq	Building Resilience for IDP Children in Iraq through Education	Conflict	Support to formal education (including accelerated learning programs – ALP), at pre-school, primary and secondary level; Non-formal education; Advocacy towards national and local government and relevant authorities
ECHO/CHD/BUD/2015/91004	EU CoP	TRIANGLE-FR	2015	Iraq	Emergency education and child protection towards conflict-affected children in KR-I In the Kurdistan Region of Iraq, Triangle is currently providing 4 860 IDPs and Syrian children in urban settings without access to schools with non-formal emergency education and psychosocial support.	Conflict	Support to formal education (including accelerated learning programs – ALP), at pre-school, primary and secondary level; Psychosocial support in educational and non-educational settings

Project ID	HIP	Partner short name	Year	Country / countries	Title of the action	Emergency context	Typology of actions
ECHO/CHD/BUD/2015/91005	EU CoP	PLAN INTERNATIONAL-SE	2015	Uganda	Promoting Education, Protection and Peace for South Sudan (PEPPS) refugee boys and girls in Adjumani District, Uganda	Conflict	Support to formal education (including accelerated learning programs – ALP), at pre-school, primary and secondary level; Psychosocial support in educational and non-educational settings
ECHO/CHD/BUD/2015/91006	EU CoP	IRC-UK	2015	Nigeria	Safe Access to Formal Education for IDP and Host Community Children in North East Nigeria	Conflict	Support to formal education (including accelerated learning programs – ALP), at pre-school, primary and secondary level
ECHO/CHD/BUD/2015/91007	EU CoP	CONCERN WORLDWIDE-IR	2015	Turkey	EU Children of Peace Initiative - Access to quality formal education and school-based psychosocial support	Conflict	Support to formal education (including accelerated learning programs – ALP), at pre-school, primary and secondary level; Psychosocial support in educational and non-educational settings
ECHO/CHD/BUD/2015/91008	EU CoP	NRC-NO	2015	Colombia, Honduras	Protective learning spaces for children and adolescents in Colombia and Honduras.	Conflict	Vocational training for youth (under the age of 18); Working with parents and communities to create an enabling environment for education and child protection; Advocacy towards national and local government and relevant authorities
ECHO/CHD/BUD/2015/91009	EU CoP	NRC-NO	2015	Afghanistan	Education in Emergencies (EiE) for displaced and vulnerable children in	Complex emergencies	Support to formal education (including accelerated learning

Project ID	HIP	Partner short name	Year	Country / countries	Title of the action	Emergency context	Typology of actions
					Nangarhar province, Afghanistan / Accelerated Learning Programme (ALP) for out-of-school minors aged 10-15		programs – ALP), at pre-school, primary and secondary level; Working with parents and communities to create an enabling environment for education and child protection
ECHO/CHD/BUD/2015/91010	EU CoP	STC-UK	2015	South Sudan, Ethiopia	Learning beyond borders: Providing education to refugee and displaced children and youth in South Sudan and Ethiopia	Conflict	Support to formal education (including accelerated learning programs – ALP), at pre-school, primary and secondary level; Non-formal education; Construction and rehabilitation of schools
ECHO/CHD/BUD/2015/91011	EU CoP	UNICEF-US	2015	Cameroon	Promote access to quality, equitable education and social integration for conflict-affected pre-primary and primary school age children (3-11 years old) in Minawao refugee camp and in conflict-affected host communities in the Far North region of Cameroon	Conflict	Support to formal education (including accelerated learning programs – ALP), at pre-school, primary and secondary level; Psychosocial support in educational and non-educational settings; Providing and/ or facilitating access to child friendly, safe facilities and spaces
ECHO/CHD/BUD/2015/91012	EU CoP	LWF-CH	2015	Republic of South Sudan	Education and protection support for refugees, internally displaced persons and	Conflict	Support to formal education (including accelerated learning

Project ID	HIP	Partner short name	Year	Country / countries	Title of the action	Emergency context	Typology of actions
					host community children and young people affected by conflict in Ajuong Thok and Maban.		programs – ALP), at pre-school, primary and secondary level; Providing and/ or facilitating access to child friendly, safe facilities and spaces
ECHO/CHD/BUD/2015/91013	EU CoP	PIN-CZ	2015	Turkey	Increasing access to quality education and psychosocial support for Syrian refugee children / Project in Gaziantep city to foster the resilience of Syrian refugee children to cope with the crisis and increase their access to quality education in a protective learning environment.	Conflict	Psychosocial support in educational and non-educational settings; Vocational education
ECHO/CHD/BUD/2015/91014	EU CoP	INTERSOS-IT	2015	Somalia	Building Peace and Resilience Through Empowerment and School Retention of Adolescent Girls in South Central Somalia	Conflict	Vocational education; Working with parents and communities to create an enabling environment for education and child protection
ECHO/CHD/BUD/2015/91015	EU CoP	DRC-DK	2015	Congo	Provide protection and education to conflict-affected children in the North Kivu province. The project	Conflict	Working with parents and communities to create an enabling environment for education and child protection

Project ID	HIP	Partner short name	Year	Country / countries	Title of the action	Emergency context	Typology of actions
					aims at re-establishing access to pre-primary and primary education for the most vulnerable children and improving the quality of education in schools.		
ECHO/CHD/BUD/2015/91016	EU CoP	STC-UK	2015	Sierra Leone	Children of Peace: Keeping children safe in schools	Epidemics	Support to formal education (including accelerated learning programs – ALP), at pre-school, primary and secondary level; Psychosocial support in educational and non-educational settings; Working with parents and communities to create an enabling environment for education and child protection
ECHO/CHD/BUD/2015/91017	EU CoP	UNICEF-US	2015	Ukraine	Life Skills Education and Psychosocial Support for Conflict-Affected Children and Adolescents in Ukraine In Donetsk, Luhansk, Kharkiv, Dnipropetrovsk and Zaporizhzhia oblasts is providing education for life skills, conflict resolution and peace-	Conflict	Vocational education; Psychosocial support in educational and non-educational settings; Working with parents and communities to create an enabling environment for education and child protection

Project ID	HIP	Partner short name	Year	Country / countries	Title of the action	Emergency context	Typology of actions
					building and psychosocial support to conflict-affected children, adolescents, parents		
ECHO/CHD/BUD/2015/91018	EU CoP	UNICEF-US	2015	Guinea	Supporting Children in Guinea to Access Safe and Protective Learning Environments	Epidemics	Support to formal education (including accelerated learning programs – ALP), at pre-school, primary and secondary level; Psychosocial support in educational and non-educational settings
ECHO/-GF/BUD/2007/01005	Training tool - child protection	STC-UK	2008		Revision and dissemination of the training tool for child protection in emergencies « Action for the Rights of Children » (ARC)	Training tool	NA
ECHO/IND/BUD/2008/01003	Conflict - India	STC-UK	2008	India	Improving protection mechanisms of orphans and children of underprivileged families in Jammu and Kashmir	Conflict	<ul style="list-style-type: none"> - Support to Non-formal education - Vocational training for youth (under the age of 18) - Providing and/ or facilitating access to child friendly, safe facilities and spaces - Education / protection : Advocacy towards national and local government and relevant authorities

Project ID	HIP	Partner short name	Year	Country / countries	Title of the action	Emergency context	Typology of actions
ECHO/-ME/BUD/2008/01022	Conflict - oPT	CROIX-ROUGE-DK	2008	oPT	School Based Psychosocial Support Programme (SBPSP) for children and their families/parents/caregivers in oPT OT.	Conflict	Psychosocial support in educational and non-educational settings
ECHO/MMR/BUD/2008/02009	Natural disaster - Myanmar	EMDH	2008	Myanmar	Protection and Relief to Children and their Families in Areas hit by Tropical Cyclone Nargis in Yangon Division	Natural disasters	Psychosocial support in educational and non-educational settings
ECHO/-EE/BUD/2008/01010	Conflict - Azerbaijan	DRC-DK	2008	Azerbaijan	Multi-Sectoral Assistance to Refugees in Azerbaijan	Conflict	Support to formal education (including accelerated learning programs – ALP), at pre-school, primary and secondary level; Support to Non-formal education; Providing and/ or facilitating access to child friendly, safe facilities and spaces; Identification, protection and integration of UAMs and separated children
ECHO/-ME/BUD/2009/01043	Conflict - oPT	CROIX-ROUGE-DK	2009	oPT	School Based Psychosocial Support to Children and their Families and Caregivers in the Palestinian	Conflict	Psychosocial support in educational and non-educational settings

Project ID	HIP	Partner short name	Year	Country / countries	Title of the action	Emergency context	Typology of actions
					Autonomous & Occupied Territories.		
ECHO/-ME/BUD/2009/02004	Conflict - Iraq	TDH-CH	2009	Syria	Regional Psychosocial Support for Iraqi Refugee Children and their Families	Conflict	Psychosocial support in educational and non-educational settings
ECHO/-AS/BUD/2009/01012	Conflict - Pakistan	EMDH	2009	Afghanistan	Emergency protection for vulnerable children at risk in Kabul	Conflict	Psychosocial support in educational and non-educational settings; Education / protection: Working with parents and communities to create an enabling environment for education and child protection; Education / protection: Advocacy towards national and local government and relevant authorities"
ECHO/-ME/BUD/2010/01006	Conflict - oPT	FEDERATION HANDICAP-FR	2010	Lebanon	Access to mental health rehabilitation services for Children with Psychological distress living in Palestinian camps and gatherings in North Lebanon and in Tyre area	Conflict	Psychosocial support in non-educational settings
ECHO/-ME/BUD/2010/01038	Conflict - oPT	CROIX-ROUGE-DK	2010	oPT	Psychosocial support programme for children and families	Conflict	Psychosocial support in educational and non-educational settings

Project ID	HIP	Partner short name	Year	Country / countries	Title of the action	Emergency context	Typology of actions
ECHO/-ME/BUD/2010/02004	Conflict - Iraq	TDH-CH	2010	Syria	Regional psychosocial support for Iraqi refugee children and their families	Conflict	Psychosocial support in educational and non-educational settings
ECHO/PAK/BUD/2010/01013	Conflict - Pakistan	MAG-UK	2010	Pakistan	Humanitarian Assistance through Risk Education delivery to Conflict Affected Communities in Pakistan	Conflict	Support to non-formal education
ECHO/-GF/BUD/2009/01017	Conflict - East Africa	IRC-UK	2010	Neutralzone	Building University Capacity for Education in Emergencies in East Africa	Conflict	Education / protection : Advocacy towards national and local government and relevant authorities
ECHO/LBN/BUD/2011/91002	Conflict - Lebanon	FEDERATION HANDICAP-FR	2011	Lebanon	Improving the access to mental health rehabilitation services for Children with Psychological Distress (CwPD) living in Palestinian camps and gatherings in North Lebanon and in Tyre area".	Conflict	Psychosocial support in non-educational settings + Mixed/transversal (protection : Working with parents and communities to create an enabling environment for child protection and (minor): protection : Advocacy towards national and local government and relevant authorities
ECHO/-ME/BUD/2011/91003	Conflict - Iraq	TDH-CH	2011	Syria	Psychosocial Support for Iraqi Refugee Children and their Families in Syria	Conflict	Non-formal education; Psychosocial support in educational and non-educational settings; Providing and/or facilitating access to child friendly, safe facilities and spaces

Project ID	HIP	Partner short name	Year	Country / countries	Title of the action	Emergency context	Typology of actions
ECHO/COL/BUD/2011/91005	Conflict - Colombia	NRC-NO	2011	Colombia	Education in Emergencies in Nariño	Conflict	<p>Support to formal education (including accelerated learning programs – ALP), at pre-school, primary and secondary level;</p> <p>Support to Non-formal education;</p> <p>Construction and rehabilitation of schools;</p> <p>Psychosocial support in educational and non-educational settings;</p> <p>Providing and/ or facilitating access to child friendly, safe facilities and spaces;</p> <p>Identification, protection and integration of UAMs and separated children;</p> <p>Education / protection: Advocacy towards national and local government and relevant authorities</p>
ECHO/PSE/BUD/2011/91009	Conflict - oPT	CROIX-ROUGE-DK	2011	oPT	Psychosocial Support Programme for Children and Families in oPT OT	Conflict	Psychosocial support in educational and non-educational settings
ECHO/COL/BUD/2012/91005	Conflict - Colombia	NRC-NO	2012	Colombia	Rapid education response for conflict affected children in South West Colombia	Conflict	Vocational education; Providing and/or facilitating access to child friendly educational facilities

Project ID	HIP	Partner short name	Year	Country / countries	Title of the action	Emergency context	Typology of actions
ECHO/DIP/BUD/2012/91005	DRR - Central Asia	STC-NL	2012	Kyrgyzstan, Tajikistan, Uzbekistan	Reducing Community Vulnerabilities and Strengthening DRR Capacities in Selected Localities in Tajikistan, Kyrgyzstan and Uzbekistan through Support to Education and Knowledge Awareness Raising and Child Protection	Natural disasters	<ul style="list-style-type: none"> - Support to formal education (including accelerated learning programs – ALP), at pre-school, primary and secondary level - Education / protection : Working with parents and communities to create an enabling environment for education and child protection - Education / protection : Advocacy towards national and local government and relevant authorities
ECHO/DRF/BUD/2012/92023	Natural disaster - Dominican Republic	PLAN INTERNATIONAL-UK	2012	Dominican Republic	Support to early recovery of communities affected by Hurricane Sandy, Dominican Republic.	Natural disasters	Vocational education; Non-formal education
ECHO/PSE/BUD/2012/91010	Conflict - oPT	CROIX-ROUGE-DK	2012	oPT	Psychosocial Support Programme for Children and Families in the Occupied Palestinian Territory (oPt)	Conflict	Psychosocial support in educational and non-educational settings
ECHO/PSE/BUD/2012/91023	Resilience building - oPT	SCD-RB	2012	oPT	Building Resilience in vulnerable communities through conditional cash transfer interventions, Protection and Advocacy	Conflict	Working with parents and communities to create an enabling environment for education and child protection

Project ID	HIP	Partner short name	Year	Country / countries	Title of the action	Emergency context	Typology of actions
ECHO/SYR/BUD/2012/91007	Conflict - Syria	IRC-UK	2012	Jordan	Supporting Syrian Refugee Women's and Girls' Protection and Mental Health	Conflict	Psychosocial support in educational and non-educational settings
ECHO/-ME/BUD/2012/91005	Conflict - Iraq	TDH-CH	2012	Syria	Psychosocial Support for Iraqi Refugee Children and their Families	Conflict	Psychosocial support in educational and non-educational settings; Education / protection : Working with parents and communities to create an enabling environment for education and child protection
ECHO/DIP/BUD/2012/94020	DRR - Central America	PLAN INTERNATIONAL-UK	2012	Nicaragua, El Salvador, Guatemala, Honduras, Costa Rica, Panama	Increasing disaster resilience of children and youth in Central America through Safer Schools ensuring access to education right in emergencies	Natural disasters	Vocational training for youth (under the age of 18); Education / protection : Working with parents and communities to create an enabling environment for education and child protection; Education / protection : Advocacy towards national and local government and relevant authorities
ECHO/COL/BUD/2013/91020	Conflict - Colombia	STC-UK	2013	Colombia	Safer Schools, Safer Communities, Safer Children: Preventing child and adolescent recruitment by illegal armed groups in Cali and Medellin	Conflict	Advocacy towards national and local government and relevant authorities
ECHO/COD/BUD/2013/91012	Conflict - Congo	CICR-CH	2013	Congo	ICRC Protection, tracing and	Conflict	Vocational training for youth (under the age of 18);

Project ID	HIP	Partner short name	Year	Country / countries	Title of the action	Emergency context	Typology of actions
					psychosocial support programs in DRC		Psychosocial support in educational and non-educational settings
ECHO/-AF/BUD/2014/91010	Complex emergencies - Sudan	UNICEF-US	2013	South Sudan	The UNICEF Humanitarian Action Response to Natural and Complex Emergencies in the Republic of South Sudan	Complex emergencies	Identification, protection and integration of UAMs and separated children; Education / protection: Advocacy towards national and local government and relevant authorities
ECHO/COD/BUD/2014/91020	Conflict - Congo	UNICEF-US	2014	DRC	Réponse Rapide aux Mouvements de Population (RRMP)	Conflict	Support to formal education (including accelerated learning programs – ALP), at pre-school, primary and secondary level; Psychosocial support in educational and non-educational settings
ECHO/HTI/BUD/2014/91001	Epidemic - Haiti	UNICEF-US	2014	Haiti	Support to nationwide cholera response activities	Epidemics	NA
ECHO/NPL/BUD/2014/91002	Natural disaster - Nepal	CARE-AT	2014	Nepal	Emergency Flood and Landslide Response and Transitional Recovery Programme- Nepal-Mid West Region-2014	Natural disasters	Construction and rehabilitation of schools; Advocacy towards national and local government and relevant authorities
ECHO/PSE/BUD/2014/91006	Conflict - oPT	STC-SE	2014	Occupied Palestinian Territory	Post-trauma rehabilitation, legal Support, and advocacy for the Palestinian ex-	Conflict	Psychosocial support in educational and non-educational settings; Working with parents and communities to create an enabling

Project ID	HIP	Partner short name	Year	Country / countries	Title of the action	Emergency context	Typology of actions
					detainee children, including increased monitoring and reporting in the West Bank.		environment for education and child protection
ECHO/-WF/EDF/2014/02007	Epidemic - Liberia	UNICEF-US	2014	Guinea, Liberia, Sierra Leone	Strengthening Ebola response in West Africa through coordination of social mobilization and distribution of basic hygiene household kits	Epidemics	Construction and rehabilitation of schools; Working with parents and communities to create an enabling environment for education and child protection; Advocacy towards national and local government and relevant authorities; Protection to UAMs and separated children
ECHO/COD/BUD/2015/91029	Conflict - Congo	UNICEF-US	2015	DRC	Reponse Rapide aux Mouvements de Population (RRMP)	Conflict	Support to formal education (including accelerated learning programs – ALP), at pre-school, primary and secondary level; Psychosocial support in educational and non-educational settings
ECHO/-HF/BUD/2015/91011	Conflict - Uganda	CORDAID-NL	2015	Uganda	Protection and psychosocial support to South Sudanese refugee women and children, living in camps in northern Uganda.	Conflict	Non-formal education; Informal education; Psychosocial support in educational and non-educational settings

Project ID	HIP	Partner short name	Year	Country / countries	Title of the action	Emergency context	Typology of actions
ECHO/-HF/BUD/2015/91035	Conflict - Sudan	PLAN INTERNATIONAL-UK	2015	Ethiopia	Protection of boys and girls displaced by the South Sudanese conflict and those living in host communities	Conflict	Providing and/or facilitating access to child friendly educational facilities; Working with parents and communities to create an enabling environment for education and child protection; Protection to UAMs and separated children
ECHO/-SM/BUD/2015/91017	DRR - Central America	UNESCO-FR	2015	Bolivia, Colombia, Ecuador, Paraguay, Peru	More education, less risk: Strengthening disaster risk reduction and resilience through education	Natural disasters	Support to formal education (including accelerated learning programs – ALP), at pre-school, primary and secondary level; Advocacy towards national and local government and relevant authorities
ECHO/-WF/BUD/2015/91056	Conflict - Nigeria	IRC-UK	2015	Nigeria	Emergency nutrition, hygiene and sanitation and child protection for conflict affected populations in Northeast Nigeria	Conflict	Providing and/or facilitating access to child friendly educational facilities; Working with parents and communities to create an enabling environment for education and child protection; Protection to UAMs and separated children

Annex 5 List of implementing partners

Partner	ECHO funding	# ECHO actions
UNICEF	91,057,000	40
STC	71,882,527	59
CICR	16,000,000	5
IRC	12,896,649	11
DRC	9,098,193	13
TDH	8,467,000	16
NRC	6,370,001	12
Plan International	4,588,957	11
RI	4,500,000	1
Croix Rouge	4,250,000	6
WCH	3,330,000	6
DACAAR	2,896,703	3
UNHCR	2,200,000	4
Federation Handicap	2,062,200	4
WFP	2,000,000	1
SCD	1,886,623	3
Concern Worldwide	1,590,000	4
UNESCO	1,280,009	2
Oxfam	1,200,000	1
LWF	1,150,000	2
IOM	1,100,000	1
WV	1,050,000	2
HOPE'87	952,000	2
Triangle	900,000	2
MAG	828,754	2
Intersos	800,000	1
GOAL	727,200	1
DANCHURCHAID	700,000	2
CESVI	650,000	1
CRIC	650,000	1
Diakonie	650,000	1
EMDH	593,216	2

Evaluation of DG ECHO's Actions in the field of Protection and Education of Children in Emergency and Crisis Situations (2008-2015)

Partner	ECHO funding	# ECHO actions
AVSI	590,000	1
CARITAS	589,000	1
Tearfund	585,000	1
MCE	560,000	1
DWF	520,000	2
ADRA	500,000	1
CARE	500,000	1
ACTED	400,000	1
CORDAID	400,000	1
ZOA	382,500	1
PIN	350,000	1
FinnChurchAid	349,989	1
ASB	315,026	1
MDM	263,000	1
Die Johanniter	155,000	1
HILFSWERK AUSTRIA	150,000	1
Total	264,916,547	239

Source: Based on data extracted from HOPE database / ECHO website and data provided by DG ECHO. Note: The information is based on budget allocated to 239 actions

Annex 6 Background on CP and EiE – review of global standards and tools in CP and EiE

Education and child protection in emergencies are strongly linked. Emergencies pose increased risks of abuse, neglect, exploitation and violence for children. Protecting children also includes protection of their right to receive a high quality education. And education can and must be protective in its settings and delivery.

Both sectors were given enhanced legitimacy and impetus by the findings of the authoritative 1996 Machel Report, *Impact of Armed Conflict on Children*, which set the framework for many governments' and agencies' efforts to fulfil children's rights in wartime.¹⁷³ Following the publication of the Machel Report, the mandate of the Special Representative of the Secretary-General for Children and Armed Conflict was created by the General Assembly (Resolution A/RES/51/77). The Special Representative serves as the leading UN advocate for the protection and well-being of children affected by armed conflict.

A decade later, the UN Secretary-General's Study on Violence against Children was presented to the UN General Assembly, resulting in a more detailed World Report on Violence against Children and the establishment of the post of Special Representative of the Secretary-General on violence against children in 2007. The study outlined States parties' obligations to protect them from "all forms of physical or mental violence", including sexual and other forms of exploitation, abduction, armed conflict, and inhuman or degrading treatment or punishment and obliges States to enact preventive measures and ensure that all child victims of violence receive the support and assistance they require.¹⁷⁴

The 1989 UN Convention on the Rights of the Child (CRC) defines a child as "every human being below the age of eighteen years." The guiding principles of the CRC call for non-discrimination, the provision of children's essential needs, as well as those required for their development, taking their best interests into primary consideration, and giving them the right to freely express their views on anything concerning them.¹⁷⁵ State parties to the CRC are under an obligation to ensure necessary care and protection for children (Article 3(2) of the CRC) and protect them from all forms of violence, neglect, abuse and exploitation, including sexual exploitation, abuse and child trafficking (Articles 19, 34, 35 & 36). Special protection and assistance should be provided to unaccompanied or separated children (children temporarily or permanently deprived of their family environment) and refugee children, including measures to prevent separation (Articles 20(1) & 22) and measures to promote recovery and social reintegration to child victims of exploitation, abuse, torture or armed conflict (Article 39). Protection obligations under the terms of the CRC also require states to identify children as being unaccompanied or separated at the earliest possible stage, including at the border, to carry out tracing activities and, where possible and if in the child's best interest, to reunify separated and unaccompanied children with their families as soon as possible.¹⁷⁶

The Child Protection Working Group (CPWG) defines child protection in emergencies as 'the prevention of and response to abuse, neglect, exploitation of and violence against children in emergencies'. This definition contrasts with the Inter Agency Standing Committee (IASC)'s definition of protection, which includes all human rights. In practice,

¹⁷³ G. Machel. 1996. *Impact of Armed Conflict on Children (A/51/306)*. New York: UN General Assembly.

¹⁷⁴ <http://www.ohchr.org/EN/HRBodies/CRC/Study/Pages/StudyViolenceChildren.aspx>

¹⁷⁵ European Commission 2008. *Children in Emergency and Crisis Situations*. Available at: http://ec.europa.eu/echo/files/policies/sectoral/children_2008_Emergency_Crisis_Situations_en.pdf

¹⁷⁶ Committee on the Rights of the Child, General Comment no. 6 (2005): *Treatment of Unaccompanied and Separated Children Outside their Country of Origin*, p. 7. Available at: http://www.unicef.org/protection/files/CRGC6_EN.pdf.

child protection work includes specific programmes run by child protection specialists, as well as actions integrated into all other humanitarian sectors. The majority of UN agencies and international NGOs work within the human rights framework of international legal instruments where violations of human rights and humanitarian law are used as a tool to address changes by confronting the responsible parties.¹⁷⁷ Other protection activities include institution-building, governance and judicial programmes, as well as deployment of peacekeeping troops.¹⁷⁸ Looking at humanitarian situations more specifically, protection of populations is at the centre of any humanitarian action providing material assistance, including shelter, food, water, and medical assistance.

The Global Education Cluster and the Global Protection Cluster, whose roles will be discussed in more detail below, recently produced the paper *Child Protection and Education in Emergencies*. The paper calls for timely and adequate funding for child protection and education interventions as research shows that these are among the least funded humanitarian sectors. The briefing note further says that challenges to education provision and child protection are exacerbated in situations of conflict and disaster and that quality education is crucial to provide children with physical, psychosocial and cognitive protection that can be both life-sustaining and life-saving. Good quality, accessible education can counter the underlying causes of violence, by fostering values of inclusion, tolerance, human rights and conflict. In the coming decade, it is estimated that nearly 175 million children are likely to experience some level of disruption to their schooling, including drop out, slowed development and other psychosocial and protection concerns. According to UNESCO, children's education is set back by emergencies: 58 million primary school aged children and 20 million secondary school aged children are currently out of school due to conflict.¹⁷⁹

Purpose of this background

In view of the EU's recent political commitment to dedicate four per cent of its EU humanitarian aid budget to education for children in emergency situations,¹⁸⁰ this chapter will support the overall aim of the evaluation to review and further develop a framework for defining and implementing ECHO's actions in the field of protection and education in emergencies and crises.

This section provides an overview of global standards and tools on child protection and education in emergencies that have been developed over the past fifteen years. The key actors and fora responsible for developing and implementing these standards and tools will be described, as well as their roles and achievements and how these global reference documents and tools are used and applied. This chapter will examine tools and guidance documents for planning, managing, monitoring and evaluating projects in compliance with global standards, providing a comprehensive list of standards, tools and guidance

¹⁷⁷ The Office of the High Commissioner for Human Rights (OHCHR) defines human rights protection as ensuring respect for human rights in concrete ways. The 2005 OHCHR Plan of Action goes on to say that "human rights protection is not a specific tool or approach, but rather refers to a desired outcome – where rights are acknowledged, respected and fulfilled by those under a duty to do so, and as a result of which dignity and freedom is enhanced. Human rights protection results when, through specific actions, individuals who otherwise would be at risk or subject to deprivation of their rights, are able to fully exercise them. It is based on international law, and necessarily focuses on both immediate responses where people are threatened, and on longer-term work to build and strengthen laws and institutions that protect rights." /Global Protection Cluster: <http://www.globalprotectioncluster.org/en/areas-of-responsibility/human-rights-in-humanitarian-action.html> /

¹⁷⁸ DG ECHO, 2009 Funding Guidelines, available at: http://ec.europa.eu/echo/files/policies/sectoral/2012_protection_funding_guidelines_en.pdf

¹⁷⁹ Global Protection Cluster and Global Education Cluster, *Child Protection and Education in Emergencies*, February 29, 2016, available at: <http://cpwg.net/wp-content/uploads/sites/2/2016/02/Child-Protection-and-Education-in-Emergencies-Increase-effectiveness.pdf>

¹⁸⁰ 'At present, less than two per cent of the global humanitarian budget is made available for this purpose.' See "Commissioner Stylianides commits to increase financing for education in humanitarian emergencies", *European Commission Humanitarian Aid and Civil Protection News*, 7 July 2015. Available at: http://ec.europa.eu/echo/news/commissioner-stylianides-commits-increase-financing-education-humanitarian-emergencies_en

documents on a large range of sub-sectoral issues relevant to education and child protection in emergencies, as well as on overlapping, cross-cutting and inter-sectoral themes (see Appendix X, below). Recommendations will be given regarding ECHO's future framework for defining and implementing actions in these areas, such as ECHO's choices concerning its own and its partners' compliance with global standards and their place within ECHO's own policy and programme design framework. Options will be presented to strengthen ECHO's internal capacities to require, monitor and evaluate compliance with global standards.

Terminology

Global standards

The global standards refer to a comprehensive set of interdisciplinary, inter-sectoral and cross-cutting standards that apply in education and child protection programming in emergencies. This global reference tool sets out minimum standards and a framework for promising practice in child protection and education in emergency programming.

Planning and management tools

The majority of global standards are accompanied by a set of planning and/or management tools to support implementation.

Promising practices

Promising practices refer to the use of global standards or tools on child protection and education in project design and implementation in (ECHO-funded) projects or programmes by UN agencies, international NGOs, national and local NGOs and CBOs, that has contributed to an improvement of the quality, outcome or goal of the project or programme (or has had a positive impact). For example, an improvement of the quality of child protection or education projects or programmes in emergencies; an improved (coordinated) response by different agencies to children's needs; or improved number of beneficiaries reached. Some documents referring to promising practices relevant to education and child protection in emergencies appear in Annex 6 below.

Overview of global standards and tools

Introduction

The World Economic Forum (WEF) held in Dakar, Senegal, in April 2000, was the first and most significant high-level policy development in the field of education at the start of the new millennium. By adopting the Dakar Framework for Action, 1,100 participants from 164 countries reaffirmed their commitment to achieving Education for All by the year 2015 and entrusted UNESCO with the overall responsibility of coordinating all international players and sustaining the global momentum. The Framework placed particular emphasis on areas of concern identified at Dakar, such as early childhood education, school health, education of girls and women, adult literacy and education in situations of crisis and emergency.¹⁸¹ As a follow-up to the Dakar WEF, the **Inter-Agency Network for Education in Emergencies (INEE)** was created the same year to address the lack of consistency in the provision of education in crises.

Since then, several fora, policies and standards addressing child protection and defining minimum standards for education in emergencies have been developed globally. The key actors responsible for those platforms are **the Global Education Cluster (co-led by UNICEF and Save the Children International), the Global Partnership for Education (GPE), the Child Protection Working Group (CPWG, led by UNICEF), UNICEF, the United Nations High Commissioner for Refugees (UNHCR), the**

¹⁸¹ World Education Forum. 2000. *The Dakar Framework for Action, Education for All: Meeting our Collective Commitments*. Adopted by the World Education Forum, Dakar, Senegal, 26-28 April 2000.

Global Coalition to Protect Education from Attack (GCPEA) and the United Nations Office for Disaster Risk Reduction (UNISDR).

In 2015, the UN General Assembly adopted the Sustainable Development Goals, including Goal 4: 'Ensure inclusive and quality education for all and promote lifelong learning'. For the past year and a half, major actors in the international community, including the EU, have been preparing a new education in crisis platform, the creation of which is expected when they meet at the first World Humanitarian Summit (WHS) next month. Throughout the lengthy WHS consultation process, education and child protection in emergencies have been highlighted. The October 2015 consultation process synthesis paper *Restoring Humanity: Global Voices Calling for Action* makes clear statements about the importance of education and child protection, both as humanitarian interventions and as necessities for all stages of societal development.¹⁸²

The recent publication of the executive summary of the report *Putting Children at the Heart of the World Humanitarian Summit*,¹⁸³ commissioned by WHS's Advisory Group on Children, reveals how the failure to consult and engage children reduces the effectiveness and efficiency of humanitarian programming, the capacity to reduce vulnerability and manage risk, and the ability to innovate. The report highlights the fact that children in various emergency contexts reported frustration at not being allowed to help and contribute. Children themselves almost always prioritise protection and education, and children prioritized protection over education, although in post-conflict settings these priorities are reversed. One of the key recommendations in the report is 'in order to achieve transformative change as a result of the WHS, a key outcome must be to ensure that the success of humanitarian action is measured by significant improvements in the situation of the most vulnerable children in countries which are highly susceptible to natural hazards, fragility and conflict.'¹⁸⁴ The WHS provides an opportunity for the EU to raise the profile of the issue and to advocate for change – ensuring that policies and programmes for child protection and education in emergencies are systematically included both in the emergency response and long-term efforts to build resilience.

Table 18 presents the development of the platforms chronologically. Their roles and achievements are described in the next sub-sections.

Table 18. Outline of the development of key global forums, policies and standards for child protection and education in emergencies from 2000 onwards

Year	Global forums, policies and standards	Education in Child emergencies protection
2000	World Education Forum in Dakar, Senegal	X
2000	Establishment of INEE	X

¹⁸² World Humanitarian Summit Secretariat. 2015. *Restoring Humanity – Global Voices Calling for Action: Synthesis of the Consultation Process for the World Humanitarian Summit*. New York: United Nations. Available at: <https://consultations.worldhumanitariansummit.org/bitcache/32aeda5fe90ceba891060ad51d0bd823da273cf9?vid=555986&disposition=inline&op=view>. "...[H]umanitarian action must serve the specific needs of children in all stages of preparedness and response, and **prioritize education** and protection for children affected by disasters or conflicts." (p. 37) "...[H]umanitarian action is failing if it does not include everyone and address the specific needs of the most vulnerable, particularly children, young people, older people, and persons with disabilities. ...[C]hild protection and **education in emergencies must be prioritized** as lifesaving interventions alongside health, food, water and shelter." (p. 44) "There is also the potential to set minimum targets for specific issues, such as ensuring that no displaced child should lose a month of education." (p. 61)

¹⁸³ World Humanitarian Summit Advisory Group on Children, *Putting Children at the Heart of the World Humanitarian Summit, Executive Summary*, 29 February 2016. Available at: <http://cpwg.net/resources/putting-children-heart-world-humanitarian-summit/>

¹⁸⁴ *Ibid* (p. 18)

Year	Global forums, policies and standards	Education in emergencies	Child protection
2000	Publication of <i>The Sphere Handbook: Humanitarian Charter and Minimum Standards in Humanitarian Response</i>	X	X
2002	Establishment of Global Partnership for Education (GPE)	X	
2004	Development of <i>Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction</i> by INEE . Updated in 2010 to reflect emerging good practice and to make the standards more user-friendly	X	
2005	Development of Global Protection Cluster (GPC), chaired by UNHCR. The area of child protection during emergencies is facilitated through the Child Protection Working Group (CPWG), led by UNICEF		X
2005	Development of <i>Inter-Agency Child Protection Information Management System</i> by The IRC, Save the Children and UNICEF		X
2006	The UN Secretary-General's <i>Study on Violence against Children</i> presented to the UN General Assembly (A/61/299)	X	X
2006	General Comment No. 6 (2005): <i>Treatment of unaccompanied and separated children outside their country of origin</i> , Committee on the Rights of the Child	X	X
2006	Establishment of Education Cluster	X	
2010	Foundation of the Global Coalition to Protect Education from Attack (GCPEA)	X	X
2010	Passage of a UN General Assembly resolution (A/64/L.58) that formalized a global commitment to the principle that education must be a core feature of humanitarian response in every emergency	X	
2010	Development of <i>Core Commitments for Children in Humanitarian Action</i> by UNICEF	X	X
2011	Development of <i>Operational Guidance on Refugee Protection and Solutions in Urban Areas: Ensuring Access to Education</i> by UNHCR	X	X
2011	General Comment No. 13 (2011): <i>The right of the child to freedom from all forms of violence</i> issued by the UN Committee on the Rights of the Child	X	X
2012	Development of <i>Minimum Standards for Child Protection in Humanitarian Action</i> by GPC		X
2012	Development of <i>Child Protection Rapid Assessment Toolkit</i> by CPWG		X

Year	Global forums, policies and standards	Education in emergencies	Child protection
2014	UN SC Resolution S/RES/2143 of March 2014, urging parties to armed conflict to respect the civilian character of schools and to protect schools from attacks and use, the mainstreaming of child protection in security sector reforms, child protection training for peacekeepers and military personnel and the need to incorporate child protection provisions in peace agreements.	X	X
2014	Development, following UN SC Resolution S/RES/2143, of <i>Guidelines for Protecting Schools and Universities from Military Use</i> by GCPEA	X	X
2015	Development of <i>Safe Schools Declaration</i> by GCPEA	X	X
2015	Sustainable Development Goals adopted by UN General Assembly , including Goal 4: 'Ensure inclusive and quality education for all and promote lifelong learning'. Goal 5 indirectly refers to CP concerns: 'Achieve gender equality and empower all women and girls', mentioning all forms of child protection violations in the targets.	X	X
2016	Creation of a new Education Crisis Platform , including new financing mechanisms, expected to be announced at the World Humanitarian Summit	X	

Source: Desk research

Provision of education in emergencies is a little more straightforward than child protection work because government responsibilities, line Ministries and budget allocations are more centralised. Child protection is typically a cross-cutting area with no single responsible government Ministry. However, the complexity of providing and coordinating both education and child protection in emergencies should not be underestimated. For example, the involvement of security-oriented authorities (armies, police, Ministry of the Interior) in both sectors frequently complicates effective service delivery. For a long time, child protection issues were dealt with as separate, specific categories of child protection concerns (e.g. child soldiers; orphans and vulnerable children; trafficked children), handled by different government Ministries and units. UN agencies and other global organisations have now moved to 'child protection mainstreaming' within their organisations and programmes. The key institutions active in the field of education in emergencies are often the same as those working on child protection in emergencies and cross-sectoral collaboration is frequent. Sometimes that collaboration is facilitated by flexible allocation of funding provided to children's needs.

Inter-Agency Network for Education in Emergencies (INEE)

The **Inter-Agency Network for Education in Emergencies (INEE)** is a global network established in 2000 to work towards providing quality, relevant and safe education opportunities for everyone affected by crisis and instability. INEE is guided by a multi-year strategic plan engaging different stakeholders to achieve its vision. That vision is to have:

- Education that is an essential life-saving and life-sustaining component of humanitarian response;
- Governments and donors that provide sustainable funding and develop holistic policies to ensure education preparedness, crisis prevention, mitigation, response and recovery;
- All education programmes preparing for and responding to emergencies, chronic crises, and recovery consistent with the INEE Minimum Standards and accountable for quality and results.¹⁸⁵

INEE brings together 130 partner organisations and more than 12,000 individuals who work together to achieve its vision. Individual members from the International Rescue Committee (IRC), Norwegian Agency for Development Cooperation (NORAD), Norwegian Refugee Council (NRC), Open Society Foundations, Refugee Education Trust, UNESCO, UNHCR, UNICEF, United States Agency for International Development (USAID) and World Vision International presently constitute INEE's Steering Group.¹⁸⁶

INEE's Functions¹⁸⁷

INEE works to ensure the right to education for all regardless of crisis or conflict, along a spectrum of preparedness, prevention, response and recovery. INEE undertakes a range of functions around communications, information management, learning, member support, network development, policy influence, advocacy and resource mobilization in order to fulfil this purpose. INEE functions include:

- **Community building:** the network functions to promote and sustain the values of the individuals or groups involved.
- **Information sharing and management:** the network functions to organize and manage relevant information for members through a range of communications mechanisms in multiple languages.
- **Generating knowledge and facilitating learning:** the network develops products and processes to support members to acquire new knowledge and practical abilities and to identify, understand and share evolving good practices in the field.
- **Promoting standards for the field:** the network facilitated a highly consultative process to develop, disseminate and build capacity to use the *INEE Minimum Standards for Education: Preparedness, Response, Recovery*, to achieve a minimum level of educational access and quality in emergencies and ensure accountability of workers who provide these services.
- **Developing and disseminating tools:** the network develops appropriate and relevant tools to serve the needs of its members and the field in practice and policy.
- **Supporting members:** the network functions to help members carry out their activities more efficiently and effectively by enabling members to acquire information and knowledge, link to important stakeholders, receive technical assistance.
- **Convening:** the network functions to bring together different people or groups of people with distinct strategies to support them, across languages, geography, functions and interests.

¹⁸⁵ <http://www.ineesite.org/en/about>

¹⁸⁶ <http://www.ineesite.org/en/who-we-are>

¹⁸⁷ <http://www.ineesite.org/en/what-we-do>

- **Advocating:** the network amplifies messages that are key to its mandate and to the interests of its members.
- **Influencing policy:** the network develops and implements strategies and activities to influence policy at different levels and with different stakeholders, incorporating good practice and lessons learned from across the field.

The INEE Minimum Standards Handbook¹⁸⁸ is a global reference tool which sets out minimum standards for education and a framework for good practice in education in emergency programming. It was developed in 2004 by the organisation's Working Group on Minimum Standards. INEE's standards are recognised by the Sphere Project as the minimum standards for humanitarian work in the education sector and as companion standards to those of Sphere.¹⁸⁹ The INEE Minimum Standards Handbook contains 19 standards that are interlinked under five domains of educational work:

- Foundational standards;
- Access and learning environment;
- Teaching and learning;
- Teachers, and other education personnel; and
- Education policy.

In 2010, the Handbook was updated to reflect recent developments in the area, incorporate good practices of those using the handbook as well as to enhance user-friendliness. INEE advises responsible authorities to contextualise the Minimum Standards for each local setting. For example, regarding the teacher-student ratio, the key actions of the Minimum Standards state that 'enough teachers should be recruited to ensure an appropriate teacher-student ratio.' Contextualising means that the ratio should be determined for every local situation separately. This could vary also depending on the stage of emergency. For example, in an acute state of emergency, 60 students per teacher might be acceptable, while in a recovery context the ratio should be lower.

In 2011, INEE published a briefing note, listing seven steps to contextualise the INEE Minimum Standards.¹⁹⁰ These are listed in the box below.

Steps to contextualise the INEE Minimum Standards

- Identify other education providers within your context who are interested in cooperating with you in the contextualisation process.
- Host an orientation to the Minimum Standards. Invite other education providers from local agencies and Ministry of Education. Use the Handbook in the local language if available. During this orientation, some participants may become interested in contributing to the contextualisation process.
- Set up a working group of representatives of other educational agencies and hopefully those who attended the orientation to the Minimum Standards. Select a

¹⁸⁸ INEE. 2010. *Minimum Standards for Education: Preparedness, Response, Recovery*. Available at: <http://www.ineesite.org/en/minimum-standards>

¹⁸⁹ The Sphere Project – or 'Sphere' – was initiated in 1997 by a group of humanitarian NGOs and the International Red Cross and Red Crescent Movement. Their aim was to improve the quality of their actions during disaster response and to be held accountable for them. They based Sphere's philosophy on two core beliefs: first, that those affected by disaster or conflict have a right to life with dignity and, therefore, a right to assistance; and second, that all possible steps should be taken to alleviate human suffering arising out of disaster or conflict. Available at: <http://www.spherehandbook.org/en/what-is-sphere/>; and <http://www.sphereproject.org/sphere/en/about/companionships/inter-agency-network-for-education-in-emergencies/>

¹⁹⁰ <http://www.ineesite.org/en/minimum-standards/contextualization>

chairperson to oversee the entire contextualisation process, and organise meetings to discuss each Standard separately.

- Present the framework for contextualisation to serve as guide to discuss the characteristics and elements of each Standard. Break up each Standard into its different components and discuss each in detail, ensuring not to lower the Standards due to challenging contexts. Consult the key actions and guidance notes of each Standard to help guide discussions and definitions.
- Hold a series of working meetings with the education providers to go through all the Minimum Standards.
- Once the Standards have been contextualised, combine them into a compiled document.
- Host a forum where these contextualised Standards are presented to practitioners and stakeholders in your setting.

INEE has also published several examples of contextualisation of the Minimum Standards. These are available for certain emergencies in Afghanistan, Somalia, Vietnam, South Sudan, Sri Lanka, occupied Palestinian territory, Ethiopia, Lebanon, Bangladesh, Jordan and the Democratic Republic of Congo.¹⁹¹

INEE has collaboratively developed a wide range of tools and resources for the most important aspects of work on education in emergencies and protracted crises. Many of these resources are available in multiple languages.¹⁹²

Global Education Cluster

In 2005, INEE, supported by UNICEF and many international NGOs, advocated for the creation of a global education cluster within the context of the Humanitarian Response Review process, recognising the existing gaps in coordination on the ground, accountability for service delivery, and the lack of funding for educational activities within the humanitarian response.¹⁹³ The **Global Education Cluster** was created by the Inter-Agency Standing Committee (IASC) in December 2006, co-led by UNICEF and Save the Children International (SCI).¹⁹⁴

The Education Cluster is an open formal forum for coordination and collaboration on education in emergencies. The Education Cluster brings together NGOs, UN agencies, academics, and other partners under the shared goal of ensuring predictable, well-coordinated and equitable provision of education for populations affected by humanitarian crises.¹⁹⁵ The Education Cluster responds to major emergencies when called upon to do so by the Humanitarian Coordinator / Humanitarian Country Team and where the scale of the emergency is beyond the response capacity of national authorities.¹⁹⁶

The Education Cluster's work is complementary to that of INEE and the organisations maintain a strong relationship. While INEE is a global hub for the development and sharing of knowledge and information across the entire community of education in emergencies practitioners, the Education Cluster is mandated to coordinate education in humanitarian crises involving natural disasters, and conflicts that generate internally displaced persons (IDPs).

¹⁹¹ *Ibid.*

¹⁹² <http://toolkit.ineesite.org/toolkit/>.

¹⁹³ UNESCO. 2010. *The Creation and Development of the Global IASC Education Cluster*. Available at: <http://unesdoc.unesco.org/images/0019/001912/191224e.pdf>.

¹⁹⁴ *Global Education Cluster*. 2013. *Homepage*. Available at: <http://educationcluster.net/>

¹⁹⁵ <http://educationcluster.net/who-we-are/>

¹⁹⁶ <http://educationcluster.net/what-we-do/>

The Education Cluster Unit (ECU), based in Geneva, Switzerland and staffed by UNICEF and Save the Children employees, acts as the secretariat for the Global Education Cluster. The ECU supports country clusters, providing support and guidance and manages the deployments of the Rapid Response Team (a group of education in emergencies experts who are rapidly deployable to support education coordination in humanitarian situations).

The main activities of the Education Cluster are outlined in its Strategic Plan 2015-2019, which provides a multi-year framework for the annual work plan.¹⁹⁷ Its three core services are:

- **Coordination Services for Education Cluster Readiness:** The cluster supports national actors and coordination mechanisms in selected priority countries to develop the understanding and capacity to help them decide when the cluster should be activated, and how it can support the coordination of education resources in response to an emergency;
- **Coordination Services for Activated Education Clusters:** When the cluster system is activated in an emergency, the cluster identifies and deploys products appropriate to support coordination of education response activities; and
- **Coordination Services for Education Cluster Transition and De-Activation:** The cluster reviews the relevance and impact of its support to identify when the transition to the standing national coordination mechanism could be implemented.

The Cluster has developed and field-tested a range of user-friendly emergency education planning and management tools for assessments, monitoring, evaluation, training and capacity building, information management and knowledge management.¹⁹⁸

Global Partnership for Education (GPE)

The **Global Partnership for Education (GPE)** is composed of global-level partnerships from various groups of stakeholders in education. Its members are 61 developing countries, more than 20 donor governments, international organisations, civil society organisations (CSOs), foundations and actors from the private sector. The GPE is also a member of the Education Cluster.

The GPE pools funds from bilateral donors, developing countries' governments, CSOs and the private sector to make grants to countries to support and improve education. It works primarily with national governments, although several INGOs and UN agencies are now acting as managing entities to disburse funds where government capacity is weak.

At country level, GPE works with **Local Education Groups (LEGs)**, collaborative forums of stakeholders who develop, implement, monitor and evaluate education sector plans.

The GPE focuses its actions towards nine areas:

- Aid effectiveness;
- Children with disabilities;
- Conflict-affected and fragile countries;

¹⁹⁷ *Global Education Cluster. 2015. Education Cluster: Strategic Plan 2015 to 2019. Available at: http://educationcluster.net/wp-content/uploads/2015/04/FINAL_GEC_Strategic_Plan_2015.pdf*

¹⁹⁸ <http://educationcluster.net/tools-and-resources/>

- Early childhood care and education;
- Early grade reading;
- Girls' education;
- Learning outcomes;
- Numeracy;
- Out-of-school children; and
- Teachers.

In 2015, GPE developed its five-year Strategic Plan (2016-2020)¹⁹⁹ defining key priorities. GPE's goals for the following years are to work on:

- **Equity and Inclusion:** Increase the number of girls and boys in GPE partner developing countries receiving a full cycle of quality education;
- **Quality Teaching and Learning:** Improving teaching and learning in order to increase relevant learning outcomes;
- **Stronger Educational Systems:** Improve the capacity, effectiveness and efficiency of education systems to achieve equity and learning goals.

GPE developed an **Operational Framework for Effective Support in Fragile and Conflict-affected States** was developed in 2013,²⁰⁰ setting out specific adaptations to GPE processes in fragile and conflict affected situations.

Moreover, a mechanism for accelerated financing has been put in place, and more flexibility granted to countries in crisis. In 2014, almost half of GPE disbursements were made through partners, such as UNICEF and the World Bank, to fragile, conflict-affected states.

The Global Protection Cluster and the Child Protection Working Group (CPWG)

The Global Protection Cluster (GPC) was established in 2005. It is the main inter-agency forum at the global level for standard and policy setting, collaboration and overall coordination of activities supporting the protection response in complex and natural disaster humanitarian emergencies, as well as protection responses in non-refugee situations. The GPC provides operational support to field protection clusters, which work to ensure the protection of IDPs and affected populations in complex and natural disaster humanitarian emergencies. UNHCR is the Global Cluster Lead Agency for Protection.

The protection of children during emergencies is an Area of Responsibility within the Global Protection Cluster, which is facilitated through the **Child Protection Working Group (CPWG)** and coordinated by UNICEF.

The CPWG is a global forum for coordination and collaboration on child protection in humanitarian settings, which brings together several stakeholders, including NGOs, relevant UN agencies and academic experts under the shared objective of ensuring more predictable, accountable and effective child protection responses in emergencies. To achieve its goals, the CPWG works closely with other specialist protection actors, notably in gender-based violence, as well as with actors specialized in mental health and psychosocial support, and education. The CPWG defines Child Protection in Emergencies

¹⁹⁹ GPE. 2015. *Strategic Plan 2016-2020*. For the time being, a summary of the Plan is available at: <http://www.globalpartnership.org/content/strategic-plan-glance>. A consultation tool, 'Concept Note', is available to support its development and later implementation.

²⁰⁰ GPE. 2013. *GPE Operational Framework for Effective Support in Fragile and Conflict-affected States*. Available at: <http://www.globalpartnership.org/content/gpe-operational-framework-effective-support-fragile-and-conflict-affected-states>

as 'the prevention of and response to abuse, neglect, exploitation of and violence against children in emergencies.' An emergency is defined as 'a situation where lives, physical and mental wellbeing, or development opportunities for children are threatened as a result of armed conflict, disaster or the breakdown of social or legal order, and where local capacity to cope is exceeded or inadequate'.²⁰¹

In 2012, The CPWG developed **Minimum Standards for Child Protection in Humanitarian Action (CPMS)**.²⁰² The standards lay out common principles on what needs to be achieved in order for child protection in humanitarian settings to be of adequate quality.

There are 26 standards in the area of child protection, divided into four themes, namely i) child protection response, ii) child protection needs, iii) child protection strategies, and iv) child protection in other humanitarian sectors.

Notably, **Standard 20**, within the fourth theme (child protection in other humanitarian sectors), sets the minimum requirements for **education, in connection with child protection**. In a situation of crisis, education helps children to give a sense of normality, dignity and hope by supporting their psychosocial and cognitive development. In order to achieve the implementation of this standard, the stakeholders involved should follow the following guidance principles:

- **Flexibility:** adapt education to children's needs, especially in case of children with disabilities, refugees and internally displaced populations;
- **Administration:** partnership with competent authorities to provide documentation needed to enter the education system;
- **Equity:** reviewing curricula and textbooks in order to ensure a balanced presentation of historical events and offer students lessons of tolerance;
- **Teachers and other education personnel:** support teachers with trainings to identify children's needs and provide for psychosocial support;
- **Protective environments:** education environments should be both protective and supportive, for example adapted to children's disabilities;
- **Abuse:** provide for measures for prevention of and response to violence and abuse by both teachers and other students;
- **Attacks:** risks of physical harm or sexual assault both at school and on the way there should be regularly monitored and mitigated;
- **Messaging:** risk reduction and life skills knowledge should be part of the education activities.

The Sphere Project Board has accepted the CPWG's Minimum Standards for Child Protection in Humanitarian Response in Humanitarian Action as a companion to the Sphere Handbook *Humanitarian Charter and Minimum Standards in Humanitarian Response*.²⁰³

In 2012, CPWG also developed a **Child Protection Rapid Assessment (CPRA) Toolkit**.²⁰⁴ The CPRA Toolkit is an inter-agency, cluster-specific rapid assessment for use by CPWG members in the aftermath of a rapid-onset emergency. It is meant to build on the initial multi-cluster/sector joint assessment(s) and the protection cluster

²⁰¹ <http://cpwg.net/cpwg/>

²⁰² *Minimum Standards for Child Protection in Humanitarian Actions*. Available at: <http://cpwg.net/wp-content/uploads/sites/2/2014/03/CP-Minimum-Standards-English-2013.pdf>

²⁰³ <http://www.sphereproject.org/about/companionships/child-protection-working-group/>

²⁰⁴ CPWG. 2012. *Child Protection Rapid Assessment Toolkit*. Available at: http://www.globalprotectioncluster.org/_assets/files/tools_and_guidance/info_data_management/CPRA_English-EN.pdf

rapid assessment. It provides a snapshot of urgent child protection related needs among the affected population in the immediate aftermath of an emergency. It determines the scales of needs and protection needs, the priorities of the response and how the response should be configured.

The toolkit is divided into three parts:

- Part 1: a guide to CPRA providing an action plan with six key phases, giving guidance for tasks in each phase;
- Part 2: sample tools providing five key tools for CPRA; and
- Part 3: data management tool providing a sample database, featuring on the spot, basic analysis of the data.

In 2016, the CPWG published the *Child Protection in Emergencies: Coordination Handbook*,²⁰⁵ which is an updated version of the 2010 *Child Protection in Emergencies Coordinator's Handbook*. The Handbook is designed to provide child protection coordination teams, as well as other child protection actors, with guidance on how to coordinate child protection responses in humanitarian contexts, in order to ensure more predictable, accountable and effective child protection responses in emergencies around the world. The Handbook applies to situations where the international community is formally engaged with the humanitarian response and where the cluster system has been activated.

UNICEF's Core Commitments to Children

UNICEF's *Core Commitments for Children in Humanitarian Action* – the CCCs – constitute UNICEF's central policy on how to uphold the rights of children affected by humanitarian crisis. They are a framework for humanitarian action, around which UNICEF seeks to engage with partners. Initially developed in 1998 and reviewed in 2004, the latest edition of the CCCs brings UNICEF's humanitarian policy in line with evolving humanitarian contexts, including humanitarian reform and the cluster approach, informed by field-based evidence and practice.²⁰⁶

Standards for the protection and education of refugee children set out by UNHCR

While the Education Cluster coordinates education in natural disasters and emergencies involving internally displaced persons (IDPs) and the CPWG coordinates child protection in humanitarian crises, when a crisis is a refugee emergency involving children, **UNHCR** takes the lead for their protection and education. UNHCR is an active member of the Education and Protection Clusters, supporting their work and ensuring that connections are made between the work that each Cluster and its members are undertaking.

UNHCR has issued **Ensuring Access to Education: Operational Guidance on Refugee Protection and Solutions in Urban Areas**.²⁰⁷ The aim of this guidance document is to ensure refugees' access to quality education in order to increase their chances for employment and integration later in life. UNHCR's guidance is based on the following seven principles:

- **Access:** Ensure refugees equal access to education services as nationals;
- **Integration:** Work for education services for refugees to be integrated within the national systems;

²⁰⁵ CPWG. 2016. *Child Protection in Emergencies: Coordination Handbook*. Available at: <http://cpwg.net/coordination-handbook/>

²⁰⁶ UNICEF. 2010. *Core Commitments for Children in Humanitarian Action*. Available at http://www.unicef.org/publications/index_21835.html

²⁰⁷ UNHCR. 2011. *Ensuring Access to Education: Operational Guidance on Refugee Protection and Solutions in Urban Areas*. Available at: <http://www.unhcr.org/4ea9552f9.html>

- **Quality:** Ensure education coherent with national and international standards and provide for a safe and child-friendly environment;
- **Protection:** Provide for special assistance for the most vulnerable groups;
- **Partnerships:** Involve all the relevant stakeholders, such as governments, local authorities, other UN agencies, international agencies, NGOs, civil society and community organizations, academic institutions and the private sector;
- **Participation:** Assess, plan, implement, monitor and evaluate education programmes with the participation of community members;
- **Monitoring and evaluation:** Put in place monitoring and evaluation systems.

This operational guidance supports the UNHCR Education Strategy 2012-2016,²⁰⁸ which emphasises the importance of education for community development. To this end, UNHCR has also developed a multi-year partnership with **Educate a Child** (EAC), a programme of the **Education Above All** (EAA) foundation, which aims to ensure that once in the school system, refugee children complete the education cycle with the necessary knowledge and skills to integrate in society. In April 2016, UNHCR and GPE signed an agreement that will strengthen their collaboration to support education for refugee children and youth.²⁰⁹

UNHCR has published **Education Issue Briefs**²¹⁰ dealing with diverse topics, e.g., Education and Protection, Out-of-School Children in Refugee Settings, Curriculum Choices in Refugee Settings, Mainstreaming Refugees in National Education Systems, Refugee Teacher Management, and Secondary Education for Refugee Adolescents. In particular, the Issue Brief on **Education and Protection**²¹¹ underlines the link between Education and Child Protection, listing the benefits that following an educational programme during an emergency can provide. These include:

- **Stability** and hope for children;
- Meaningful learning and recreational **activities**;
- Content, language and experiential **knowledge** to achieve the requirements to enter a full-cycle formal education system;
- **Safe** environment;
- **Psychosocially** sensitive programming to better adapt to the change of environment and circumstances; and
- **Life skills education** that addresses self-protection from sexual abuse, economic exploitation, recruitment in armed groups, hygiene, health, and local safety and security issues that could be life-saving for children and their families.

Global Coalition to Protect Education from Attack

Increasing awareness of the number of attacks against schools, students and staff in countries affected by conflicts and insecurity led several organisations from the field to establish the **Global Coalition to Protect Education from Attack (GCPEA)** in February 2010.

²⁰⁸ UNHCR. 2012. *Education Strategy 2012-2016*. Available at: <http://www.unhcr.org/5149ba349.html>

²⁰⁹ <http://www.globalpartnership.org/news/unhcr-and-gpe-agree-closer-collaboration-ensure-childrens-education-during-crisis>

²¹⁰ UNHCR. 2015. *Education*. Available at: <http://www.unhcr.org/pages/49c3646cda.html>

²¹¹ UNHCR. 2015. *Education and Protection*. Available at: <http://www.unhcr.org/560be0dd6.html>

In December 2014, the coalition finalised **Guidelines for Protecting Schools and Universities from Military Use**,²¹² which were endorsed by many states through a **Safe Schools Declaration**²¹³ in June 2015. So far, 52 countries - including some EU Member States²¹⁴ - have signed the Declaration and hence, committed themselves to implementing the Guidelines for Protecting Schools and Universities from Military Use.

Summary overview of the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict

- Guideline 1: Functioning schools and universities should not be used by the fighting forces of parties to armed conflict in any way in support of the military effort.
- Guideline 2: Schools and universities that have been abandoned or evacuated because of the dangers presented by armed conflict should not be used by the fighting forces of parties to armed conflict for any purpose in support of their military effort, except in extenuating circumstances and only for as long as no choice is possible.
- Guideline 3: Schools and universities must never be destroyed as a measure intended to deprive the opposing parties to the armed conflict of the ability to use them in the future.
- Guideline 4: While the use of a school or university by the fighting forces of parties to armed conflict in support of their military effort may, depending on the circumstances, have the effect of turning it into a military objective subject to attack, parties to armed conflict should consider all feasible alternative measures before attacking them, including, unless circumstances do not permit, warning the enemy in advance that an attack will be forthcoming unless it ceases its use.
- Guideline 5: The fighting forces of parties to armed conflict should not be employed to provide security for schools and universities, except when alternative means of providing essential security are not available.
- Guideline 6: All parties to armed conflict should, as far as possible and as appropriate, incorporate these Guidelines into, for example, their doctrine, military manuals, rules of engagement, operational orders, and other means of dissemination, to encourage appropriate practice throughout the chain of command.

The Worldwide Initiative for Safe Schools (WISS)²¹⁵

WISS is a government-led global partnership for advancing safe school implementation at the national level. The Initiative is coordinated by UNISDR and was developed in collaboration with key partners from the Global Alliance on Disaster Risk Reduction Education and Resilience in the Education Sector as a response to the High Level Dialogue Communiqué at the 2013 Global Platform for Disaster Risk Reduction.

The Worldwide Initiative for Safe Schools focuses on motivating and supporting Governments to develop national strategies and implement school safety. The Initiative builds on the Comprehensive School Safety Framework²¹⁶ and defines a safe school as a school combining all of the following elements:

²¹² GCPEA. 2014. *Guidelines for Protecting Schools and Universities from Military Use*. Available at: <http://www.protectingeducation.org/guidelines>.

²¹³ GCPEA. 2015. *Safe Schools Declaration*. Available at: http://www.protectingeducation.org/sites/default/files/documents/safe_schools_declaration-final.pdf.

²¹⁴ EU member states: AT, BG, CZ, FI, EL, IE, IT, LU, NL, PL, PT, ES, SE, plus CH and NO. See <http://www.protectingeducation.org/guidelines/support>.

²¹⁵ <http://www.unisdr.org/we/campaign/wiss>

²¹⁶ <http://gadrrres.net/resources/comprehensive-school-safety-framework>

- Safe Learning Facilities (disaster-resilient infrastructure);
- School Disaster Management; and
- Disaster Risk Reduction and Resilience Education.

The Initiative also promotes good practices and achievements in safe school implementation for replication in other countries and regions, helps identify challenges and offers technical assistance and particular expertise around the three pillars to support interested Governments in implementing school safety at the national level.

A number of Governments have so far endorsed WISS and the 'Istanbul Roadmap' following the First Meeting of Safe School Leaders hosted by the Government of Turkey in October 2014. The main objectives of the WISS programme are:

- To promote Governments' good practices, expertise and achievements in safe school implementation for possible replication in other countries and regions;
- To identify remaining challenges to effectively implement safe schools;
- To support Governments in developing national strategies for school safety as part of existing national disaster risk reduction or Education plans; and
- To offer technical assistance and particular expertise as required by Governments, around the core three pillars of safe schools.

Tools and guidance documents for planning, managing, monitoring and evaluating projects in compliance with global standards for Child Protection and Education in Emergencies

In addition to the INEE toolkit and the resources developed by the Global Education Cluster and the CPWG, there are excellent and comprehensive sources of guidance for education and child protection in emergencies: the IIEP *Guidebook for Planning Education in Emergencies and Reconstruction*;²¹⁷ an *Education Rigorous Literature Review: What Works to Promote Children's Educational Access, Quality of Learning and Wellbeing in Crisis-Affected Contexts*;²¹⁸ the ARC resource pack (Actions for the Rights of the Children, an interagency collaboration) *Capacity-building Tool for Child Protection in and after Emergencies*²¹⁹; *Keeping Children Safe: a Toolkit for Child Protection*; the *Child Safeguarding Measures for use in Emergencies*²²⁰ by the Keeping Children Safe Coalition;²²⁰ and the websites of the Child Protection in Crisis Learning Network²²¹ and the Community Child Protection Exchange Forum, an inter-agency community of practice on community-based child protection mechanisms.²²²

Global standards for education and child protection encompass interdisciplinary, inter-sectoral and cross-cutting standards, such as gender-sensitive water and sanitation provision for children at school, or adequate nutrition for children at school. Whether these are pre-existing or whether they came into use after the education or child protection standards makes little difference; they are part of the comprehensive set of standards that apply in education and child protection programming in emergencies.

²¹⁷ IIEP-UNESCO. 2010. *Guidebook for Planning Education in Emergencies and Reconstruction*. 2nd ed. 5 vols. Paris: IIEP. Available at: <http://unesdoc.unesco.org/images/0019/001902/190223E.pdf>.

²¹⁸ D. Burde et al. 2015. *What Works to Promote Children's Educational Access, Quality of Learning and Wellbeing in Crisis-Affected Contexts: Education Rigorous Literature Review* New York: INEE, NYU and UK Aid. Available at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/470773/Education-emergencies-rigorous-review2.pdf.

²¹⁹ Available at: <http://resourcecentre.savethechildren.se/library/arc-resource-pack-actions-rights-children-english-version>.

²²⁰ Available at: <http://www.keepingchildrensafe.org.uk/tags/toolkit> and <http://www.keepingchildrensafe.org.uk/emergencies-toolkit> respectively.

²²¹ <http://www.cpcnetwork.org>

²²² <http://childprotectionforum.org/>

A list of standards, tools and guidance documents on a large range of sub-sectoral issues relevant to education and child protection in emergencies, as well as on overlapping, cross-cutting and inter-sectoral themes, appears in the tables below.

The sub-sectoral topics listed below are not discrete. Sound programme design and management may draw from tools and guidance documents applicable across many of the following topics.

Education in Emergencies

Topic	Title of tool or guidance document	Web reference
The programme cycle of education in emergencies and protracted crises		
Assessment of needs and capacities	The Short Guide to Rapid Joint Education Needs Assessments, GEC	http://educationcluster.net/lpresources/the-short-guide-to-rapid-joint-education-needs-assessments-gec-2010/
	The Joint Education Needs Assessment Toolkit, GEC	http://educationcluster.net/lpresources/the-joint-education-needs-assessment-toolkit-gec-2010/
	Sample Emergency School Assessment, IRC	http://www.ineesite.org/en/resources/sample_emergency_school_assessment
Programme design and implementation	Project management, IIEP Guidebook for Planning Education in Emergencies and Reconstruction, vol. 5, chapter 5.3	http://unesdoc.unesco.org/images/0019/001902/190223E.pdf
Programme monitoring and evaluation	INEE Good Practice Guide: Monitoring Systems for Emergency Education Learning to Live Together: Design, Monitoring and Evaluation of Education for Life Skills, Citizenship, Peace and Human Rights, GTZ	http://www.ineesite.org/en/resources/monitoring_systems_for_emergency_education
		http://www.oosci-mena.org/uploads/1/wysiwyg/GTZ_Sinclair_2008.pdf
Information management and knowledge management	Global Education Cluster Information and Knowledge Management, GEC Data Collection and Education Management Information Systems (EMIS), IIEP Guidebook for Planning Education in Emergencies and Reconstruction, vol. 5, chapter 5.7	http://educationcluster.net/topics-lp/information-and-knowledge-management
		http://unesdoc.unesco.org/images/0019/001902/190223E.pdf
Training in education in emergencies	INEE Minimum Standards: Education in Emergencies Training Materials	http://toolkit.ineesite.org/inee_minimum_standards/education_in_emergencies_training_materials
Advocacy	Advocacy Resources for Education in Emergencies: Compendium of Global	http://s3.amazonaws.com/inee-assets/resources/Compendium_Advocacy_Resources_for_Education_in_Emergencies_2015-08.pdf

	Guidance, Visual Resources and Evidence, GEC	
Major themes in education in emergencies		
Overcoming obstacles to access to education	Access and inclusion, IIEP Guidebook for Planning Education in Emergencies and Reconstruction, vol. 2 The Quantitative Impact of Armed Conflict on Education: Counting the Human and Financial Costs, CfBT	http://unesdoc.unesco.org/images/0019/001902/190223E.pdf http://cdn.cfbt.com/~media/cfbtcorporate/files/research/2014/r-armed-conflict-2014.pdf
Improving the quality of education	The 10 Dimensions of Quality in Education, UNESCO 'On School Quality and Attainment' in Learning for a Future: Refugee Education in Developing Countries, UNHCR	http://www.ibe.unesco.org/fileadmin/user_upload/COPs/Pages_documents/Resource_Packs/TTCD/sitemap/resources/1_1_2_P_ENG.pdf http://www.unhcr.org/4a1d5ba36.pdf
Conflict-sensitive education	INEE Conflict Sensitive Education Pack Integrating Conflict and Disaster Risk Reduction into Education Sector Planning, IIEP	http://toolkit.ineesite.org/inee_conflict_sensitive_education_pack http://toolkit.ineesite.org/resources/ineecms/uploads/1053/IIEP_Guidance_notes_EiE_EN.pdf
Education and peacebuilding	Emerging Practices in Design, Monitoring, and Evaluation for Education for Peacebuilding Programming, Search for Common Ground	http://learningforpeace.unicef.org/resources/emerging-practices-in-dme-for-education-for-peacebuilding-programming/
Disaster risk reduction in education	Key Thematic Issues: Disaster Risk Reduction, INEE Role of education and schools in disaster risk reduction, Eldis Integrating Conflict and Disaster Risk Reduction into Education Sector Planning, IIEP	http://toolkit.ineesite.org/inee_minimum_standards/implementation_tools/%3Ch3%3Ekey_thematic_issues%3Ch3%3E/disaster_risk_reduction http://www.eldis.org/go/topics/resource-guides/climate-change/key-issues/children/-climate-change-and-disasters/role-of-education-and-schools-in-disaster-risk-reduction#.VxvGzYQ7dEI http://toolkit.ineesite.org/resources/ineecms/uploads/1053/IIEP_Guidance_notes_EiE_EN.pdf
Resilience in education	Education Resilience Approaches (ERA): Addressing learning outcomes in	http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION/0,,contentMDK:21909986~menuPK:5513979~pagePK:148956~piPK:216618~theSitePK:282386,00.html

	contexts of violence, conflict and fragility, World Bank	
Education for various population groups		
Refugees	UNHCR Education Strategy 2012-2016.	http://www.unhcr.org/5149ba349.html
	Ensuring Access to Education: Operational Guidance on Refugee Protection and Solutions in Urban Areas, UNHCR	http://www.unhcr.org/4ea9552f9.html
Internally displaced persons	Education and Internally Displaced Persons, Bloomsbury	http://www.bloomsbury.com/uk/education-and-internally-displaced-persons-9781441196491/
People affected by conflict without being displaced	INEE Conflict Sensitive Education Pack	http://toolkit.ineesite.org/inee_conflict_sensitive_education_pack
People affected by disasters	Role of education and schools in disaster risk reduction, Eldis	http://www.eldis.org/go/topics/resource-guides/climate-change/key-issues/children/-climate-change-and-disasters/role-of-education-and-schools-in-disaster-risk-reduction#.VxvGzYQ7dEI
Education planning and preparedness for people in different contexts or phases		
Contingency planning, emergency preparedness, acute emergency, protracted crisis, recovery and reconstruction	Education Sector Contingency Planning, INEE	http://www.ineesite.org/en/minimum-standards/contingency-planning
	INEE Minimum Standards for Education: Preparedness, Response, Recovery	http://www.ineesite.org/en/minimum-standards
	Education in Emergencies and Protracted Crises: Toward a Strengthened Response, ODI	http://www.odi.org/publications/9688-education-emergencies-protracted-crises-toward-strengthened-response
	Reshaping the Future: Education and Postconflict Reconstruction, World Bank	http://siteresources.worldbank.org/INTCPR/Resources/Reshaping_the_Future.pdf
Educational cycles and types of education		
Pre-school (early childhood education)	Key Thematic Issues: Early Childhood Development, INEE	http://toolkit.ineesite.org/inee_minimum_standards/implementation_tools/%3Ch3%3Ekey_thematic_issues%3Ch3%3E/early_childhood_development

Primary school	Training Pack for Primary School Teachers in Crisis Contexts, INEE	http://www.ineesite.org/en/training-pack-for-primary-school-teachers-in-crisis-contexts
	What Works to Promote Children's Educational Access, Quality of Learning and Wellbeing in Crisis-Affected Contexts: Education Rigorous Literature Review, INEE, NYU and DFID	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/470773/Education-emergencies-rigorous-review2.pdf
Secondary school	Post-primary education, IIEP Guidebook for Planning Education in Emergencies and Reconstruction, vol. 2, chapter 2.11	http://unesdoc.unesco.org/images/0019/001902/190223E.pdf
Higher education	6 Reasons to Elevate the Importance of Tertiary Education in Emergencies, INEE	http://www.ineesite.org/en/blog/6-reasons-to-elevate-the-importance-of-tertiary-education-in-emergencies
	Institutional Autonomy and the Protection of Higher Education from Attack, PEIC	http://www.ineesite.org/en/resources/institutional-autonomy-and-the-protection-of-higher-education-from-attack
	INEE Good Practice Guide: Tertiary Education	http://www.ineesite.org/en/resources/tertiary_education
Technical and vocational education and training	Education for Livelihoods and Civic Participation in Post-Conflict Countries, UNEVOC	http://www.unevoc.net/fileadmin/user_upload/pubs/IntLib_DiscP_PostConf.pdf
	Market Assessment Toolkit for Vocational Training Providers and Youth, Women's Refugee Commission	https://www.womensrefugeecommission.org/resources/document/463-market-assessment-toolkit-for-vocational-training-providers-and-youth
	Vocational education and training, IIEP Guidebook for Planning Education in Emergencies and Reconstruction, vol. 4, chapter 4.7	http://unesdoc.unesco.org/images/0019/001902/190223E.pdf
Non-formal education	Non-formal education, IIEP Guidebook for Planning Education in Emergencies and Reconstruction, vol. 2, chapter 2.9	http://unesdoc.unesco.org/images/0019/001902/190223E.pdf

	Non-Formal Education as a Means to Meet Learning Needs of Out-of-School Children and Adolescents, UNICEF and UIS	http://allinschool.org/wp-content/uploads/2015/01/OOSC-2014-Non-formal-education-for-OOSC-final.pdf
Alternative education: Catch-up, bridging and accelerated learning programmes	Alternative education: Filling the gap in emergency and post-conflict situations, IIEP	http://unesdoc.unesco.org/images/0018/001849/184938e.pdf
Inclusive education	Education in Emergencies: Including Everyone INEE Pocket Guide to Inclusive Education, INEE Key Thematic Issues: Inclusive Education, INEE	http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1007/INEE_Pocket_Guide_Inclusive_Education_EN.pdf http://toolkit.ineesite.org/inee_minimum_standards/implementation_tools/%3Ch3%3Ekey_thematic_issues%3Ch3%3E/inclusive_education
Ethnicity, political affiliation, religion	Ethnicity / Political affiliation / Religion, IIEP Guidebook for Planning Education in Emergencies and Reconstruction, vol. 2, chapter 2.3	http://unesdoc.unesco.org/images/0019/001902/190223E.pdf
Children and youth with disabilities	INEE Pocket Guide to Supporting Learners with Disabilities	http://toolkit.ineesite.org/pocket_guide_to_supporting_learners_with_disabilities
Out-of-school youth	Key Thematic Issues: Youth, INEE	http://toolkit.ineesite.org/inee_minimum_standards/implementation_tools/%3Ch3%3Ekey_thematic_issues%3Ch3%3E/youth
HIV and AIDS	Education for Crisis-Affected Youth, Literature Review, INEE Guidance on HIV in Education in Emergencies, INEE	http://www.ineesite.org/en/resources/education-for-crisis-affected-youth-literature-review http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1140/Introduction%20HIV%20January2011.pdf
Former child soldiers	Former child soldiers, IIEP Guidebook for Planning Education in Emergencies and Reconstruction, vol. 2, chapter 2.5 Role of Education and the Demobilization of Child Soldiers:	http://unesdoc.unesco.org/images/0019/001902/190223E.pdf http://www.unicef.org/wcaro/Role_of_education_and_demobilised_children.pdf

	Aspects of an Appropriate Education Program for Child Soldiers, USAID	
Literacy and numeracy programmes	Literacy for Life: Literacy and Numeracy Support for Children and Youth in Emergencies – Trainer’s Guide, MoEST South Sudan and UNESCO	http://unesdoc.unesco.org/images/0023/002322/232253E.pdf
Distance learning	Open and distance learning, IIEP Guidebook for Planning Education in Emergencies and Reconstruction, vol. 2, chapter 2.7	http://unesdoc.unesco.org/images/0019/001902/190223E.pdf
Coordination of education		
Roles of Government, Education Clusters, UNHCR, UNICEF, international NGOs, national and local NGOs and CSOs	Education Cluster Coordinator Handbook, GEC Coordination and communication, IIEP Guidebook for Planning Education in Emergencies and Reconstruction, vol. 5, chapter 5.11	http://educationcluster.net/resources/education-cluster-coordination-handbook-gec-may-2010-english-2/ http://unesdoc.unesco.org/images/0019/001902/190223E.pdf
Crucial processes of education in emergencies and protracted crises		
Community initiative, engagement and participation	Promoting Participation: Community Contributions to Education in Conflict Situations, IIEP	http://unesdoc.unesco.org/images/0018/001833/183364e.pdf
Educational planning in emergencies	Education Planning: Education Sector Contingency Planning, INEE	http://www.ineesite.org/en/education-planning
Capacity strengthening of education systems	Capacity Development in Education Planning and Management in Fragile States, IIEP	http://unesdoc.unesco.org/images/0018/001869/186981E.pdf
	Without Capacity, there is no Development, IIEP	http://unesdoc.unesco.org/images/0018/001870/187066E.pdf
	Capacity building, IIEP Guidebook for Planning Education in Emergencies and Reconstruction, vol. 1, chapter 1.4	http://unesdoc.unesco.org/images/0019/001902/190223E.pdf
Curriculum content and review processes	Curriculum content and review processes, IIEP Guidebook for Planning	http://unesdoc.unesco.org/images/0019/001902/190223E.pdf

	Education in Emergencies and Reconstruction, vol. 4, chapter 4.1	
	Education, Conflict and Social Cohesion, IBE	http://www.unevoc.unesco.org/go.php?q=UNEVOC+Publications&lang=en&akt=id&st=adv&q=2940&unevoc=0
Teacher management (identification of needs, qualifications, selection, recruitment, contractual status, pre-service and in-service training and professional development, supervision, code of conduct, compensation, working conditions, certification, measuring and monitoring impact, career progression)	Managing Teachers: The Centrality of Teacher management to Quality Education: Lessons from Developing Countries, VSO and CfBT	http://www.eldis.org/go/home&id=39958&type=Document#.Vx5jnYQ7dEI
	Teachers and learners, IIEP Guidebook for Planning Education in Emergencies and Reconstruction, vol. 3, chapters 3.1 – 3.4	http://unesdoc.unesco.org/images/0019/001902/190223E.pdf
	INEE Guidance Notes on Teacher Compensation in Fragile States, Situations of Displacement and Post-Crisis Recovery	http://toolkit.ineesite.org/guidance_notes_on_teacher_compensation
	Where it's Needed Most: Quality Professional Development for All Teachers, INEE	http://toolkit.ineesite.org/resources/ineecms/uploads/1162/Teacher_Professional_Development_v1.0_LowRes.pdf_compensation
	Teacher Professional Development: Training for Primary School Teachers in Crisis Contexts, INEE	http://toolkit.ineesite.org/teacher_professional_development/training_for_primary_school_teachers_in_crisis_contexts
Teaching and learning processes	INEE Guidance Notes on Teaching and Learning	http://toolkit.ineesite.org/guidance_notes_on_teaching_and_learning
Learning materials including textbooks	Textbooks, educational materials and teaching aids, IIEP Guidebook for Planning Education in Emergencies and Reconstruction, vol. 4, chapter 4.8	http://unesdoc.unesco.org/images/0019/001902/190223E.pdf

Use of technology	Education in Conflict and Crisis: How Can Technology Make a Difference? – A Landscape Review, GIZ	http://s3.amazonaws.com/inee-assets/resources/20160303_Landscape_Review_ICT4E_in_Conflict_and_Crisis.pdf
Assessment of learning and certification of learning attainments	Certification Counts: Recognizing the Learning Attainments of Displaced and Refugee Students, IIEP	http://unesdoc.unesco.org/images/0018/001809/180906e.pdf
Infrastructure: Learning spaces and school facilities	INEE Guidance Notes on Safer School Construction	http://toolkit.ineesite.org/guidance_notes_on_safer_school_construction
	Learning spaces and school facilities, IIEP Guidebook for Planning Education in Emergencies and Reconstruction, vol. 2, chapter 2.6	http://unesdoc.unesco.org/images/0019/001902/190223E.pdf
School feeding	Scaling up School Feeding: Keeping Children in School While Improving Their Learning and Health, World Bank	http://siteresources.worldbank.org/EDUCATION/Resources/278200-1334777272566/Results2012-SB-HDN-Update-SchoolFeeding.pdf
	Rethinking School Feeding: Social Safety Nets, Child Development, and the Education Sector, World Bank	https://openknowledge.worldbank.org/bitstream/handle/10986/2634/48742.pdf?sequence=1
Financing of education in emergencies and protracted crises		
Roles of Government, communities and donors	INEE Reference Guide on External Education Financing	http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1003/INEE_Reference_Guide-Ext_Educ_Financing_EN.pdf
	Investment for Education in Emergencies: A review of evidence, ODI	http://www.ineesite.org/en/resources/investment-for-education-in-emergencies-a-review-of-evidence
	Humanitarian Aid for Education, EFA GMR	http://www.ineesite.org/en/resources/humanitarian-aid-for-education-policy-paper-june-2015
Budgets and financial management	Budget and financial management, IIEP Guidebook for Planning Education in	http://unesdoc.unesco.org/images/0019/001902/190223E.pdf

	Emergencies and Reconstruction, vol. 5, chapter 5.8	
School fees and costs	Six Steps to Abolishing Primary School Fees, UNICEF	http://www.unicef.org/publications/index_49923.html
Cash transfers and in-kind material support	Economic Strengthening for Child Protection and Education in Emergencies: Compendium of evidence and guidance, GEC and GPC	http://educationcluster.net/?get=002003%7C2014/11/ES_review_2014_09_22.pdf
Staffing of education in emergencies and protracted crises		
Ministry of Education and other government staff	Human resources: Ministry officials, IIEP Guidebook for Planning Education in Emergencies and Reconstruction, vol. 5, chapter 5.9	http://unesdoc.unesco.org/images/0019/001902/190223E.pdf
Rapid response deployment (UN agencies and NGOs)	Rapid Response Team, GEC L3 Emergencies and High Priority Countries, GEC	http://educationcluster.net/who-we-are/rrt/ http://educationcluster.net/country-coordination/high-priority-countries/

Child Protection in Emergencies

Topic	Title of tool or guidance document	Web reference
The programme cycle of child protection in emergencies and protracted crises	CPMS Standard 4: Project Cycle Management*	http://cpwg.net/?get=006914 2014/03/CP-Minimum-Standards-English-2013.pdf
	The Child Protection Rapid Assessment (CPRA) Toolkit, CPWG, parts 1 (guide to CPRA), 2 (sample tools) and 3 (data management tools)	http://www.globalprotectioncluster.org/_assets/files/tools_and_guidance/info_data_management/CPRA_English-EN.pdf
	UNICEF's Core Commitments for Children in Humanitarian Action: Child Protection Commitments (pp. 32-35)	http://www.unicef.org/publications/files/CCC_042010.pdf

Programme monitoring	CPMS Standard 4: Project Cycle Management CPMS Standard 6: Child Protection Monitoring	http://cpwg.net/?get=006914 2014/03/CP-Minimum-Standards-English-2013.pdf
Programme evaluation	CPMS Standard 4: Project Cycle Management	http://cpwg.net/?get=006914 2014/03/CP-Minimum-Standards-English-2013.pdf
Information management and knowledge management	CPMS Standard 5: Information Management	http://cpwg.net/?get=006914 2014/03/CP-Minimum-Standards-English-2013.pdf
	Child Protection in Emergencies Coordinator's Handbook (p. 40), CPWG	http://cpwg.net/resources/inter-agency-child-protection-information-management-system-training-manual-zip-13mb/
	Inter-Agency Child Protection Information Management System and Training Toolkit, The IRC, UNICEF and Save the Children	http://www.gbvims.com/
	Gender-based Violence Information Management System, UNFPA, UNICEF, UNHCR, IRC and IMC	http://cpwg.net/wp-content/uploads/sites/2/2013/08/CPWG-Child-Protection-in-Emergencies-Coordinators-Handbook.pdf
Categories of children affected by emergencies	CPMS Standard 18: Protecting excluded children Inter-agency Guiding Principles on Unaccompanied and Separated Children, ICRC	http://cpwg.net/?get=006914 2014/03/CP-Minimum-Standards-English-2013.pdf http://www.unicef.org/protection/IAG_UASCs.pdf
Refugee, unaccompanied, separated and orphaned children	CPMS Standard 13: Unaccompanied and Separated Children General Comment No. 6 (2005): Treatment of unaccompanied and separated children outside their country of origin, Committee on the Rights of the Child	http://cpwg.net/?get=006914 2014/03/CP-Minimum-Standards-English-2013.pdf http://www2.ohchr.org/english/bodies/crc/docs/GC6.pdf

Migrating children / children on the move	Locally-Developed Child Protection Practices Concerning Mobile Children in West Africa, Terre des Hommes (<u>promising practice</u>)	http://www.ohchr.org/Documents/Issues/Migration/StudyMigrants/CivilSociety/TerreDesHommesKidsAbroad.pdf
	Safety and Fundamental Rights at Stake for Children on the Move: Call for the EU and European countries to implement a child rights perspective in the reception of migrating children, ENOC Taskforce Children on the move	http://resourcecentre.savethechildren.se/sites/default/files/documents/enoc-task-force-children-on-the-move-1st-report-25jan2016.pdf
	Analysis of the Situation of Children on the Move: Assessing the capacity and the adequacy of the child protection system in Hungary to ensure the protection of children on the move, Mario project research report, Terre des Hommes (<u>promising practice</u>)	http://resourcecentre.savethechildren.se/sites/default/files/documents/1722_mario_2014_en_original.pdf
Child protection issues in emergencies	CPMS Principle 3: Protect People from Physical and Psychological Harm Arising from Violence and Coercion	http://cpwg.net/?get=006914 2014/03/CP-Minimum-Standards-English-2013.pdf
	A capacity building tool for child protection in and after emergencies, 'Critical issue module', Action for the Rights of Children (ARC)	http://www.arc-online.org/criticalissue/index.html
	Refugee Children: Guidelines on Protection and Care, UNHCR	http://www.unicef.org/violencestudy/pdf/refugee_children_guidelines_on_protection_and_care.pdf
	General Comment No. 13 (2011): The right of the child to freedom from all forms of violence, Committee on the Rights of the Child	http://www2.ohchr.org/english/bodies/crc/docs/CRC.C.GC.13_en.pdf

	A Matter of Life and Death: child protection programming's essential role in ensuring child wellbeing and survival during and after emergencies, Section 3, CPWG	http://resourcecentre.savethechildren.se/sites/default/files/documents/a20matter20of20life20or20death_lowres.pdf
Violence (including detention and torture), physical danger and other harmful practices	CPMS Standard 8: Physical Violence and Other Harmful Practices	http://cpwg.net/?get=006914 2014/03/CP-Minimum-Standards-English-2013.pdf
(Sexual and gender-based) violence and abuse	CPMS Standard 9: Sexual Violence CPMS Standard 8: Physical Violence and Other Harmful Practices	http://cpwg.net/?get=006914 2014/03/CP-Minimum-Standards-English-2013.pdf
	Guidelines for GBV Interventions in Humanitarian Settings: Focusing on Prevention of and Response to Sexual Violence in Emergencies, IASC	http://gbvaor.net/wp-content/uploads/sites/3/2012/10/Guidelines-for-Gender-based-Violence-Interventions-in-Humanitarian-Settings-IASC-2005-ENGLISH.pdf
	Caring for Child Survivors of Sexual Abuse in Humanitarian Settings: Guidelines for health and psychosocial service providers in humanitarian settings, The IRC and UNICEF	http://www.unicef.org/pacificislands/IRC_CCSGuide_FullGuide_lowres.pdf
	Ethical and safety recommendations for researching, documenting and monitoring sexual violence in emergencies, WHO	http://cpwg.net/wp-content/uploads/sites/2/2013/08/WHO-2007-Ethical-and-safety-recommendations-for-researching-documenting-and-monitoring-sexual-violence-in-emergencies.pdf
	The "DOs and DON'Ts": Reporting and Interpreting Data on Sexual Violence from Conflict- Affected Countries, UN Action Against Sexual Violence in Conflict	http://www.who.int/hac/global_health_cluster/guide/62_un_action_fact_sheet_sexual_violence_data.pdf

	SHE DEALS, life skills interventions, War Child Holland	http://www.warchildlearning.org/moredeals/she_deals
Child trafficking, exploitation and child labour	Guidelines on the protection of child victims of trafficking, UNICEF	http://www.unicef.org/ceecis/0610-Unicef_Victims_Guidelines_en.pdf
	Prevention of Trafficking in Persons tool 9.11: rapid response: prevention during emergencies, UNODC	https://www.unodc.org/documents/human-trafficking/Toolkit-files/08-58296_tool_9-11.pdf
	CPMS Standard 12: Child Labour	http://cpwg.net/?get=006914 2014/03/CP-Minimum-Standards-English-2013.pdf
Children Associated with Armed Forces and Armed Groups (CAAFAG) and child soldiers	CPMS Standard 11: Children Associated with Armed Forces or Armed Groups	http://cpwg.net/?get=006914 2014/03/CP-Minimum-Standards-English-2013.pdf
	The Paris Principles: Principles and Guidelines on Children Associated with Armed Forces or Armed Groups	http://www.unicef.org/protection/files/Paris_Principles_EN.pdf
	The Paris Commitments to Protect Children from Unlawful Recruitment or Use by Armed Forces or Armed Groups Integrated Disarmament, Demobilization and Reintegration Standards (chapters 5.20 and 5.30), UN	https://www.icrc.org/eng/assets/files/other/pariscommitments_en.pdf
Children in conflict with the law	CPMS Standard 14: Justice for Children	http://cpwg.net/?get=006914 2014/03/CP-Minimum-Standards-English-2013.pdf
Psychosocial distress and mental disorders	CPMS Standard 10: Psychosocial Distress and Mental Disorders	http://cpwg.net/?get=006914 2014/03/CP-Minimum-Standards-English-2013.pdf
Disability and injury including from landmines and unexploded ordinance	CPMS Standard 7: Dangers and Injuries	http://cpwg.net/?get=006914 2014/03/CP-Minimum-Standards-English-2013.pdf

Separation of children from their caregivers	Child Protection in Emergencies: Coordination Handbook (p. 75), CPWG	http://cpwg.net/coordination-handbook/
Child protection planning and preparedness for people in different contexts or phases		
Contingency planning, emergency/ disaster preparedness, acute emergency, protracted crisis, recovery and reconstruction	CPMS Standard 4: Project Cycle Management	http://cpwg.net/?get=006914 2014/03/CP-Minimum-Standards-English-2013.pdf
	CPMS Standard 19: Economic recovery and child protection	
	CPMS Standard 24: Shelter and child protection	
	CPMS Standard 25: Camp management and child protection	
	CPRA Toolkit, CPWG	http://www.globalprotectioncluster.org/_assets/files/tools_and_guidance/info_data_management/CPRA_English-EN.pdf
	The Sphere Handbook: Humanitarian Charter and Minimum Standards in Humanitarian Response	http://www.spherehandbook.org/
	Core Humanitarian Standard on Quality and Accountability; CHS Alliance, Group URD and the Sphere Project	http://www.corehumanitarianstandard.org/files/files/Core%20Humanitarian%20Standard%20-%20English.pdf
UNICEF's Core Commitments for Children in Humanitarian Action: Child Protection Commitments (pp. 32-35)	http://www.unicef.org/publications/files/CCC_042010.pdf	
Child Protection in Emergencies: Coordination Handbook, CPWG	http://cpwg.net/coordination-handbook/	
Inter-Agency Contingency Planning Guidelines for Humanitarian Assistance, IASC	https://interagencystandingcommittee.org/preparedness/document-s-public/inter-agency-contingency-planning-guidelines-humanitarian-assistance	

Emergency response action to prevent, identify and respond to child protection risks	UNICEF's Core Commitments for Children in Humanitarian Action: Child Protection Commitments (pp. 32-35)	http://www.unicef.org/publications/files/CCC_042010.pdf
	CPRA Toolkit, CPWG	http://www.globalprotectioncluster.org/_assets/files/tools_and_guidance/info_data_management/CPRA_English-EN.pdf
	The Sphere Handbook: Humanitarian Charter and Minimum Standards in Humanitarian Response	http://www.spherehandbook.org/
	Core Humanitarian Standard on Quality and Accountability; CHS Alliance, Group URD and the Sphere Project	http://www.corehumanitarianstandard.org/files/files/Core%20Humanitarian%20Standard%20-%20English.pdf
	A capacity building tool for child protection in and after emergencies, 'Foundation module' and 'Critical issue module', ARC	http://www.arc-online.org/foundation/index.html http://www.arc-online.org/criticalissue/index.html
Understanding socio-cultural norms related to children and their protection	A Framework for the Protection of Children, UNHCR	http://www.refworld.org/cgi-bin/texis/vtx/rwmain?docid=4fe875682
	Refugee Children: Guidelines on Protection and Care, UNHCR	http://www.refworld.org/docid/3ae6b3470.html
	CPMS Standard 4: Project Cycle Management	http://cpwg.net/?get=006914 2014/03/CP-Minimum-Standards-English-2013.pdf
Strengthening individual and community resilience and capacities of community actors	Child Protection in Emergencies: Coordination Handbook, CPWG	http://cpwg.net/coordination-handbook/
	CPMS Standard 4: Project Cycle Management CPMS Principle 6: Strengthen Children's Resilience in Humanitarian Action	http://cpwg.net/?get=006914 2014/03/CP-Minimum-Standards-English-2013.pdf

	Manual on a Community-Based Approach in UNHCR Operations	https://cms.emergency.unhcr.org/documents/11982/42450/UNHCR%2C+Manual+on+a+Community-Based+Approach+in+UNHCR+Operations%2C+2008/42c0768f-dca0-4871-b5f5-f1c9d36d1401
Situation analysis/assessment of child protection needs	CPMS Standard 4: Project cycle Management	http://cpwg.net/?get=006914 2014/03/CP-Minimum-Standards-English-2013.pdf
	Child Protection in Emergencies: Coordination Handbook, CPWG	http://cpwg.net/coordination-handbook/
Building or reinforcing existing (components of) child protection systems & strengthen community-based child protection mechanisms	CPMS Principle 5: Strengthen child protection systems	http://cpwg.net/?get=006914 2014/03/CP-Minimum-Standards-English-2013.pdf
	CPMS Standard 16: Community-Based Mechanisms	
	Child Protection in Emergencies: Coordination Handbook, CPWG	http://cpwg.net/coordination-handbook/
	Locally-Developed Child Protection Practices Concerning Mobile Children in West Africa, Terre des Hommes	http://destination-unknown.org/wp-content/uploads/Locally-developed.pdf
	Understanding and applying a systems approach to child protection: a guide for programme staff, Terre des Hommes	http://destination-unknown.org/wp-content/uploads/understanding-and-applying-a-systemic-approach.pdf
Mainstreaming child protection in other sectors: education, food, health, nutrition, WASH, shelter & camps	Child Protection in Emergencies: Coordination Handbook, CPWG	http://cpwg.net/coordination-handbook/
	CPMS Standard 20: Education and child protection	http://cpwg.net/?get=006914 2014/03/CP-Minimum-Standards-English-2013.pdf
	CPMS Standard 21: Health and child protection	
	CPMS Standard 22: Nutrition and child protection	
	CPMS Standard 23: Water, sanitation and hygiene	

	and child protection CPMS Standard 26: Distribution and child protection	
Understanding of legal framework	CPMS Standard 4: Project Cycle Management	http://cpwg.net/?get=006914 2014/03/CP-Minimum-Standards-English-2013.pdf
	Implementation Handbook for the Convention on the Rights of the Child, UNICEF	http://www.unicef.org/publications/index_43110.html
	Actions For The Rights of Children: ARC Resource Pack	http://resourcecentre.savethechildren.se/library/arc-resource-pack-actions-rights-children-english-version
Case management including referral pathways	CPMS Standard 15: Case Management	http://cpwg.net/?get=006914 2014/03/CP-Minimum-Standards-English-2013.pdf
	Inter-Agency Guidelines for Case Management and Child Protection, CPWG	http://cpwg.net/wp-content/uploads/sites/2/2014/09/Interagency-Guidelines-for-Case-Management-and-Child-Protection.pdf
	Inter-Agency Child Protection Information Management System and training toolkit, The IRC, UNICEF and Save the Children	http://cpwg.net/resources/inter-agency-child-protection-information-management-system-training-manual-zip-13mb/
	Case management practice within Save the Children child protection programmes, Save the Children	http://www.savethechildren.org.uk/sites/default/files/docs/Case-Management-Practice-Within-Save-the-Children-Child-Protection-Programmes.pdf
Family Tracing & Reunification support and social reintegration and rehabilitation	Emergencies and family tracing and family reunification, Save the Children Sweden	http://resourcecentre.savethechildren.se/sites/default/files/documents/2610.pdf
	CPRA Toolkit, CPWG	http://www.globalprotectioncluster.org/_assets/files/tools_and_guidance/info_data_management/CPRA_English-EN.pdf http://www.unicef.org/protection/IAG_UASCs.pdf

	Inter-agency Guiding Principles on Unaccompanied and Separated Children, ICRC	http://www.refworld.org/docid/468e2f632.html
	The Lost Ones: Emergency Care and Family Tracing for Separates Children from Birth to Five Years, UNICEF	http://www.rapidftr.com/
	RapidFTR (a versatile open-source mobile phone application and data storage system), UNICEF	
Disarmament, Demobilisation and Reintegration of CAAFAG	CPMS Standard 11: Children Associated with Armed Forces or Armed Groups	http://cpwg.net/?get=006914 2014/03/CP-Minimum-Standards-English-2013.pdf
Care arrangements	Inter-agency Guiding Principles on Unaccompanied and Separated Children	http://www.unicef.org/protection/IAG_UASCs.pdf
	Child Protection in Emergencies: Coordination Handbook, CPWG	http://cpwg.net/coordination-handbook/
Psychosocial support or Mental Health and Psychosocial Support (MHPSS)	IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings	http://www.who.int/mental_health/emergencies/guidelines_iasc_mental_health_psychosocial_june_2007.pdf
	Child Protection in Emergencies: Coordination Handbook, CPWG	http://cpwg.net/coordination-handbook/
Provide safe spaces, Child Friendly Spaces	CPMS Standard 17: Child Friendly Spaces	http://cpwg.net/?get=006914 2014/03/CP-Minimum-Standards-English-2013.pdf
	Minimum Standards for Child Friendly Spaces and Children's Centers, West Darfur Child Protection Working Group	http://resourcecentre.savethechildren.se/sites/default/files/documents/6226.pdf
Medical and legal support	CPMS Standard 14: Justice for Children CPMS Standard 21: Health and child protection	http://cpwg.net/?get=006914 2014/03/CP-Minimum-Standards-English-2013.pdf

Durable and long-term solutions, including the establishment of sustainable child protection systems	CPMS Standard 19: Economic recovery and child protection	http://cpwg.net/?get=006914 2014/03/CP-Minimum-Standards-English-2013.pdf
Child protection in emergencies management standards		
Development and implementation of child safeguarding policies and procedures, Codes of Conduct and Standard Operating Procedures (SOPs)	Keeping Children Safe: a toolkit for child protection - Safeguarding children in emergencies Toolkit 3: Safeguarding references, Keeping Children Safe Coalition	http://cpwg.net/wp-content/uploads/sites/2/2013/08/KCS-Emergency-Toolkit-3.pdf
	Inter-Agency Guidelines for Case Management and Child Protection, CPWG	http://cpwg.net/wp-content/uploads/sites/2/2014/09/Interagency-Guidelines-for-Case-Management-and-Child-Protection.pdf
	Establishing Gender-Based SOPs for Multi-sectoral and Inter-organisational Prevention and Response to Gender-based Violence in Humanitarian Settings, IASC Sub-working Group on Gender and Humanitarian Action	http://mhps.net/resource/establishing-gender-based-violence-standard-operating-procedures-sops-for-multisectoral-and-inter-organisational-prevention-and-response-to-gender-based-violence-in-humanitarian-settings/
Development of agency promising practice and conduct before and after humanitarian action	Child Protection in Emergencies: Coordination Handbook, CPWG	http://cpwg.net/coordination-handbook/
	Examining Child Protection Rapid Assessment: a structured review of field learning from the CPRA toolkit, CPWG	http://cpwg.net/?get=008128 2014/07/Review-of-the-Child-Protection-Rapid-Assessment-CPRA-Toolkit-FINAL-Report-1-20-14.pdf
Accountability & leadership/governance, transparency, feedback and complaints,	Core Humanitarian Standard on Quality and Accountability; CHS Alliance, Group URD and the Sphere Project	http://www.corehumanitarianstandard.org/files/files/Core%20Humanitarian%20Standard%20-%20English.pdf

participation, design, monitoring & evaluation	Commitments on Accountability to Affected Populations, IASC	https://interagencystandingcommittee.org/system/files/legacy_files/IASC%20Principals%20commitments%20on%20AAP%20%2528CAAAP%2529March%202013.pdf
	Child Protection in Emergencies: Coordination Handbook, CPWG	http://cpwg.net/coordination-handbook/
	Reference Module for the Implementation of the Humanitarian programme Cycle, IASC	https://cms.emergency.unhcr.org/documents/11982/42450/IASC%2C+Humanitarian+Programme+Cycle%2C+Reference+Module%2C+2013/e7806b98-dcc5-4cc7-b74a-e869f0861009
	The Participation of Children and Young People in Emergencies, UNICEF	http://www.unicef.org/eapro/the_participation_of_children_and_young_people_in_emergencies.pdf
Child protection information needs and communication channels	Keeping Children Safe: a toolkit for child protection	http://keepingchildrensafe.org.uk/toolkit
	Child Protection in Emergencies: Coordination Handbook, CPWG	http://cpwg.net/coordination-handbook/
Advocacy and media	CPMS Standard 3: Communication, Advocacy and Media	http://cpwg.net/?get=006914 2014/03/CP-Minimum-Standards-English-2013.pdf
	Child Protection in Emergencies: Coordination Handbook, CPWG	http://cpwg.net/coordination-handbook/
Financing of child protection in emergencies and protracted crises		
Roles of Government, communities and donors	Operational Guidance for Cluster Lead Agencies on Working with National Authorities, IASC	https://www.humanitarianresponse.info/system/files/documents/files/IASC%20Guidance%20on%20Working%20with%20National%20Authorities_July2011.pdf
Financial management and funding	Child Protection in Emergencies: Coordination Handbook CPWG	http://cpwg.net/coordination-handbook/
Human resources	CPMS Standard 2: Human Resources	http://cpwg.net/?get=006914 2014/03/CP-Minimum-Standards-English-2013.pdf
	CPRA Toolkit, CPWG	http://www.globalprotectioncluster.org/_assets/files/tools_and_guidance/info_data_management/CPRA_English-EN.pdf

	Rapid Response Team, CPWG	http://cpwg.net/cpwg/rapid-response-team/
Coordination	CPMS Standard 1: Coordination	http://cpwg.net/?get=006914 2014/03/CP-Minimum-Standards-English-2013.pdf
	Child Protection in Emergencies: Coordination Handbook, CPWG	http://cpwg.net/coordination-handbook/
Cash transfers	CPMS Standard 19: Economic recovery and child protection	http://cpwg.net/?get=006914 2014/03/CP-Minimum-Standards-English-2013.pdf
	Economic Strengthening for Child Protection & Education in Emergencies – Compendium of evidence and guidance, CPWG	http://cpwg.net/wp-content/uploads/sites/2/2014/10/ES-review-2014-09-22.pdf
In-kind material support	CPMS Standard 19: Economic recovery and child protection	http://cpwg.net/?get=006914 2014/03/CP-Minimum-Standards-English-2013.pdf
	Economic Strengthening for Child Protection & Education in Emergencies – Compendium of evidence and guidance, CPWG	http://cpwg.net/wp-content/uploads/sites/2/2014/10/ES-review-2014-09-22.pdf

Overlapping, cross-cutting and inter-sectoral concerns

Topic	Title of tool or guidance document	Web reference
Gender issues in education	Gender Equality in and through Education: INEE Pocket Guide to Gender	http://toolkit.ineesite.org/pocket_guide_to_gender
	Key Thematic Issues: Gender, INEE	http://toolkit.ineesite.org/inee_minimum_standards/implementation_tools/%3Ch3%3Ekey_thematic_issues%3Ch3%3E/gender
	The IASC's Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action: Reducing risk,	http://gbvguidelines.org

	promoting resilience and aiding recovery	
	BIG DEAL, life skills intervention, War Child Holland	http://www.warchildlearning.org/moredeals/big_deal
Protection of education from attack	Website of the Global Coalition to Protect Education from Attack	http://www.protectingeducation.org (whole website)
	What Ministries Can Do to Protect Education from Attack and Schools from Military Use: A Menu of Actions, GCPEA	http://www.protectingeducation.org/sites/default/files/documents/what_ministries.pdf
	Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict, GCPEA	http://www.protectingeducation.org/draft-lucens-guidelines-protecting-schools-and-universities-military-use-during-armed-conflict
School climate: protection of children from harm (abuse, violence, exploitation), discrimination and stigma, at and on the way to and from school	I DEAL, life skills intervention, War Child Holland	http://www.warchildlearning.org/ideal
	UNFPA Operational Guidance for Comprehensive Sexuality Education: A Focus on Human Rights and Gender	http://www.unfpa.org/sites/default/files/pub-pdf/UNFPA_OperationalGuidance_WEB3.pdf
Psychosocial support to learners and teachers	IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings	http://www.who.int/mental_health/emergencies/guidelines_iasc_mental_health_psychosocial_june_2007.pdf
	TEACHERS DEAL, War Child Holland	http://www.warchildlearning.org/moredeals/teachers_deal
Socio-emotional learning approaches	Learning and Resilience: The Crucial Role of Social and Emotional Well-being in Contexts of Adversity, World Bank and IRC	http://s3.amazonaws.com/inee-assets/resources/EdNote-SEL.pdf
Life skills education, i.e. learning to live together, including education for	Learning to Live Together: Building Skills, Values and Attitudes for the Twenty-first Century, IBE	http://s3.amazonaws.com/inee-assets/resources/doc_1_48_Learning_to_Live_Together.pdf

peace, tolerance, human rights and citizenship	Learning to Live Together: Design, Monitoring and Evaluation of Education for Life Skills, Citizenship, Peace and Human Rights, GTZ	http://www.oosci-mena.org/uploads/1/wysiwyg/GTZ_Sinclair_2008.pdf
	Inter-Agency Peace Education Programme, UNHCR, UNICEF and UNESCO	http://toolkit.ineesite.org/inee_advocacy_materials_and_peace_education_programme/peace_education_programme
	Key Thematic Issues: Human Rights, INEE	http://toolkit.ineesite.org/inee_minimum_standards/implementation_tools/%3Ch3%3Ekey_thematic_issues%3Ch3%3E/human_rights
	Education for Global Citizenship, EAA	http://s3.amazonaws.com/inee-assets/resources/EAA_Education_for_Global_Citizenship.pdf
Health, hygiene and nutrition education in schools	Inter-sectoral Linkages: Food and Nutrition, INEE	http://toolkit.ineesite.org/inee_minimum_standards/implementation_tools/%3Ch3%3Ekey_thematic_issues%3Ch3%3E/inter-sectoral_linkages/food_and_nutrition
Awareness-raising programming on survival issues, e.g. landmine and unexploded ordnance awareness; HIV-AIDS and STD prevention	Key Thematic Issues: HIV and AIDS, INEE	http://toolkit.ineesite.org/inee_minimum_standards/implementation_tools/%3Ch3%3Ekey_thematic_issues%3Ch3%3E/hiv_and_aids
	Guidance on HIV in Education in Emergencies, INEE	http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1140/Introduction%20HIV%20January2011.pdf
Water and sanitation in schools	Inter-sectoral Linkages: Water and Sanitation, INEE	http://toolkit.ineesite.org/inee_minimum_standards/implementation_tools/%3Ch3%3Ekey_thematic_issues%3Ch3%3E/inter-sectoral_linkages/water_and_sanitation

Annex 7 Overview of relevant EU policies regarding CP and EiE

This section provides a brief overview of policies (strategies, guidelines, communications²²³ from the European Commission ('the Commission'), and guidance documents for EU staff - so-called 'Staff Working Documents') regarding child protection and education in emergencies. The *EU Acquis and Policy Documents on the Rights of the Child*²²⁴ was used to list the relevant policy documents for this section and key paragraphs and/or information relevant to child protection and education in emergencies have been summarised below. The section is broken down by thematic areas, starting with the overarching framework for the promotion and protection of children's rights applicable within the EU as well as in external actions (1.1.); followed by the promotion and protection of children's rights through the EU's external action focusing on third countries, which includes children in situations of emergencies and crises (1.2.); the EU's promotion of humanitarian protection - the European Commission's funding tool for projects in the area of humanitarian protection (1.3.); EU guidance and response to children affected by armed conflict (1.4.); EU development policies in the field of education (1.5.); EU's promotion and protection of human rights and democracy (1.6.); EU policies on the promotion of gender equality and women's empowerment (1.7.); and EU's external action to support refugees and displaced people in long lasting crises (1.8.).

The information provided in this background document was used for the drafting of Sections A, B and C of the master document submitted by the expert consultants. The background document can be used by ICF International staff to feed into the final evaluation report to be submitted to the European Commission in July 2016.

EU framework for the promotion and protection of the rights of the child

Towards an EU Strategy on the Rights of the Child (2006)

The Communication from the Commission *Towards an EU Strategy on the Rights of the Child*²²⁵ of July 2006 introduced a process for developing a long-term strategy for the EU on children's rights, focusing on improved coordination, consultation with stakeholders, more efficient mainstreaming of children's rights and the assessment of the impact on children of existing EU actions. The strategy reaffirmed the strong commitment of all EU institutions and of all EU Member States to promoting, protecting and fulfilling the rights of the child in all relevant EU policies and actions that have an impact on the rights of the child - as enshrined in the Treaty of Lisbon and the Charter of Fundamental Rights. The strategy called for a 'child rights perspective' to be taken into account in all EU measures affecting children,²²⁶ it commits the EU to promote and strengthen networking and children's representation both within the EU and globally, and seeks to include them formally in all consultations and actions related to their rights and needs. The Communication also proposes children's rights indicators and enhanced monitoring of the impact of existing actions on children.

²²³ A Communication is a policy document with no mandatory authority. The Commission takes the initiative of publishing a Communication when it wishes to set out its own thinking on a topical issue. A Communication has no legal effect. Available at: http://ec.europa.eu/civiljustice/glossary/glossary_en.htm.

²²⁴ *EU acquis and policy documents on the rights of the child*, Dec 2015 (DG Justice). Available at: http://ec.europa.eu/justice/fundamental-rights/files/acquis_rights_of_child.pdf.

²²⁵ *Towards an EU Strategy on the Rights of the child* COM (2006) 367 04.07.2006, Communication from the Commission. Available at: https://ec.europa.eu/anti-trafficking/sites/antitrafficking/files/com_2006_367_strategy_on_the_rights_of_the_child_en_0.pdf.

²²⁶ *EU acquis and policy documents on the rights of the child*, Dec 2015 (DG Justice), p. 24. Available at: http://ec.europa.eu/justice/fundamental-rights/files/acquis_rights_of_child.pdf.

EU Agenda for the Rights of the Child (2010-2014)

Following the Communication *Towards an EU Strategy on the Rights of the Child*, the *EU Agenda for the Rights of the Child* was adopted in February 2011. It defined the principles and objectives of the EU in the field of children's rights, aimed at ensuring that all EU policies having an impact on children respect their rights. The Agenda set out 11 concrete actions for implementation by the Commission and the EU to contribute in an effective way to children's well-being and safety.²²⁷ With regard to child protection and education in emergencies the following action is important to mention:

The EU will continue the implementation of the 2007 EU Guidelines on the Protection and Promotion of the Rights of the Child that focus on combatting all forms of violence against children. The EU will also evaluate the implementation of the Guidelines, as well as implement the EU Guidelines on Children and Armed Conflicts based on the 2010 Revised Implementation Strategy.²²⁸

EU Guidelines for the Promotion and Protection of the Rights of the Child (2007)

The EU guidelines were adopted by the European Council. They advocate general actions to enhance ongoing efforts on children's rights in the EU's external human rights policy, in multilateral fora and in its relations with third countries. They reinforce coherence between activities undertaken by Member States and those of the European Union's institutions. The Guidelines include an implementation strategy with a first two-year priority area to prevent and combat 'all forms of violence against children.'²²⁹ The guidelines state that for the European Commission, 'there is a three-track approach on children addressing (i) specific issues like violence against children, children affected by armed conflicts, child trafficking, etc. (ii) children's rights and needs through specific themes like education and health as well as (iii) increasing mainstreaming of children's rights as one of the cross-cutting issues to consider in all programmes and projects funded by the EC (at the country level, requiring children's rights to be covered under a rights-based approach as a cross-cutting issue).'²³⁰

The EU guidelines complement the *EU Guidelines on Children Affected by Armed Conflict* adopted in 2003 and updated in 2008 (see below) and reinforce the action of the 2008 *Council Conclusions on the Promotion and Protection of the Rights of the Child in the EU's external action* (see below) encouraging an overall, strategic approach to these issues. The guidelines and implementation strategy will be reviewed every two years after their adoption by the Council Working Group on Human Rights (COHOM).²³¹ **A revision of these guidelines will be carried out in 2016.**

Conclusions on the promotion and protection of the rights of the child (2014)

The Council of the EU adopted Conclusions during its meeting in December 2014, inviting the Commission to:²³²

- develop a renewed *EU Agenda for the Rights of the Child* in line with Better Regulation principles
- prioritise policy measures that prevent and combat child poverty and social exclusion and that help the Member States tap into the European Structural and Investment Fund Programmes designed for this purpose

²²⁷ Please refer to: http://ec.europa.eu/justice/fundamental-rights/rights-child/eu-agenda/index_en.htm.

²²⁸ *Ibid.*

²²⁹ *EU Guidelines for the Promotion and Protection of the Rights of the Child*, European Council, 2007, Annex 1, p. 16. Available at: <http://www.consilium.europa.eu/uedocs/cmsUpload/16031.07.pdf>.

²³⁰ *Ibid* p. 2.

²³¹ *Ibid* p. 15.

²³² *Conclusions of the Council of the EU on the promotion and protection of the rights of the child*, Council of the European Union (Justice and Home Affairs), 17016/14, 17 December 2014, p. 9. Available at: <http://db.eurocrim.org/db/en/doc/2272.pdf>.

- promote and support Member States in the development of an integrated approach to child protection systems by identifying existing instruments and opportunities for interaction at EU level that may serve this purpose
- strengthen the coordination with Member States, inter alia by assisting them with the exchange and development of best practices
- improve strategic cooperation with external stakeholders (international organisations, scholars and civil society as well as partner countries where relevant).

The Council further calls on Member States and the Commission²³³:

- to ensure that the rights-based approach endorsed by the Council in its Conclusion of May 2014 pays due regard to the rights of the child and to their mainstreaming in all EU policies and actions, as also requested in the *European Consensus on Development (2005)* and the *EU Guidelines for the Promotion and Protection of the Rights of the Child (2008)*
- to remain determined and continue to promote and protect children's rights in line with the *EU Strategic Framework and Action Plan for Human Rights and Democracy*
- in accordance with their respective competences, to strengthen support to partner countries in combating all forms of violence against children, inter alia by promoting law reform and reinforcing capacity for the promotion and protection of children's rights at the national level, in accordance with the *EU Guidelines on the Rights of the Child and the EU Guidelines on Children and Armed Conflict*
- to remain fully committed to the promotion and protection of the rights of the child, including through political dialogue with third states and to intensify the promotion of the ratification and effective implementation of the UN Convention on the Rights of the Child and its Optional Protocols
- To address the short, medium, long term impact of the armed conflict on children in an effective and comprehensive manner and, in this regard, to further support and cooperate with relevant actors
- to remain fully committed to eradicate the worst forms of child labour by 2016
- to eliminate all forms of discrimination against girls and women and take measures to address stereotyped gender roles and other prejudices based on the idea of the inferiority or the superiority of either of the sexes, and to mainstream in this context a gender perspective in all development and human rights policies and programmes, including those relating to children and those specific to the girl child
- to further develop and strengthen strategies for the prevention and elimination of all forms of violence against girls, including sexual abuse and harmful traditional or customary practices, including female genital mutilation, child, early and forced marriage, by enacting and enforcing legislation and, where appropriate, by formulating comprehensive, multidisciplinary and coordinated national plans, programmes or strategies to protect girls, as well as by promoting awareness-raising and social mobilization initiatives for the protection of their rights and human rights education.

Promotion and protection of children's rights through the EU's external action

²³³ *Ibid*, p. 11.

One of the initiatives identified in the 2006 *EU Strategy on the Rights of the Child* was the elaboration of an *Action Plan on Children's Rights in External Action* together with accompanying Staff Working Papers on *Children's Rights in External Action* and on *Children in Situations of Emergency and Crisis* - intended to contribute to the development of a long-term strategy in connection with the 2007 *EU Guidelines for the Promotion and Protection of the Rights of the Child*.

The Communication from the Commission *A Special Place for Children in EU External Action*, together with the Action Plan and Staff Working Papers is to 'establish a framework for a comprehensive EU approach towards the protection and promotion of children's rights in third countries. Such an approach must be based on a holistic and universally applicable view of children's rights and be part of broader development and poverty reduction strategies.'²³⁴

A Special Place for Children in EU External Action (2008)

According to this Communication from the Commission, the 'promotion of children's rights and responding to children's basic needs through the vehicle of the European Union's external actions must be seen in the broader context of the EU's commitment to promoting human rights in general. Thus, the European Charter of Fundamental Rights contains an explicit acknowledgement of the rights of children (Article 24), including their right to such protection and care as is necessary for their well-being, their freedom of expression, the right for their views to be taken into consideration, and the obligation to consider the children's best interests in all actions relating to them.'²³⁵

Here follows a brief list of key points from the Communication that are relevant in light of the EU's work on child protection and education in emergencies:²³⁶

- Children must be placed at the centre of the EU's external relations, development and humanitarian aid policies because of their vulnerability, due to their youth, their relative inexperience and their dependence on adult care
- Education remains a major challenge with 72 million children worldwide are not attending school and 57% of this total are girls. For those who do attend school, the quality of the education they receive is highly variable. 'There are groups of children and adolescents who have special needs and who are particularly at risk: children belonging to ethnic or other minorities, child migrants, displaced children or refugees, children affected by armed conflicts, child soldiers, orphans and children without parental care, children affected by HIV/AIDS, and children with disabilities, all warrant special attention. Girls are particularly vulnerable and face additional risks.'
- Children and adolescents are disproportionately affected by humanitarian crises whether manmade, such as armed conflicts, or arising from natural causes, and children suffer disproportionately, with children being easy targets for exploitation and at risk of growing up in violence and instability, with girls being particularly exposed to different forms of violence
- 'EU humanitarian aid provides a needs-based emergency response aimed at preserving life, preventing and alleviating human suffering and maintaining human dignity while respecting the fundamental humanitarian principles of humanity, neutrality, impartiality and independence. These principles imply that

²³⁴ *A Special Place for Children in EU External Action*, Commission of the European Communities, Communication from the Commission to the Council, the European parliament, the European Economic and Social Committee and the Committee of the Regions, COM(200) 55, final, 5 February 2008, p. 2. Available at: <http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52008DC0055&from=EN>.

²³⁵ *Ibid*, p. 5.

²³⁶ *Ibid*, pp. 3 and 4.

humanitarian aid must be provided solely on the basis of need, with particular attention to the most vulnerable individuals in the population. In this context, the EU pays special attention to the needs of children and adolescents. Humanitarian aid decisions 'must be taken impartially and solely according to the victim's needs and interests.' They contribute 'to the protection of the human rights of the victims of armed conflicts or natural disasters', and are implemented in a manner 'consistent with the applicable international law.'²³⁷

The European Union's Action Plan on Children's Rights in External Action (2008)

The Staff Working Paper on the EU's Action Plan presents (i) a set of four guiding principles to be respected during the planning, implementation and evaluation of all EU relevant external actions (ii) identifies priorities for action including targets and indicators in the form of a logical framework and a timeline and (iii) it defines a framework for monitoring, coordination and accountability.²³⁸

The Action Plan provides four guiding principles:

- (1) the application of a holistic and coherent children's rights-based approach rooted in the CRC;
- (2) respect for the views of the child;
- (3) gender mainstreaming; and
- (4) local ownership.

The Action Plan further states that 'given the wide variations in circumstances and contexts between different countries, sub regions and regions, the effective application of these four guiding principles can only be achieved within the framework of a comprehensive analysis of the specific situations confronting children and adolescents.'²³⁹ The Action Plan further calls for children's rights mainstreaming in all country programming under the different cooperation instruments available, and through specific actions, especially in joint EU actions at country level and in actions supported under the various EC cooperation instruments.²⁴⁰ With regard to country programming, this requires:

- Taking account of children's rights in the country situational analysis, in the governance profile and other relevant documents; mainstreaming children's rights throughout the programming, identification and implementation of actions; supplementing geographic programmes with specific thematic actions
- Generating gender and age-disaggregated data and analysis in order to account for children in policy, legislative and budgetary provisions
- Carrying out child-sensitive impact assessments and evaluations, particularly in the context of reviews of country strategies.²⁴¹

Moreover, the Action Plan describes four selected priorities for EU action at regional and global levels: preventing all forms of child labour, prevention of and fight against child trafficking; children affected by armed conflict; and all forms of violence against children including sexual exploitation and harmful traditional practices.²⁴² Implementation of the Action Plan will be led and monitored by the subgroup on external relations of the Commission Inter-Service Group on Children's Rights set up under the Communication

²³⁷ *Ibid*, p. 6.

²³⁸ *The European Union's Action Plan on Children's Rights in External Action, SEC(2008) 136, 5 February 2008, p. 1. Available at: http://ec.europa.eu/echo/files/policies/sectoral/children_2008_EU_Action_Plan.pdf.*

²³⁹ *Ibid* p. 3.

²⁴⁰ *Ibid* p. 6.

²⁴¹ *Ibid* p. 6.

²⁴² *Ibid* p. 7.

'Towards an EU Strategy on the Rights of the Child'.²⁴³ Activities for the period 2007-2013 were presented in a logical framework, including:

- Appointment of focal points for children in DG DEV, DG RELEX, DG AIDCO, DG ECHO, DG ELARG and DG TRADE, geographic directorates, thematic/sector policy units in DG DEV and DG RELEX and, where possible, in EC Delegations
- Meetings of the sub-group on children's rights in external relations
- Promote the participation of children, families and caregivers in the identification, implementation and evaluation of the programmed support to focal sectors
- Develop a 'Children's Rights Toolkit', in partnership with UNICEF, including guidelines, materials, awareness-raising and training activities in the areas of political and policy dialogue, programming and mainstreaming, impact assessment, monitoring and indicators and child participation.²⁴⁴

Children in emergency and crisis situations (2008)

The Commission Staff Working Document on *Children in emergency and crisis situations*²⁴⁵ provides an overarching policy framework for the EU's humanitarian action in this area. It focuses on 'three major problems which particularly concern children in crisis situations, namely: taking care of separated and unaccompanied children, demobilisation and reintegration of child soldiers and education in emergencies. The document sets out in general terms what can be done in terms of EU humanitarian action, while making it clear that the specificities of EU intervention in each situation should be based on a consideration of the local context, available resources and aid architecture. The Working Document should also provide, through recommendations made, a basis for reflection and examples of good practice for Member States to use their bilateral humanitarian actions.²⁴⁶ Throughout the document, examples are provided of ECHO-funded projects in the area of child protection and education.

EU's promotion of humanitarian protection

Humanitarian Protection: Improving protection outcomes to reduce risks for people in humanitarian crises, DRAFT Commission Staff Working Document (ECHO) (2016)

This guidance document is an updated version of the 2009 Funding Guidelines for Humanitarian Protection, based on global developments and accumulated experiences over the past years. The document serves as a tool for partners in assessing, designing, implementing and monitoring humanitarian protection interventions funded by the European Commission which can be used as a complementary tool to existing globally recognised guidelines and manuals.

As per the guidance, the EC defines humanitarian protection as 'addressing violence, coercion, deliberate deprivation and abuse for persons, groups and communities in the context of humanitarian crises' with the objective 'to prevent, reduce/mitigate and respond to the risks and consequences of violence, coercion, deliberate deprivation and abuse for persons, groups and communities in the context of humanitarian crises.' The document promotes the risk approach to humanitarian protection as a tool for identifying the aspects and considerations that should be reflected in proposals submitted to the EC. The document offers guidance on response types and modalities that can be funded, on the importance of protection-sensitivity in vulnerability targeting,

²⁴³ *Ibid* p. 10.

²⁴⁴ *Ibid* p. 14.

²⁴⁵ *Children in emergency and crisis situations, Commission of the European Communities, Staff Working Document, SEC (2008) 135, 5 February 2008.*

²⁴⁶ *Ibid* p. 3.

on engagement of local actors and on measuring output and outcome of protection interventions.

EU guidance and response to children affected by armed conflict

Update of the EU Guidelines on Children and Armed Conflict (2008)

The guidelines from 2003 were updated in 2008 and aim to raise the awareness of this issue by giving more prominence to EU actions in this field, both within the EU and in its relations with third parties, and to address the short-, medium- and long-term impacts of armed conflict on children and to provide a common basis for action by EU Member States and the Commission.

The guidelines state that 'regular monitoring, reporting and assessments form the basis for the identification of situations where EU action is called for. Where EU-led crisis management operations are concerned, decision making will proceed on a case-by-case basis, bearing in mind the potential mandate for the specific action and the means and capabilities at the disposal of the EU,²⁴⁷ which will include:

- Monitoring and reporting by EU Heads of Mission, Heads of Mission of civilian operations, EU Military Commanders (through the chain of command) as well as the EU Special Representatives will include an analysis of the effects of conflict or looming conflict on children in coordination with the existing UN monitoring systems
- Assessment and recommendations for action led by COHOM working in close cooperation with UN agencies and NGOs, in particular, the Special Representative of the Secretary General for Children and Armed Conflict. COHOM is also responsible for implementation of these guidelines
- EU tools for action in relations with third countries (political dialogue, demarches, multilateral cooperations, crisis management operations, training and other measures).

Revised Implementation Strategy of the EU Guidelines on Children and Armed Conflict (2010)

Following the revised guidelines on children and armed conflict and recent international policy developments concerning children and armed conflict, COHOM prepared a revised implementation strategy for the guidelines replacing the 2006 strategy, focusing on 19 priority countries.²⁴⁸

The strategy gives an overview of detailed actions to be taken by EU staff on the ground with the following overarching principles with focus areas on prevention, protection, rehabilitation and reintegration:

- Long-term approach, with demobilisation and reintegration programmes extending over a period of several years requiring sufficient funding early in the process to build capacity, especially in the community to which children return
- Specialised approach focusing on specific needs of child survivors as distinct from those of adults. All stages of programme assessment, planning, implementation and evaluation activities should include the active participation of communities concerned, including children

²⁴⁷ Update of the EU Guidelines on Children and Armed Conflict, pages 4-6. Available at: http://eeas.europa.eu/human_rights/guidelines/children_armed_conflict/docs/10019_08_en.pdf.

²⁴⁸ Revised Implementation Strategy of the EU Guidelines on Children and Armed Conflict, Council of the European Union, Working Party on Human Rights Political and Security Committee, 6 December 2010. Available at: <http://data.consilium.europa.eu/doc/document/ST-17488-2010-INIT/en/pdf>.

- Inclusive approach providing support to all conflict-affected children should be adopted to prevent further recruitment, encourage reintegration and avoid stigmatisation. The views of children as well as their families should be sought.
- Differentiated child centred approach CAAC initiatives must address the individual needs of children, and EU staff should take into account the different impacts of armed conflicts on girls and boys in their assessments and recommendations for action.²⁴⁹

EU development policies in the field of education

Education and training in the context of poverty reduction in developing countries (2002)

This Communication stresses the vital importance of education and training in reducing poverty and in development and presents an overall framework for the objectives, priorities and methods of the European Community in this field.²⁵⁰ The Commission sets out three priorities for the Community, namely:

- basic education, in particular primary education, and teacher training;
- work-related training;
- higher education, in particular at regional level.

With regard to implementation of these actions, substantial investment on the part of the developing countries and the European Union is required. European Community funding in the field of education and training will come via two main instruments: macroeconomic and budgetary support and the implementation of a sectoral approach. It is important to ensure effective cooperation and coordination among all donors. The Commission also considers that ownership of the activities and strategies in this field by the people of the developing country, and in particular the poorest and most vulnerable groups, is vital.

The Commission also sets out strategic options for the implementation of the actions, in particular:

- political and strategic dialogue with the countries and integration of the policies in this field into the development strategies drawn up for each country and the poverty reduction strategies
- a sectoral approach to provide a framework for the activities in this field
- macroeconomic and budgetary support
- consideration of the needs of the poor and their participation
- participation by education actors and civil society in the broad sense, including the private sector
- support for institutional development and capacity-building
- monitoring of activities via indicators.

In the Annex, the Commission sets out a common framework for cooperation on higher education, a code of conduct for funding agencies and some monitoring indicators.

²⁴⁹ *Ibid*, p. 4.

²⁵⁰ *Education and training in the context of poverty reduction in developing countries, Communication from the Commission to the Council and the European Parliament [COM (2002) 116 final- Not published in the Official Journal], 6 March 2002.*

EU policies on promotion and protection of human rights and democracy

EU Action Plan on Human Rights and Democracy (2015-2019) Action Plan on Human Rights and Democracy (2015-2019) "Keeping human rights at the heart of the EU agenda"

Following the Action Plan 2012 -2014, the Joint Communication by the European Commission and the High Representative of the European Union for Foreign Affairs and Security Policy is to contribute to the elaboration of a new Action Plan on Human Rights and Democracy for the period 2015-2019. The new Action Plan should rather be strategic and focus on priorities where additional political momentum and enhanced commitment is needed. The Action Plan should guide both bilateral work and EU engagement in multilateral and regional fora, in particular the United Nations and the Council of Europe. The Plan identifies the following five strategic areas of actions:

- Boosting the ownership of local actors
- Addressing key human rights challenges
- Ensuring a comprehensive HR approach to conflict and crises
- Fostering better coherence and consistency
- Deepening the effectiveness and results culture in Human Rights and democracy.²⁵¹

Council Conclusions on the Action Plan on Human Rights and Democracy (2015-2019)

The Council adopted the Action Plan in July 2015. With regard to actions in the field of children's rights, Objective number 15 encompasses children's rights. The EU will support partner countries' efforts to promote, protect and fulfil children's rights with a particular focus on strengthening child protection systems and fighting all forms of violence, fighting child labour and promoting survival and development, taking into account economic and social rights such as health and nutrition, education and training and social protection.²⁵² Objective number 19 - moving from early warning to preventative action - supports the establishment of prevention, response and (long-term) reintegration programmes for children affected by armed conflict in cooperation with local communities, affected children and parents (e.g. psychosocial support, socioeconomic reintegration, education and life-skills training as well as family tracing and reunification).²⁵³

²⁵¹ *Action Plan on Human Rights and Democracy (2015-2019) "Keeping human rights at the heart of the EU agenda", Joint Communication to the European Parliament and the Council, High Representative of the European Union for Foreign Affairs and Security Policy, 28 April 2015, p. 6. Available at:*

https://ec.europa.eu/anti-trafficking/sites/antitrafficking/files/joint_communication_on_human_rights_and_democracy_en.pdf.

²⁵² *Council Conclusions on the Action Plan on Human Rights and Democracy 2015 – 2019, Council of the European Union, 20 July 2015, p. 13. Available at: https://ec.europa.eu/anti-trafficking/sites/antitrafficking/files/council_conclusions_on_the_action_plan_on_human_rights_and_democracy_2015_-_2019.pdf.*

²⁵³ *Ibid, p. 17.*

EU policies on the promotion of gender equality and women's empowerment

Gender Equality and Women's Empowerment: Transforming the Lives of Girls and Women through EU External Relations 2016-2020

The aim of this framework is to support partner countries, especially in developing, enlargement and neighboring countries, to achieve tangible results towards gender equality, which is at the core of European values, as well as the new Sustainable Development Goals (SDGs). The new framework for action will build on the achievements and lessons learnt brought about by the implementation of the Gender Action Plan in Development 2010-2015. It will be more focused on tangible results. It will be financed through a variety of EU external action instruments (such as the Development and Cooperation Instrument) and aid modalities (for instance, budget support or assistance to Civil Society Organisations). About €100 million have already been allocated to concrete measures specifically targeted to improve women's and girls' rights, while gender will also be mainstreamed throughout other sectors of development cooperation.

The new framework is divided into four pillars, for which there are concrete indicators and targets set:

- Fighting violence of any kind against women and girls – this includes protecting women against violence in situations of conflict and the prevention of trafficking of girls and women, but also fighting harmful practices like Female Genital Mutilation and Cutting, and empowering women to have control over their sexual and reproductive life
- Economic and social empowerment – by for instance increasing access of women and girls to quality education and training, including on entrepreneurship, facilitating their access to financial services, to decent jobs and to basic services like energy or clean water
- Strengthening voice and participation – Concrete actions could include women's increased participation in policy and decision-making at all levels, enhancing their role as peace-builders, supporting them in changing social and cultural norms through grassroots organisations or media
- Shifting institutional culture – to more effectively deliver on EU commitments, all EU actors are expected to analyse the development priorities in the third countries where they work, as well as the local context for women and girls, and implement those priorities that are most relevant to them; they should also further strengthen their coordination, coherence and leadership.
- Another new aspect is the fact that gender analysis will be done systematically for all new external actions undertaken, such as in projects, and bilateral and regional programming. EU actors reporting on these activities will use sex-disaggregated data wherever available. Concerted efforts will be made to generate data when needed.

Gender Equality and Women's Empowerment: Transforming the Lives of Girls and Women through EU External Relations (2016-2020)

The Joint Staff Working Document provides the monitoring and accountability framework (in its Annex 1) against which to measure progress on gender equality and girls' and women's rights and empowerment in developing, enlargement and

neighbourhood countries, including in fragile, conflict and emergency situations.²⁵⁴ It covers the Commission Services' and the European External Action Service's (EEAS) activities in partner countries, especially in developing, enlargement and neighbourhood countries, including in fragile, conflict and emergency situations. It promotes policy coherence with internal EU policies, in full alignment with the EU Human Rights Action Plan. It builds on the lessons learnt from, and achievements of the previous Gender Action Plan 2010-2015, and consolidates the context, rationale and priorities of a refreshed approach that reaffirms and translates the EU's policy and political commitments to gender equality into more effective delivery of concrete results for girls and women, while promoting more efficient coordination, implementation and monitoring of EU activities in this area.

EU's external action to support refugees and displaced people in long lasting crises

Lives in Dignity: From Aid-dependence to Self-reliance

The European Commission has set out a new strategic vision regarding how its external action can best support refugees and displaced people in long lasting crises. The aim of this new approach, outlined in this Communication, is to prevent refugees and displaced people relying only on emergency humanitarian type assistance. It looks at ways to help them become more self-reliant in the countries where they reside.

The Communication follows on from the European Agenda for Migration proposed in May 2015, which called for a strategic reflection on maximising the impact of the EU's support to refugees, internally displaced persons, returnees and host populations in partner countries, through both development and humanitarian assistance.²⁵⁵ The Agenda highlighted the need to mitigate the impact of forced displacement at a local level, both in the European neighbourhood but also globally. The policy framework was a major part of the EU's contribution to the WHS in May 2016 and contributes to the implementation of the Sustainable Development Goals.

This Communication sets out a new, development-oriented policy framework to address forced displacement in the form of a series of recommendations. It aims to connect different instruments and actions to ensure that the EU has an effective, full-cycle, multi-actor approach to tackle forced displacement. In addition, the Communication is a call for support for this new approach by the EU's implementing partners: UN agencies, international organisations, non-governmental organisations, civil society organisations, the private sector and other non-state actors in both the EU and partner countries.²⁵⁶

In the introduction, the document states that 'secondary and multiple displacements reflect a collective failure to address the specific mid- to longer-term needs and vulnerabilities of forcibly displaced people and their host communities and to provide them with durable solutions.'²⁵⁷ The international legal frameworks distinguish three durable solutions for refugees: voluntary repatriation, local integration and

²⁵⁴ *Joint Staff Working Document, Gender Equality and Women's Empowerment: Transforming the Lives of Girls and Women through EU External Relations 2016-2020, European Commission, High Representative of the Union for Foreign Affairs and Security, 21 September 2015. Available at: http://ec.europa.eu/europeaid/sites/devco/files/staff-working-document-gender-2016-2020-20150922_en.pdf.*

²⁵⁵ http://europa.eu/rapid/press-release_IP-16-1585_nl.htm?locale=FR.

²⁵⁶ *Communication from the Commission to the European Parliament, The Council, The European Economic and Social Committee and the Committee of the Regions. Lives in Dignity: from Aid-dependence to Self-reliance Forced Displacement and Development, 26 April 2016, p. 5-6. Available at: http://ec.europa.eu/echo/files/policies/refugees-idp/Communication_Forced_Displacement_Development_2016.pdf.*

²⁵⁷ *Ibid*, p. 2.

resettlement. Durable solutions for IDPs can be achieved through sustainable reintegration in the place of origin, sustainable local integration in the place of initial displacement or sustainable integration in another part of the country. 'The humanitarian system alone cannot accommodate the growing development needs of forcibly displaced people and host communities. Forced displacement is not only a humanitarian challenge: it is also a political, human rights, developmental and economic challenge, in addition to its inevitable links with the broader phenomenon of migration.'

The new policy approach calls on donors to provide predictable and flexible funding: 'At EU level, the flexibility of the external financing instruments should be used to enable this approach. The recent creation of EU Trust Funds gives the EU greater flexibility, alongside the possibility to receive additional funding from other donors, including EU Member States. Other types of tools allowing more flexibility include the Instrument contributing to Stability and Peace, Special Measures and crisis modifiers in projects.'²⁵⁸

The document further provides a section on education as part of the strategic engagement with partners:

'In forced displacement crises, quality education in safe environments is instrumental in child protection strategies and one of the main priorities for both forcibly displaced people and host communities. Lack of education opportunities undermines prospects for achieving social and economic well-being and risks causing an inter-generational decline in human capital, as well as loss of hope, marginalisation, (sexual) exploitation, crime, violence and radicalisation. Education in emergencies constitutes an essential component of humanitarian assistance in forced displacement crises. In 2016, the Commission quadrupled the share of its annual humanitarian budget targeted to education in emergencies to 4 %. This increase also reflects the emphasis that the 2030 Agenda for Sustainable Development places on education in eradicating poverty and empowering children. Children below 18 years constituted 51% of the refugee population in 2014, up from 41% in 2009 and the highest figure in more than a decade. With an estimated 65 million children aged 3-15 directly affected by humanitarian emergencies, including displacement, the threat is real. To help integrate children and young people into their host communities, challenges such as trauma, nutrition, gender-based violence and language and cultural barriers need to be tackled effectively. This requires a more comprehensive approach to complement humanitarian assistance.'

As forced displacement becomes protracted, host communities and their public education systems may struggle to accommodate the numbers and diversity of the displaced children and young people. The need for stronger integration tools thus becomes more pressing. The critical challenge is to ensure that governments and other authorities have the resources and capacity to provide both the displaced and the local populations with access to full, equitable and quality education. This applies at all levels – early childhood, primary, secondary, vocational and higher education. Authorities should make the best use of teachers and other education personnel among the displaced to achieve this and to raise intercultural awareness within the hosting education system. An analysis of the different levels of education of those present and the various needs is of particular importance for an adequate response. Development cooperation supports host communities through budget assistance and infrastructure-building programmes, boosting their resilience and preparedness. Education and language training, provided in a gender-sensitive, safe and nonviolent environment, constitutes one of the most powerful tools to help forcibly displaced people integrate into their host communities. This is especially true for women and girls. Closer cooperation between humanitarian and development actors can ensure continuity of education by closing the gap between education in emergencies and access to full, equitable and quality education at all levels. Meanwhile, joint development-humanitarian strategy planning could enable the use of technological advancements,

²⁵⁸ *Ibid*, p. 8.

such as smartphones, tablets and the internet, for e-learning and more interactive teaching. This can help to overcome cultural and linguistic barriers. In higher education, offering scholarships to enable access to universities as well as cooperation between universities could enable students to remain accredited during their displacement. Similarly, innovations in non-formal education need to be encouraged. These should build on good practices, such as providing alternative basic education to working children, and language and other training for teachers and students using mobile technology.²⁵⁹

With regard to durable solutions, the Communication states that 'social protection is also imperative for empowering the forcibly displaced and giving them long-term regular and predictable support to address chronic vulnerability. Due to the financial pressures faced by many host countries, a multiannual programming strategy is needed to complement the efforts of public authorities and assistance from other actors. To help create a social safety net, it is imperative to put in place information-sharing systems and tracking of benefits, as well as contingency and finance planning between EU humanitarian and development actors and public authorities.'²⁶⁰

²⁵⁹ *Ibid*, pages 12-14.

²⁶⁰ *Ibid*, p. 16.

Annex 8 List of sources reviewed in the evaluation

Author	Year	Title	Source
Ager, A., Robinson, S. and Metzler, J.	2014	Methodologies and tools for measuring mental health and psychosocial wellbeing of children in humanitarian contexts	http://www.alnap.org/pool/files/measuring-child-mhpps-in-emergencies-cu-mapping-report-march-2014--1.pdf
Ager, A., Stark, L., Akesson, B., Boothby, N.	2010	Defining Best Practices in Care and Protection of Children in Crisis-Affected Settings: A Delphi Study, <i>Child Development</i> 81(4), 1271-1286	http://www.jstor.org/stable/pdf/40801473.pdf?acceptTC=true
Brown, M., and Perschler, V.	2013	Evaluation of UNICEF programmes to protect children in emergencies. Synthesis Report.	http://www.unicef.org/evaldatabase/files/Evaluation_of_UNICEF_Programmes_to_Protect_Children_in_Emergencies_-_Synthesis_Report.pdf
Child Protection in Crisis	2013	Examining Child Protection Rapid Assessment: a structured review of field learning from the Child Protection Rapid Assessment (CPRA) toolkit	http://educationcluster.net/child/wp-content/uploads/sites/2/2014/02/Review-of-the-Child-Protection-Rapid-Assessment-CPRA-Toolkit-FINAL-Report-1-20-14.pdf
Department for International Development, UK	2016	Declaration from co-hosts Germany, Kuwait, Norway, the United Kingdom and the United Nations from the Supporting Syria and the Region 2016 conference	https://www.gov.uk/government/publications/co-hosts-declaration-of-the-supporting-syria-and-the-region-conference-london-2016
DFID	2015	What works to promote children's educational access, quality of learning, and wellbeing in crisis-affected contexts	http://r4d.dfid.gov.uk/Output/201833/
DFID	2016	Education for all: Nick Hurd speech	https://www.gov.uk/government/speeches/education-for-all-nick-nurd-speech
DIFID, UNICEF, UNHCR		Humanitarian Education Facilitator	http://www.he-accelerator.org/
ECHO	2009	Funding Guideline	http://ec.europa.eu/echo/files/policies/sectoral/2012_protection_funding_guidelines_en.pdf

Author	Year	Title	Source
ECHO	2013	Gender. Different Needs, Adapted Assistance. DG ECHO Thematic Policy Document n. 6.	http://ec.europa.eu/echo/files/policies/sectoral/gender_thematic_policy_document_en.pdf
ECHO	2014	Grants and contributions	http://ec.europa.eu/echo/funding-evaluations/funding-humanitarian-aid/grants-and-contributions_en
ECHO	2015	Children in Emergencies	http://ec.europa.eu/echo/what/humanitarian-aid/children-in-emergency-crises_en
ECHO	2015	EU Children of Peace initiative: €1 million to assist children affected by Ebola.	http://ec.europa.eu/echo/news/eu-children-peace-initiative-1-million-assist-children-affected-ebola_en
ECHO	2015	Commissioner Stylianides commits to increase financing for education in humanitarian emergencies	http://ec.europa.eu/echo/news/commissioner-stylianides-commits-increase-financing-education-humanitarian-emergencies_en
ECHO	2015	Humanitarian implementation plan (HIP), EU Children of Peace	http://ec.europa.eu/echo/files/funding/decisions/2015/HIPs/eu_cop_en.pdf
ECHO	2015	Disaster Risk Reduction	http://ec.europa.eu/echo/what/humanitarian-aid/risk-reduction_en
ECHO	2015	EU Children of Peace: Educating children in conflict zones	http://ec.europa.eu/echo/what/humanitarian-aid/children-of-peace_en
ECHO	2015	Technical Annex EU Children Of Peace Financial, Administrative And Operational Information	http://ec.europa.eu/echo/files/funding/decisions/2015/HIPs/eu_cop_annex_en.pdf
ECHO	2015	Education in Emergencies, Partners meeting, 9 December 2015	
ECHO	2015	Disaster Risk Reduction	http://ec.europa.eu/echo/what/humanitarian-aid/risk-reduction_en
ECHO	2015	EU Children of Peace: Educating children in conflict zones	http://ec.europa.eu/echo/what/humanitarian-aid/children-of-peace_en
ECHO	2016	Overview of CoP funding to date	

Author	Year	Title	Source
ECHO	N.d	7th European Forum on the Rights of the Child	http://ec.europa.eu/justice/fundamental-rights/rights-child/european-forum/seventh-meeting/files/florika_fink_hooijer_en.pdf
Education Cluster	2014	Impact Evaluation Report of the South Sudan	http://educationcluster.net/?get=000803%7C2014/01/south-sudan-eie-impact-report-final.pdf
European Commission	2007	EU Guidelines for the Promotion and Protection of the Rights of the Child	http://www.consilium.europa.eu/uedocs/cmsupload/16031.07.pdf
European Commission	2008	A Special Place for Children in EU External Action	http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2008:0055:FIN:EN:PDF
European Commission	2008	EU Guidelines on Children and Armed Conflicts	http://www.consilium.europa.eu/uedocs/cmsUpload/GuidelinesChildren.pdf
European Commission	2010	EU Implementation Strategy of the EU Guidelines on Children and Armed Conflict adopted in 2006 and revised in 2010	http://eeas.europa.eu/human_rights/child/ac/docs/eu_implementation_strategy_children_armed_conflict_en.pdf
European Commission	2013	Gender-Age Marker toolkit	http://ec.europa.eu/echo/files/policies/sectoral/gender_age_marker_toolkit.pdf
European Commission	2016	Staff working document: Humanitarian Protection: Improving protection outcomes to reduce risks for people in humanitarian crises, Annex 1	
European Commission	2016	Communication From The Commission To The European Parliament, The Council, The European Economic And Social Committee And The Committee Of The Regions Lives in Dignity: from Aid-dependence to Self-reliance Forced Displacement and Development	

Author	Year	Title	Source
GCPEA	2014	Guidelines for Protecting Schools and Universities from Military Use	http://protectingeducation.org/sites/default/files/documents/guidelines_en.pdf
GCPEA	N.d	Safe School Declaration	http://www.protectingeducation.org/sites/default/files/documents/safe_schools_declaration-final.pdf
GHD	N.d	23 Principles and Good Practice of Humanitarian Donorship	http://www.ghdinitiative.org/ghd/gns/principles-good-practice-of-ghd/principles-good-practice-ghd.html
Global Education Cluster	2013	Global Education Cluster Homepage	http://educationcluster.net/
Global Education Cluster	2015	Education Cluster: Strategic Plan 2015 to 2019	http://educationcluster.net/wp-content/uploads/2015/04/FINAL_GEC_Strategic_Plan_2015.pdf
Global Protection Cluster	2012	Minimum Standards for Child Protection in Humanitarian Standards	http://cpwg.net/minimum-standards/
Global Protection Cluster	N.d	Too Little, Too Late: Child protection funding in emergencies.	https://www.savethechildren.net/sites/default/files/libraries/Too-Little-Too-Late-Report.pdf
GPE	2013	Operational Framework for Effective Support in Fragile and Conflict-affected States.	http://www.globalpartnership.org/content/gpe-operational-framework-effective-support-fragile-and-conflict-affected-states
GPE	2015	Strategic Plan 2016-2020	http://www.globalpartnership.org/content/strategic-plan-glance
INEE	2012	Minimum Standards for Education	http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1012/INEE_GuideBook_EN_2012%20LoRes.pdf
INEE	2014	INEE Working Group on Minimum Standards and Network Tools, 2014. Mapping the Education Response to the Syrian Crisis	http://reliefweb.int/sites/reliefweb.int/files/resources/Mapping_the_Education_Response_to_the_Syrian_Crisis_FINAL.pdf
NRC	2001	Guidelines for evaluation of education projects in emergency situations	http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1039/Guidelines_for_Evaluation_of_Educ_Projects.PDF

Author	Year	Title	Source
NRC	Jun-15	Walk The Talk - Review of Donors' Humanitarian Policies on Education	
ODI	2015	Education in emergencies and protracted crises Toward a strengthened response	http://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/9714.pdf
Save the Children	2010	Achieving Change for Children Global Impact Report 2010	https://www.savethechildren.org.uk/sites/default/files/docs/Global_Impact_Report_2010.pdf
Save the Children	2012	Breaking the Cycle of Crisis. Learning from Save the Children's delivery of Education in conflict-affected fragile states	https://www.savethechildren.org.uk/sites/default/files/docs/Breaking-the-Cycle-of-Crisis-low-res_0.pdf
Save the Children	2012	Child Protection Rapid Assessment Toolkit	http://resourcecentre.savethechildren.se/sites/default/files/documents/cpra-english.pdf
Save the Children	2013	Quality of child protection services: global outcome indicators handbook	http://resourcecentre.savethechildren.se/sites/default/files/documents/150217_outcome_indicators_english_new_2.pdf
Save the Children	2014	Hear it from the Children	http://www.savethechildren.org.uk/sites/default/files/images/Hear_it_from_the_children.pdf
Save the Children	2015	More and better. Global action to improve funding, support and collaboration for education in emergencies	https://www.savethechildren.org.uk/sites/default/files/images/More_and_Better.pdf
Save the Children	2015	Education under Attack in Syria	http://www.protectingeducation.org/sites/default/files/documents/educationunderattack_sept2015.pdf
Save the Children	2015	EU Children of Peace Review	Provided by Save the Children
Save the Children	-	Minutes of meeting organised by Save the Children with ECHO and DEVCO policy officers and country officers, EEAS and NEAR, implementing partners and UN agencies to discuss approaches to education in emergencies	Provided by Save the Children
SEC	2008	Children in Emergency and Crisis Situations	http://ec.europa.eu/echo/files/policies/sectoral/children_2008_Emergency_Crisis_Situations_en.pdf

Author	Year	Title	Source
Sheeran, A.	2008	UNICEF child protection meta-evaluation	http://www.unicef.org/protection/Final_CP_meta_Eval_15_May08.pdf
STC	2015	Arc Resource Pack (Actions For The Rights Of The Children) English Version	http://resourcecentre.savethechildren.se/library/arc-resource-pack-actions-rights-children-english-version
UN	2016	Sustainable development goals	http://www.un.org/sustainabledevelopment/
UN OCHA	2016	Financial Tracking Service	https://fts.unocha.org/
UNESCO	2010	The creation and development of the global IASC Education Cluster	http://unesdoc.unesco.org/images/0019/001912/191224e.pdf
UNESCO	N.d	Children Victims of War and Natural Disasters	http://www.unesco.org/new/en/social-and-human-sciences/themes/fight-against-discrimination/education-of-children-in-need/children-victims-of-war-and-natural-disasters/
UNHCR	2011	Ensuring Access to Education	http://www.unhcr.org/4ea9552f9.html
UNHCR	2014	Global Trends. Forced Displacement in 2014	http://www.unhcr.org/556725e69.html
UNHCR	2015	Education	http://www.unhcr.org/pages/49c3646cda.html
UNHCR	2015	Education and Protection	http://www.unhcr.org/560be0dd6.html
UNHCR	2015	Education Brief 2. Out-of-Schools Children in Refugee Settings	http://www.unhcr.org/560be0dd6.html
UNHCR	2015	Education Brief 3. Curriculum Choices in Refugees Settings	http://www.unhcr.org/560be1209.html
UNHCR	2015	Education Brief 4. Mainstreaming Refugees in National Education Systems	http://www.unhcr.org/560be1493.html
UNHCR	2015	Education Brief 5. Refugees Teacher Management	http://www.unhcr.org/560be1629.html
UNHCR	2015	Education Brief 6. Secondary Education for Refugees Adolescents	http://www.unhcr.org/560be1759.html

Author	Year	Title	Source
UNICEF	2004	Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction	http://www.unicef.org/violencestudy/pdf/min_standards_education_emergencies.pdf
UNICEF	2010	UNICEF Annual Report for Chad	http://www.unicef.org/about/annualreport/files/Chad_COAR_2010.pdf
UNICEF	2010	Progress report on support for UNICEF's Education in emergencies and post-crisis transitions programme	http://www.educationandtransition.org/wp-content/uploads/2007/04/Central-African-Republic-Progress-Report.pdf
UNICEF	2010	UNICEF Annual Report for Chad	http://www.unicef.org/about/annualreport/files/Chad_COAR_2010.pdf
UNICEF	2011	Progress Evaluation of the UNICEF Education in Emergencies and Post-Crisis Transition Programme (EEPCT): Liberia Case Study	http://www.unicef.org/evaluation/files/Liberia-EEPCT_USA-2011-006-2.pdf
UNICEF	2013	Evaluation of UNICEF Programmes to Protect Children in Emergencies	http://www.unicef.org/evaldatabase/files/CPiE_Executive_Summary.pdf
UNICEF	2014	Children and emergencies. Facts and figures.	http://www.unicef.org/media/files/UNICEF_Children_and_Emergencies_2014_fact_sheet.pdf
UNICEF	N.d.	Minimum Standards for Child Protection in Humanitarian Standards	http://www.unicef.org/iran/Minimum_standards_for_child_protection_in_humanitarian_action.pdf
War Child	2015	Safe Education for Internally Displaced Children in the Democratic Republic of Congo	http://www.warchildholland.org/sites/default/files/bijlagen/node_7209/17-2015/childrenofpeacereport2015_warchild.pdf
WHS	2016	Summary Notes - WHS Side Event: Delivering Quality Education in Emergencies: What Needs to be done?	
-	-	No lost generation	http://nolostgeneration.org/
-	-	Education Cannot Wait	http://www.educationcannotwait.org/

Annex 9 List of stakeholders consulted in the evaluation

Scoping interviews

Name of interviewee	Role	Organisation	Date of interview
Hanna Persson	Policy Officer – Gender, Children and Education in Emergencies	DG ECHO, European Commission	29/01/2016
Thorsten Muench	Desk Officer for Somalia	DG ECHO, European Commission	29/01/2016
Jacob Asens	Field Expert - Ethiopia	DG ECHO, European Commission	01/02/2016
Anne Sophie Laenkholm	Global Thematic Coordinator – Protection Regional Support Office, Jordan	DG ECHO, European Commission	02/02/2016
Nils Rocklin	ECHO Partnership Manager	Save the Children Brussels Advocacy Office	04/02/2016
Henrike Trautmann	Head of Unit	DG ECHO, European Commission	05/02/2016
Stijn de Lameillieure	International Aid/ Cooperation Officer (Education)	DG DEVCO, European Commission	05/02/2016
Eliana Irato	Global Expert – Gender – Kenya	DG ECHO, European Commission	05/02/2016
Helena Soares	Former Policy Officer – Gender, Children and Education in Emergencies at DG ECHO	Formerly: DG ECHO Current: Council of the EU	08/02/2016
Tanja Berretta	ECHO Partnership Manager	Plan International EU Office	08/02/2016
Marie France Bourgeois	Senior Humanitarian Programme Advisor	UNICEF Brussels Office	09/02/2016

ECHO Field Officers

Country	Organisation	Date of interview
Afghanistan	DG ECHO, European Commission	18/04/2016
Cameroon	DG ECHO, European Commission	15/04/2016
Central African Republic	DG ECHO, European Commission	30/05/2016
Colombia	DG ECHO, European Commission	15/04/2016
Democratic Republic of Congo	DG ECHO, European Commission	22/04/2016

Country	Organisation	Date of interview
Dominican Republic	DG ECHO, European Commission	31/03/2016
Ecuador	DG ECHO, European Commission	15/04/2016
Ethiopia	DG ECHO, European Commission	20/04/2016
Myanmar	DG ECHO, European Commission	05/04/2016
Nicaragua	DG ECHO, European Commission	01/04/2016
Niger	DG ECHO, European Commission	20/04/2016
Nigeria	DG ECHO, European Commission	22/04/2016
oPT	DG ECHO, European Commission	30/03/2016
Somalia	DG ECHO, European Commission	20/06/2016
South Sudan Republic	DG ECHO, European Commission	06/04/2016
Sudan	DG ECHO, European Commission	21/04/2016
Syria	DG ECHO, European Commission	05/07/2016
Turkey	DG ECHO, European Commission	30/03/2016

DEVCO+NEAR

Country	Organisation	Date of interview
Myanmar	DG DEVCO	22/04/2016
Syria	DG NEAR	15/04/2016

ECHO partners

Country	Organisation	Date of interview
Austria	Hundreds of Original Projects for Employment (HOPE'87)	11/05/2016
Chile	UNESCO	23/06/2016
Colombia	Plan International	27/05/2016
Colombia	Norwegian Refugee Council (NRC)	22/06/2016
Congo	Tearfund	20/05/2016
Congo/Lebanon	DanChurchAid	24/06/2016
Denmark	Danish Refugee Council (DRC)	30/03/2016
Ethiopia	International Rescue Committee (IRC)	30/05/2016
France	Agency for Technical Cooperation and Development (ACTED)	20/06/2016
France	Triangle génération humanitaire	17/05/2016
Germany	Diakonie	19/05/2016
Haiti	Oxford Committee for Famine Relief (OXFAM)	24/05/2016

Country	Organisation	Date of interview
Helsinki	Fin Church Aid (FCA)	20/05/2016
Ireland	CONCERN Worldwide	13/05/2016
Ireland	GOAL	24/05/2016
Jordan	International Rescue Committee (IRC)	23/05/2016
Myanmar	Plan International	31/05/2016
Nepal	Cooperative for Assistance and Relief Everywhere (CARE)	23/06/2016
Norway	Norwegian Refugee Council (NRC)	19/05/2016
Switzerland	Terre Des Hommes (TDH)	20/05/2016
Switzerland	Lutheran World Federation (LWF)	27/04/2016
Switzerland	UN High Commissioner for Refugees (UNHCR)	08/06/2016
The Netherlands	War Child	27/05/2016
The Netherlands	ZOA International	23/05/2016
United Kingdom	Save the Children	20/05/2016
United Kingdom	Mines Advisory Group (MAG)	09/05/2016
United States of America	UNICEF	20/05/2016

Global standard-setting bodies in CP/ EiE

Country	Organisation	Date of interview
Switzerland	UNICEF - Child Protection Working Group (CPWG)	19/05/2016
Switzerland	UNICEF - Education Cluster	19/05/2016
Switzerland	United Nations High Commissioner for Refugees (UNHCR)	03/06/2016
United States of America	Inter-Agency Network for Education in Emergencies (INEE)	01/06/2016
United States of America	World Bank - Global Partnership for Education (GPE)	30/06/2016
United States of America	Global Coalition to Protect Education from Attack (GCPEA)	03/06/2016

Other main donors active in the field of CP/ EiE

Country	Organisation	Date of interview
Canada	Canadian International Development Agency (CIDA)	14/06/2016
Denmark	Danida, Ministry of Foreign Affairs of Denmark	29/06/2016

Japan	Japan's Official Development Assistance (ODA), Ministry of Foreign Affairs	Written contribution provided on <i>to be confirmed</i>
United Kingdom	UK's Department for International Development (DfID)	28/04/2016
United States of America	United States Agency for International Development (USAID)	30/06/2016

National and/ or local stakeholders in selected countries of implementation

Country	Organisation	Date of interview
Colombia	Tierra de Paz	12/07/2016
oPT	EJ-YMCA	09/06/2016
oPT	oPT Red Crescent Society	21/06/2016
Pakistan	Sustainable Peace and Development Organisation (SPADO)	17/06/2016
Turkey	Sanliurfa Provincial National Education Directorate (PNED)	17/06/2016
Turkey	Birecik Fevzi Pasa (school)	Written contribution (due to language barrier) provided on 01/07/2016
Turkey	Birecik Cumhuriyet (school)	Written contribution (due to language barrier) provided on 01/07/2016
Turkey	Suruc Vali Ziya Coker (school)	Written contribution (due to language barrier) provided on 01/07/2016
Turkey	Suruc Cumhuriyet (school)	Written contribution (due to language barrier) provided on 01/07/2016

Annex 10 Projective drawings – analysis²⁶¹

Introduction

To collect data on the views of children (final beneficiaries), this evaluation asked children to express themselves about the education setting funded by ECHO through drawings. The aim of this exercise was to collect information about how they perceive the schools/ education activities funded. This information is used as one aspect of evidence to assess effectiveness of these projects.

The projective drawings were carried out to provide insight into the extent to which ECHO funded actions in the field of education and child protection provided safer environment for children and access to quality education. The drawings were intended to identify:

- What range of emotions and feelings children associate with the education/ learning setting that the project funded and the extent to which these emotions/feelings are positive or negative;
- What range of activities children associate with the funded setting and again the extent to which these are positive or negative;
- What types of relationships do children decide to portray among themselves but also with the educators/ teachers receiving funding and the extent to which these are positive or negative; and
- How children articulate the change that the project funded activities brought for them. What types of changes they decide to portray and to what extent are these positive or negative.

This Annex presents the analysis of the drawings received. It is structured as follows:

- Section 1.2 presents the methodology and discusses the challenges and limitations;
- Section 1.3 presents the most frequently identified subject areas that children decided to draw and what emotions can be associated with these; and
- Section 1.4 discusses the activities which were presented.

Methodology and its discussion

Use of drawings to understand children's experience

Children do not have the same cognitive awareness and development as an adult so it can be a challenge and not particularly helpful for a child to communicate emotions and what they are feeling through words. This is especially the case when they have experienced trauma and may be feeling complex emotions which could be hard for them to understand. Creative means such as drawing can be a useful way to gain an insight into a child's world and mind, as well as a way to help them heal and recover. Children will start to draw from a very young age. As Goodnow explains about child's drawings:

They may be regarded as expressions of our search for order in a complex world, as examples of communication, as indices of the type of society we live in, as signs of intellectual development, as reminders of our lost innocence and verve (1977:12)

Drawings can be used to identify child's intellectual development and children's stages at different times of their life. (Kellogg, 1979; Anning and Ring, 2004). Through children's drawings it can also be possible to identify a developmental delay or any possible difficulties the child may have.

²⁶¹ Prepared by Debbie Beadle and Daniela Ulicna

Art and drawing with children can also be used to assess and identify trauma that a child has suffered. (Handler, Thomas, 2014) This in turn can be used to help a child recover from their experience. Not only via the sensory process of creating art, but by working through strong emotions and feelings without having to use words a child make sense of the world.

For example messiness can signify mixed feelings the child is experiencing or past trauma such as sexual abuse. Other emotions one can see from children's drawings are about confidence and self-worth. A child who continually starts to draw and crosses out drawings or screws the paper up, may have very low self-esteem, 'It is not good enough/ it is not right' meaning 'I am not good enough.'

The size of the child or people who the child includes can be of significance.

Sometimes children draw small figures simply to hide themselves from adults whom they perceive to be intrusive. Once a relationship and trust are established, the size of figures may dramatically change even in a short amount of time. (Malchiodi, 1998:117)

The child will often draw figures they find intimidating as very large and over powering. For those they respect or are important in their life they may include in the centre of the page or obviously spend a lot of time on them. The action or purpose of that person can also be significant. For example mum is playing with me or mum is angry with me.

The Kinetic Family Drawing, developed in 1970 by Burns and Kaufman has been used for many years as part of a psychological assessment for a child and how they relate to family members. Drawing themselves and their family members 'doing something' can help to highlight how the child views their parent, the attachment they have and the emotion they feel toward that family member. This should not be used in isolation and should form part of an assessment. There can also be times where a child will draw a happy family and home life as this is something they wish for, but don't have. (Malchiodi, 1998)

A common misinterpretation of adults can be reading too much into the colour that a child uses. Although colour can be significant, depending on the age this may also have no significance at all other than it was the first pen they picked up. Until the age of about 9, colour can often have little meaning; however from 9 children tend to start using colour realistically. An example of significant colour use could occur when a child draws big chunks of black or dark colours which link to an emotion. They are feeling dark inside. Or they may cover a picture already completed with a big mass of paint or colour which could highlight that they are not ready to face the emotions they are seeing on the page. There are evaluation techniques in creative therapy where a child will use a different colour for each emotion. In these cases, they are often directed by the therapist.

As art can be an avenue for children to work through their emotions, they may not be ready or want to share their feelings with others or adults who they are working with. A sign of this can be if they draw very little or if a child leaves a face blank. They are hiding their emotions from the viewer.

Another consideration of this project will be that the children come from different cultures. Children are heavily influenced by their environment and this will also show in the way they draw. This may influence the makeup of buildings, people they draw or colour. This needed to be the awareness when analysing the drawings. (Alland, 1983)

Drawings have been used for a long time as part of child diagnosis and therapy as described above. More recently they also started being used as one means of collecting qualitative data for programme evaluation from children (see for example Evand and Reilly 1996, Ludlow 1999, Levin-Rozalis 2006). The expectation from using drawings compared to narratives is that they provide rich information, often richer than what a child would express in words, for children expressing themselves in drawings is less

threatening than with words or questionnaires and they can reveal things they wouldn't formulate verbally.

In this assignment the focus was not on analysing the experience of individual children and the interpretation did not focus on individual subjects. Instead the drawings were used to collect data on a phenomenon that the children took part in – concretely the education projects funded by ECHO. Subsequently the interpretation also focused on the whole group of drawings collected rather than on each individual image.

There was an additional pragmatic reason to choose this approach for collecting data from final beneficiaries. The resources available for this assignment and the terms of reference did not foresee any field work in countries receiving the funding. The evaluators decided to use the drawing technique because it was considered that the data (the drawings) could be facilitated and collected by the persons from the projects receiving the funding and provided to the evaluation team. While this does pose certain challenges for the interpretation of drawings (see below), it was believed to be less problematic and less burdensome on the projects than collective written down narratives. The latter would require more time from the projects, create challenges in terms of language and translation and would probably result in less rich information. Furthermore, a written exercise could only be ran with a group of rather mature children while through the drawings this evaluation collected insights from a broad age group.

Presentation of the dataset

In total this analysis is based on interpretation of 216 images collected.

The process for the collection of this data was as follows:

- **Recruitment of projects willing to take part in the exercise:** ICF contacted 4 child-focussed relief organisations receiving funding from ECHO for projects in the field of education in emergencies. The list of organisations contacted was based on a selection of ongoing projects under the EU Children of Peace initiative. The organisations were asked whether they would be willing to ask some of these local projects to undertake the projective drawings exercise.

Once the final selection of projects was confirmed, the choice of the group of children was entirely up to the project staff. In most cases the choice was made based on pragmatic reasons – i.e. a site visit to the location was planned in the period when data collection for this assignment was being carried out.

- **Briefing of project staff:** Through the above process we identified staff members from project implementing organisations who were willing to carry out the exercise on site with children. All persons carrying out the exercises received written as well as oral briefing over the phone. The guidance note sent to the staff in charge of the exercise is presented in Annex 11.
- In addition to the briefing, the evaluation team shipped papers and crayons, as well as templates for Exercise 1 (see below) to the project teams' locations.
- **Carrying out the drawing exercise:** As described in the guidance note, ICF gave the projects the possibility to carry out two out of three exercises. The three exercises were:
 - Exercise 1 Blob-tree: this was a simple exercise where children were asked to use an existing template (blob-trees) with several figures expressing a range of emotions and states of mind. They were asked to circle a figure which shows how they feel inside the classroom and to circle twice a figure showing how they feel outside the classroom.
 - Exercise 2 Draw yourself during an activity associated with the school/classroom: Through this exercise the children were asked to draw themselves

doing an activity they associate with the classrooms/ school or group. They were also asked to identify whom they drawn.

- Exercise 3 Draw yourself before and after taking part in the project: As part of this exercise the children were asked to draw themselves before they took part in the activities funded by ECHO and after.

Most projects only completed exercise 1 and 2 as it would have been hard for them to identify a before and after moment as needed for the exercise 3. Most of the projects selected have been in place for a longer period of time.

The instructions to children were provided by staff who was briefed by the evaluation team.

- **Collecting drawings:** Once the pictures were completed, the staff either took photos of these pictures and transmitted electronic files to the evaluators or shipped the whole packed to the evaluation team.

Drawings were collected from five sites in four locations receiving ECHO funding.

Table 19 below gives a brief overview of the projects from which drawings were collected.

Table 19. Overview of ECHO-funded actions and sites which took part in the exercise

Partner	Agreement No./ Title/ Site	Country, region	Description	Age group
IRC	ECHO/CHD/BUD/2014/91012 – Early Childhood Education and Development through Healing Classroom Initiative in Nyarugusu Camp	Tanzania, Kigoma Region	This is an early childhood education and development project in Nyarugusu Refugee camp; two schools, Fortunata and Hekima Pre-schools took part in the exercise.	4-7
Plan International	ECHO/CHD/BUD/2015/91005 – Promoting Education, Protection and Peace for South Sudan (PEPPS) refugee boys and girls in Adjumani District, Uganda	Uganda, Adjumani	This is a child-friendly space which the children visit at least 3 times per week.	10 -15
Save the Children	ECHO/CHD/BUD/2015/91010 – Learning beyond borders: Providing education to refugee and displaced children and youth in South Sudan and Ethiopia	South Sudan, Akobo County	This is a regional project providing education to refugee and displaced children and youth in South Sudan and Ethiopia. Two schools took part in the exercise were (1) Akobo Boys School and (2) Akobo Girls School.	10-17
UNICEF	ECHO/CHD/BUD/2015/91018 – Supporting Children in Guinea to Access Safe and Protective Learning Environments	Guinea	This project provides psychosocial support and education to mitigate the negative effect of EVD on children.	10-16

Table 20 below gives an overview of the numbers of drawings received per school and per exercise.

Table 20. Overview of numbers of drawings received

Project	Exercise 1	Exercise 2	Exercise 3
Fortunata Pre School, Tanzania	Yes (4 Blob Trees)	Yes (14 Drawings)	No
Hekima Pre School, Tanzania	Yes (4 Blob Trees)	Yes (14 Drawings)	No
PEPPS Project, Uganda	Yes (18 Blob Trees)	Yes (18 Drawings)	No
Akobo, Girls School, South Sudan	Yes (18 Blob Trees)	No	No
Akobo, Boys School, South Sudan	Yes (18 Blob Trees)	Yes (18 Drawings)	No
UNICEF, Guinea	Yes (30 Blob Trees)	Yes (30 Drawings)	Yes (30 Drawings)

Interpretation of drawings

The interpretation of drawings was carried out by two members of staff from the evaluation team with complementary expertise:

- A trained play therapist who uses drawings regularly as part of diagnosis and therapy working with children who experienced trauma; and
- An evaluator experienced in evaluating education interventions with understanding of the needs of the overall evaluation.

The interpretations were first done drawing by drawing, meaning that for each drawing a short narrative explaining what can be seen from the image was prepared. Subsequently the drawings were analysed transversally.

Discussion of the methodology

The analysis of drawings provided a range of insights about the attitudes and emotions of children towards the learning environments provided by projects funded. This is discussed in following sections.

However there were some limitations to the interpretation of the drawings which needed to be born in mind when analysing the images. These are presented here.

The evaluators were not present on site when the drawings were made and hence it was not possible to clarify directly with the children some aspects of drawings that were not clear

Further insight could have been drawn from the drawings had the evaluators been on site when the exercise was undertaken. This would have enabled us to observe the children and their attitudes while drawing: are they appearing calm, and content or are they stressed or angry?

Furthermore we could see who or what the children choose to draw first which is what they attribute greatest importance to and how long they take to do the drawing.

Finally being able to ask the children what certain objects represented would have brought additional clues to the interpretation. However, some drawings from the same place had certain recurrent objects (e.g. a water tank in the drawings from Uganda) in such cases the evaluators asked the project's staff to clarify what a given object represents.

Language/ Illiteracy barrier

The instructions for the exercises stated that if the children wanted to they could write a sentence about what they decided to draw. This was not systematically possible due to the language barrier of children or their ability to write (as some drawings were done by rather small children).

The sentences were however only a secondary source of information and therefore the absence of them does not greatly affect the quality of the information gathered.

In one case the language barrier led to misunderstanding of the guidance provided. In this case the Blob Tree exercise was not done by each child individually, as intended, but as a group exercise making these specific images hard to interpret as they no longer represented the view of a single child but a group view. This concerns eight drawings in total.

Teacher/Adult involvement

Ideally these exercises would have been completed with the children being alone or with a neutral person who is not their day to day teacher/ educator. This would ensure that the children don't feel any obligation to anyone. The drawings would be confidential and children would feel free to express what they wish.

We understand that in a number of cases the exercises were done with a person from the project who is not the main teacher however the evaluators could not control how much the teacher was involved in the exercises. Given the nature of some of the drawings it could be the case that the children did not feel comfortable doing the exercise, this may be down to the environment they were completing it in. These drawings were very incomplete and the child was clearly disengaged from the exercise. Such drawings were a minority of the material received.

Children completing in class with other children

Some of the exercises were resembling and it could be the case that some of the children copied their friends. A number of the Blob Tree images were the same and some of the drawings were also very similar. This is natural for children who may feel anxious about making a mistake, but it limits the individual feedback of that child. It may also be the case that some children were distracted whilst completing the task. This may have been the reason why some children did not finish, although this cannot be said for certain.

External factors influences affecting the child's mood

Some of the children in projects taking part in the exercises may have been through traumatic experiences. They may still be living with a level of trauma and instability. They may be dealing with complex emotions. Without being with the child, the evaluators cannot know what frame of mind they were in when completing the exercise, but this may have had an impact of the Blob character they chose or the pictures they drew.

Topics and persons depicted in drawings

This section gives an overview of what the children decided to draw.

The most commonly depicted activity on the drawings is children playing. Thirty four images from exercise 2 show the children playing some form of game. In particular a high number of (boys') drawings shows them playing football (19 drawings). Other games are also present such as playing with a swing, playing with a rope, playing a board game.

Another common activity shown is the children going to school. In six images children drew themselves going to school looking happy, in all cases being accompanied by a friend. There is only one image showing a child leaving the school (this is explained in the sentence attached) suggesting that s/he does not enjoy being in the school that much.

A high number of drawings from Guinea (eight) show children and other people washing their hands next to a water tank. As explained by the project staff, the drawings were done in a region affected by Ebola and schools did a lot of prevention activities around hygiene, including having in place clean water and insisting children wash their hands.

Many of the drawings (25) are visible outside the classroom as they show a courtyard, playground of trees. However a comparable number (20) are inside the classrooms showing the children sitting at desks or being inside a building.

More than half of the drawings show the children with their friends meaning that the children decided to write 'this is my friend' or equivalent. Quite a few of the drawings depict family members (16). These can be siblings or mother and father. Teachers are less often shown (12 drawings explicitly designate a teacher).

A number of children also decided to draw and specifically highlight certain objects associated with school such as the school back, the blackboard or a book.

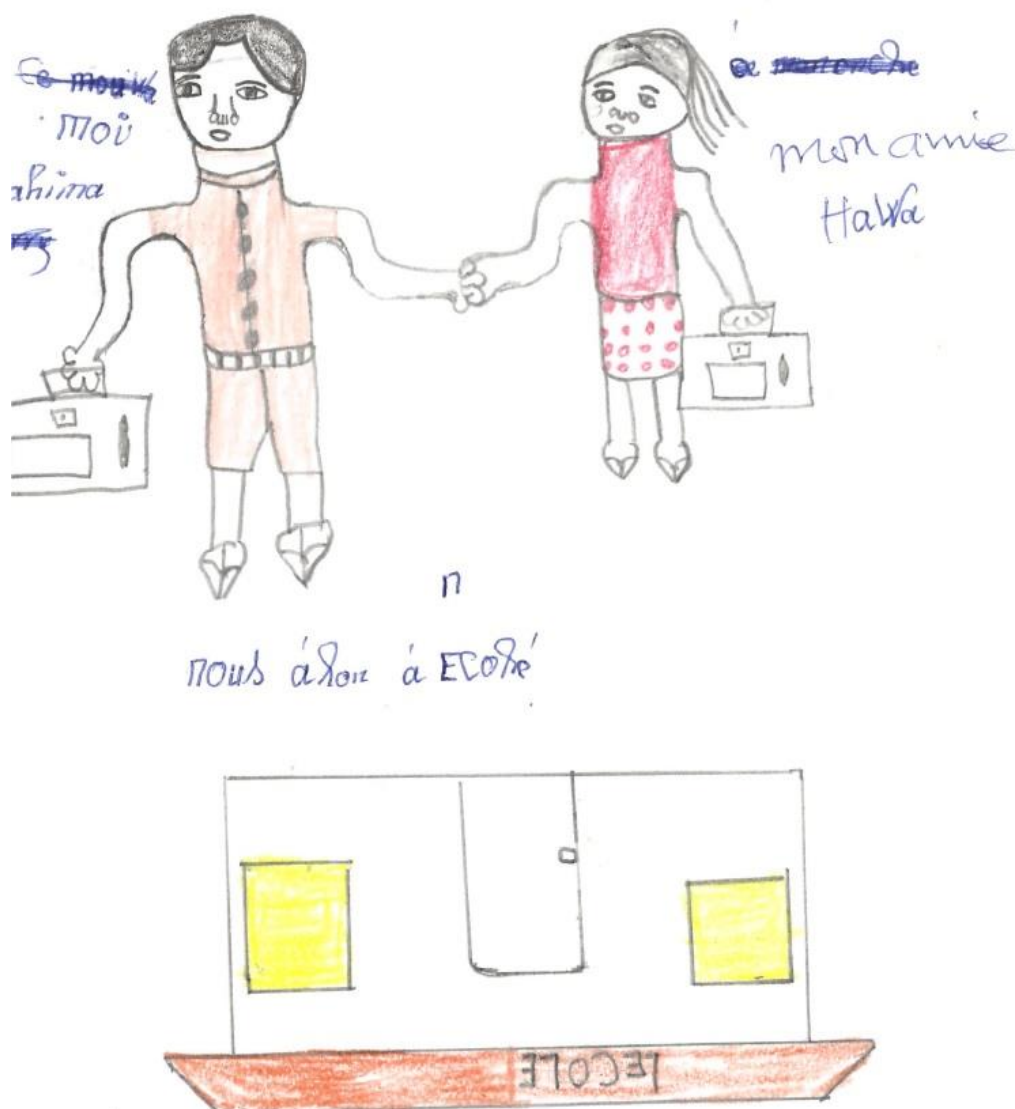
Eight images clearly say (according to the notes the children decided to write) that the child is reading a book, listening to the teacher or asking him a question.

Positive vs Negative Emotions Overview

Overall the positive emotions that can be read from the drawings far outweighed the negative emotions. Some 184 drawings show activities, postures or images associated with positive feelings and only 16 can be associated with negative feelings. It is unsurprising that children from emergency and crisis situations have positive feelings toward education, especially if they have been denied it. For those children who are displaced or refugees, going back to school is a sign of a routine that brings them 'back to normal'. Many of the drawings showed images which expressed feelings of **happiness, pride, excitement, feeling safe, support and nurture.**

Examples of images showing pride are for example images where we can see children going to the school, with their schoolbags being visible, them being accompanied by a friend and looking proud.

Figure 16. Going to school (Guinea project)



Legend: from the left: myself, my friend, we are going to school, school

Images of support and nurture were particularly apparent in the blob tree exercise. In the blob tree exercise children were asked to choose from a range of characters the ones that showed best how they felt in school. Of the 113 images received, 34 children chose to represent how they felt in school through the image of two hugging friends and another 28²⁶² chose the image of three friends where one supports another one on his/her shoulders. Examples of these images are shown below.

²⁶² The images drawn collectively by a group of 4 children were counted only once

Figure 17. Blob tree exercise – the most popular choices of images representing how children felt in school



Legend: one circle: inside school, two circles: outside school.

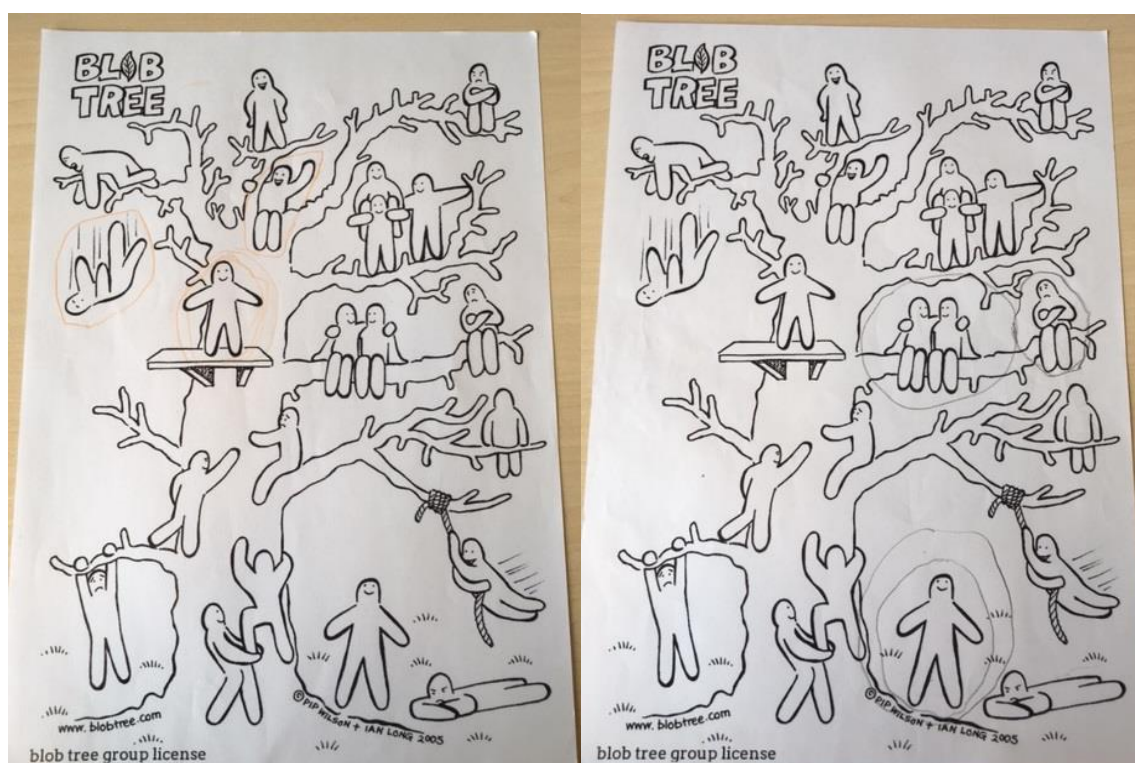
Text on image on the left: inside (one circle): I am happy with my friends; Outside (two circles) I'm alone, I'm afraid.

Text on image on the right: 'inside' is written next to the two hugging characters

There were a small number which presented negative emotions such as **loneliness, fear, anxiety, anger.**

In particular not all the blob tree images associated with the school/ education setting were positive. For example three children chose the image of the falling character indicating uncertainty, being lost, lack of support. Eight children also chose the character who is looking sadly at other friends with his/her hand folded. This image suggests that unlike others the child feels lonely and does not have positive relationships in the school.

Figure 18. Blob tree exercise, negative feelings expressed



In a number of the positive images there were indicators that the child had low self-esteem or felt intimidated. It is hard to distinguish whether this related to the project or the individual child's character or behaviour. It is natural for children who have been through trauma to suffer from anxiety and low self-esteem.

The images as also accompanied with sentences that illustrate such positive emotions, for example:

- *I like school and friends;*
- *I like to go to school with friends;*
- *I like my teacher he always plays with us;*
- *I like the school; or*
- *I like to use playing material from class.*

Table 21. Overview of positive versus negative images associated with the school/ education setting across the exercises and the projects

Project	Exercise 1		Exercise 2		Exercise 3	
	Positive	Negative	Positive	Negative	Positive	Negative
Fortunata Pre School, Tanzania (Groups)	4	0	14	0	N/A	N/A
Hekima Pre School, Tanzania (Groups)	3	1	14	0	N/A	N/A

PEPPS Project, Uganda	16	2	18	0	N/A	N/A
Akobo, Girls School, South Sudan	9	9	N/A	N/A	N/A	N/A
Akobo, Boys School, South Sudan	10	2	11	1	N/A	N/A
UNICEF, Guinea	30	0	27	1	30	0
Total	72	14	84	2	30	0

Note1: Two pictures from UNICEF Guinea could not be identified as positive or Negative

Representing friendship and Social place

The vast majority of images across all exercise depicted friendship with a frequency of 124 incidences. This is what the children have highlighted as important to them in the project setting. The emotions associated with the images were positive: **happiness, support, pride, comfort, nurture and excitement**. For children who are displaced, building a network of friends and support is even more important to help them feel settled, welcome and part of a community. Children coming from emergency situations are likely to have been through a lot of stress and trauma, and thus potentially have missed out on some important development process. In a school setting, children have a protected environment which enables friendships to develop and social relationships to be tested and grow. Children may present with challenging behaviour because of the trauma they have been through. Having adults around who are also monitoring behaviour will also benefit children and help them to learn social awareness and conscience. A social relationship with peers is an important part of growing up and the development of children and their brains. Through these relationships they can understand about self and other, learn how to be part of a group and manage different situations which they will need in adulthood. Going through school, children often experience a range of emotions regarding relationships with friends. They fight, make up, hurt each other and support each other. A child who has good friendships is also going to find being at school a happier place and thus excel further with their learning.

Table 22. How often images present positive relationships and friendship (total number of images in brackets)

Exercise	Frequency per Project	Total Frequency
Exercise 1	Fortunata	3 (4)
	Hekima	2 (4)
	PEPPS	1(18)
	Akobo Girls	15 (18)
	Akobo Boys	8 (12)
	UNICEF	30 (30)
Exercise 2	Fortunata	11 (14)
	Hekima	7 (14)
	PEPPS	11 (18)
	Akobo Boys	6(11)
	UNICEF	20 (30)

Exercise 3	UNICEF	10 (30)	10
TOTAL			124

Note 1: The children in the Tanzania projects completed Exercise 1 in groups. These have been counted as one drawing

Note 2: The frequency at which friendship appears is counted, which includes two counts for some of the images on Exercise 1 as a few children circled two characters.

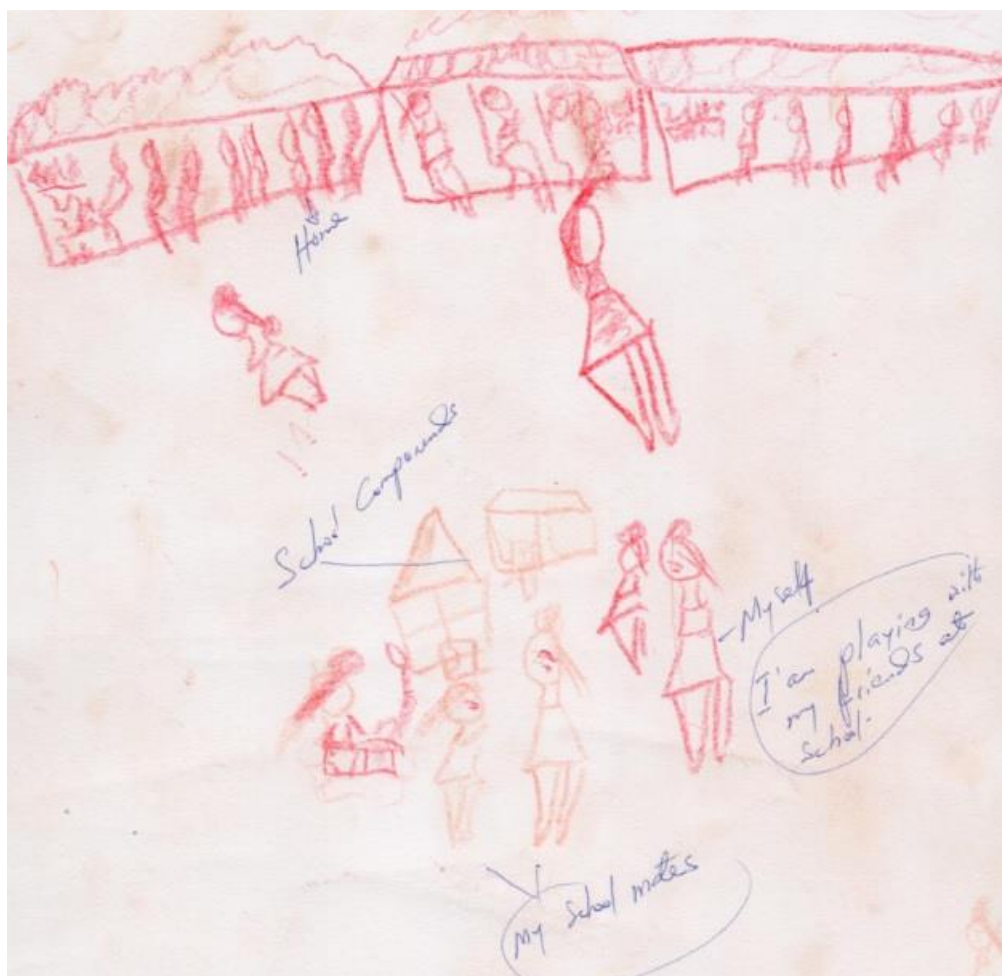
Friendship was depicted in the drawings with the most frequency. In Exercise 1, there were two images used the most which represent friendship. One of the images shows two people with their arms around each other, this was circled 34 times (see above). This image appears to show a close relationship of support and nurture and happiness. Many of the children also labelled it as being with a friend. The other image where there are three people and one person is on the shoulders of the other appears to show more of the playful, fun side of friendship, 28 children circled this one. A number of children also circled both, possibly highlight the enjoyment of different aspects have having friends at school.

There were very few who presented themselves as being alone or suggested isolation. In Exercise 1 there were only 3 children who circled characters on their own for inside class. One girl in the Akobo Girls school who choose a character for inside who is sitting alone with arms folded who looks sad, however she also circles a smiling character, so she may be saying that she has different emotions in school. There were 2 boys from Akobo boys school chose characters on their own, but they were also very positive images.

In the drawings in Exercise 2 there were 22 drawings where the children drew themselves on their own without friends. In Exercise 3, 11 of the children drew themselves on their own, but the pictures appeared to be less about isolation and more about explaining affects and impact of Ebola (two of the children were sick).

The depiction of friendship also spanned across the age groups highlighting its significance for children throughout their schooling.

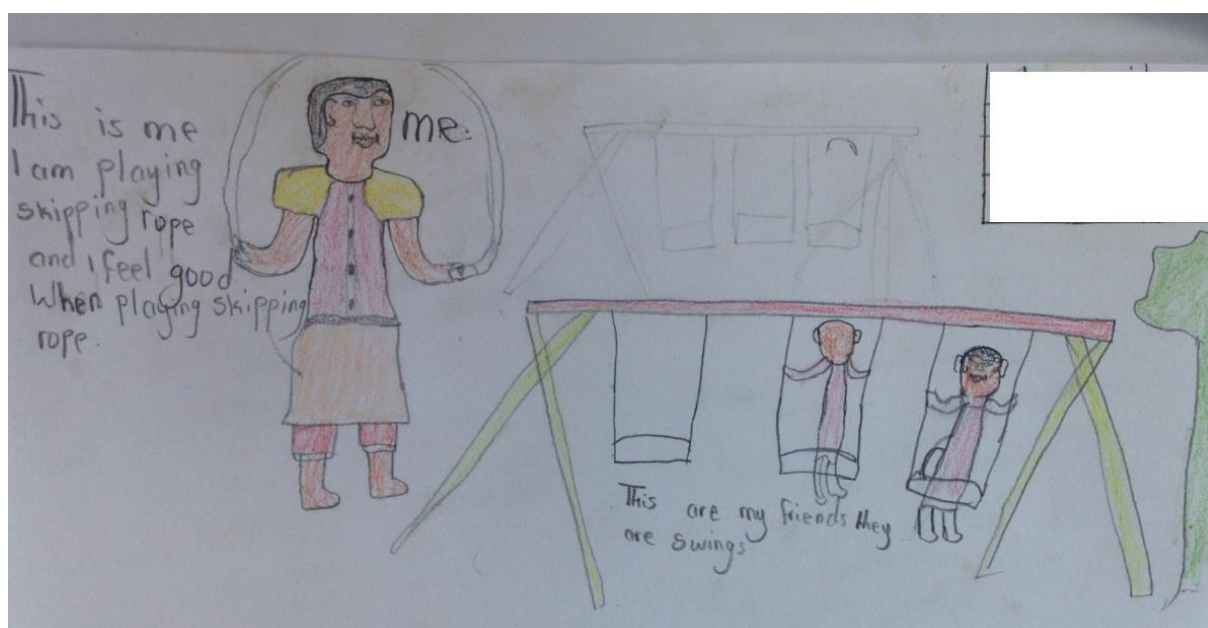
Figure 19. Example: young girl drawing herself with friends



In the above picture a young girl (aged 5) draws herself playing with her friends at school. She has drawn this in the middle of the picture which seems to give it importance as it is central. This child includes a lot of social aspects as she also draws her home with many people in the picture. She also draws everyone the same size and close together which could suggest that she feels confident being with them in a group as no one is larger than her.

This picture reflects what is seen in many of the other pictures across the projects where many friends are highlighted and a social scene is depicted.

Figure 20. Older girl playing with friends



In the above image the girl (aged 13) represents herself skipping with her friends on the swings. Although she is not in close proximity to them, it feels like she is connected. She takes the time to draw details on her face showing she is happy and that of her friend. In this case she may have drawn herself skipping as that is what she likes doing and wanted to include in the picture.

Many of the pictures like this one show the children being active with their friends. These are positive images and show the children being motivated. There was also a comparison in many of the images in Exercise 1 where the children showed being active with friends inside the project compared to being 'inactive' or 'lying' down outside. This suggests that the activities funded through ECHO projects are keeping children not only socially connected but also active and engaged.

Representing games and children playing

The second most frequently depicted topic was play. A high number, 81 images, showed children playing. There is a lot of crossover with friendship and play, but there were also some children that presented themselves playing on their own or some children included friends but they were not playing. Many of the images appeared to show the emotions of **happiness, excitement, joy, cheerfulness and pride.**

It is interesting to compare the images of playing and games associated with the school environment with opposing images from outside the school. In the blob tree exercise children were also asked to circle a character representing how they felt outside the school. A number of children chose a character for outside the setting which presented negative emotion i.e. 5 children chose a character which was lying on the floor, looking bored or angry. This is a stark contrast to the two that were chosen in the setting. 12 children chose characters which are sitting alone with arms folded, one looks sad the other angry. Again this is a contrast to the more positive images of play. The most extreme feedback was from two children who chose a character who has their back to everyone. This character is alone and disconnected. That highlights quite dramatically a difference in the child's feelings about being in the educational setting and outside.

It is important for children to play to develop their brains and all the skills necessary to grow into a healthy adult. It is a way to practice out reality and test social skills. It is also a way to regulate tough emotions and self sooth. Sitting on a swing can help an anxious child soothe themselves through the sensory aspect and motion of swinging. It is very beneficial when working with children who struggle to regulate emotions that

they have access to sensory stimulus such as swings or sand pit. Through playing with each other, children can also help to understand and process what is going on inside their head. Often children from war zones will play fight or play doctors and nurses as a way to understand what they have experienced and the strong emotions they have witnessed or felt. For these children play is even more important, especially if they have not had a chance to play because of the situations they were living in. Many of the drawings incorporated football. The game of football can also be very beneficial for the healing process for the child. (Smith, 2012) It is where rules and boundaries are testing. It can also test a relationship between two people or even heal a relationship.

Table 23. Numbers of images showing children playing

Exercise	Frequency per Project	Total Frequency
Exercise 1	Fortunata	2 (4)
	Hekima	2 (4)
	PEPPS	12 (18)
	Akobo Girls	0 (18)
	Akobo Boys	1 (12)
	UNICEF	25(30)
Exercise 2	Fortunata	8 (14)
	Hekima	5 (14)
	PEPPS	16 (18)
	Akobo Boys	1 (11)
	UNICEF	8 (30)
Exercise 3	UNICEF	1 (30)
TOTAL		81

Note 1: The children in the Tanzania projects completed Exercise 1 in groups. These have been counted as one drawing

In Exercise 1 there were two main images chosen which depict play. In one image there is a character smiling swinging on a rope. The second image shows three friends together and one character is on the shoulders of another. This image depicts both friendship and play. There may have been other images which the children meant as playful, but without being with the child it cannot be predicted. These two images present emotions of **happiness, excitement, joy, cheerfulness**.

In Exercise 2 many of the children labelled that they were playing. This mainly consisted of playing football, playing on the swings, playing skipping, playing on the tree or playing a board game. In a few pictures the playing was not obvious, but the child drew friends and said that they were playing together. The playing presented was a combination of with friends, with family or on their own. In all cases they seemed to be positive images, many drawing smiling face expressions on the characters. There were also comments such as 'I like playing football and when I play football I feel ok'. Another child wrote 'I like to play with my friends at school, because they make me happy'.

Figure 21. Boys playing football

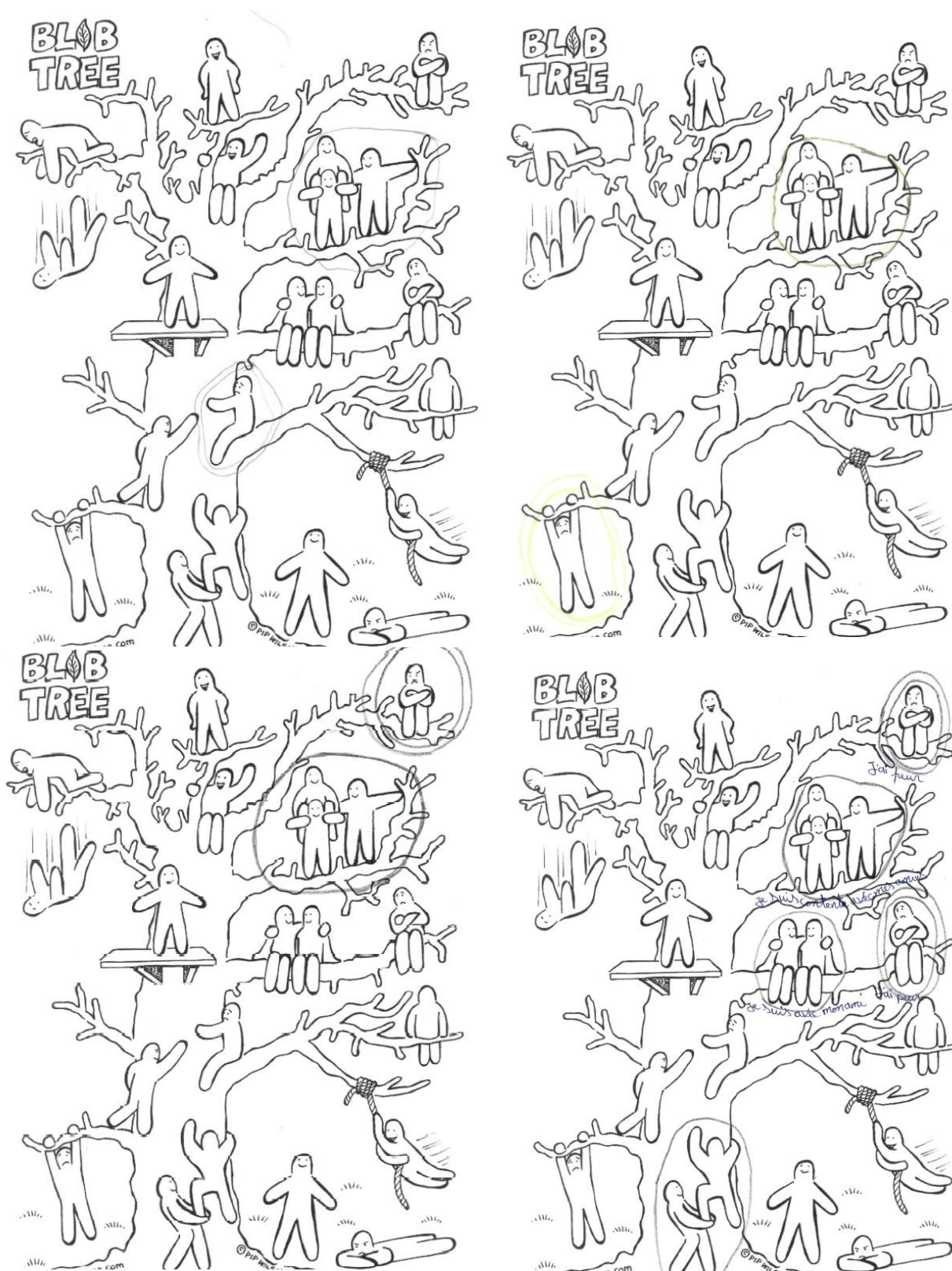


In the above image the boy shows himself playing football with his friends. It is an image of him scoring a goal. He labels himself saying 'I like playing football during my leisure time because it makes me physically fit.' The image is colourful and bright, it appears confident as he is in the centre and large. He has spent a lot of time on the detail and appears proud of his drawing. Scoring a goal is also something to feel proud and good about yourself.

Images showing that children feel safe

The theme of security and feeling safe was highlighted on a number of occasions. In the Blob Tree exercise it was clear in a number of images. Twenty three children chose characters expressing sadness but also fear or insecurity to express the feeling of being outside school while they chose positive images associated with the education setting. In some of the blob tree images this was even accompanied with words such as 'I am afraid' outside school (see examples below).

Figure 22. Blob tree exercise: negative images associated with fear, insecurity



Legend: two circles = outside school, text on right hand bottom image: text associated with two circles: *I'm afraid* stated twice. The text associated with the image inside school says: *I'm happy with my friends* and *I'm with friends*.

The Guinea project was the only one where children also completed the third exercise comparing how they felt before they enrolled in the project and during the project. In the 'before' images they frequently showed how Ebola had affected their lives. They used words such as **scared, fearful** and the images used were linked to emotions such as **insecure, unsafe, frightened, anxiety** and **lack of control**.

Children who are displaced, who are refugees or have experienced trauma are likely to feel unsettled. Children's brains do not have as advanced regulation methods as adult brains, so they need to feel secure and safe to be able to cope with difficult feelings. This sense of security is even more vital for these children. It may be that outside of the setting they are living in environments where they are not being contained. This may be due to the trauma parents have experienced which affects their ability to contain their children, a loss of a parent or just fear. If a child does not feel contained and has the ability to regulate their emotions, their brains will produce higher level of stress hormones and this may result in a lasting impact on the way they regulate going into adult life. If the school can become a safe haven for these children, that that will be of great benefit.

The table below shows the number of drawings that illustrated images of fear or insecurity. It has been noted inside the project and outside as it is relevant when the children are marking that they feel safe on the outside, but have positive images for inside.

Table 24. Number of drawings that showed images of insecurity or fear

Exercise	Frequency Inside Project	Frequency Outside project	Total Frequency
Exercise 1	Fortunata 0 (4)	0 (4)	Inside: 8 Outside: 15
	Hekima 1 (4)	0 (18)	
	PEPPS 2 (18)	2 (12)	
	Akobo Girls 4 (18)	13 (30)	
	Akobo Boys 1 (12)		
	UNICEF 0 (30)		
	Exercise 2	Fortunata 0 (14)	0 (4)
Hekima 0 (14)		0 (18)	
PEPPS 0 (18)		0 (12)	
Akobo Girls 0 (18)		2 (30)	
Akobo Boys 0 (12)			
UNICEF 0 (30)			

Exercise	Frequency Inside Project	Frequency Outside project	Total Frequency
Exercise 3	UNICEF 0 (30)	28 (30)	Inside: 0 Outside: 28
	TOTAL		Inside: 8 Outside: 45

Fear and feeling scared is the most challenging to identify without being there with the child when the child makes the drawing. Children living in situations where they are receiving humanitarian aid are bound to have some insecurity and feel scared, but maybe would not say it openly. Some of the drawings showed signs of insecurity and low self-esteem that can be linked to fear, but this is very subjective unless the person interpreting the drawings is present with the child while they are making the picture. Images showing fear (in particular outside the project) were present more frequently in the images from South Sudan project and Guinea project.

In Exercise 1 the Akobo Boys School in South Sudan included 2 images which had fearful connotations. One boy, circled the image of the character hugging the tree for outside project. The character looks as though it is stuck in the tree and he is scared or nervous. This is compared to the friends image he circled for inside. Another boy, circled the same tree hugging character for inside which suggests that he possible is scared or nervous inside the project.

This was even clearer with the images from the Guinea project in an Ebola affected area. In the exercise 3, 28 out of 30 children portrayed images of sickness, death and fear of Ebola. It is very obvious in these images that the children see the project as a place of safety where they can get clean water, medicine and assistance. Many of the images in this group show children whose temperature is being taken in the school or who are receiving other medical assistance.

Figure 23. Images showing feelings of insecurity and fear before the project was introduced and assistance and support within the project in an Ebola affected region in Guinea



Legend: The images in the top half show how children felt/ what they experienced before the project. The images in the bottom half show the project.

Image on the left (from left top): It is me. Ambulance. Dead from Ebola. / Mr Fafana (taking temperature)

Image on the right (from left top): Child crying. Ambulance. Dead from Ebola. It is me (taking the dead body). / It is me. Mr Yansane (taking temperature). In front of the class.

Images showing learning and education activities

Learning and Education was the third most frequently highlighted theme with 65 drawings showing learning or education context and activities (out of 117 images in exercise 2 and 3 as there were no 'educational' characters to choose from in exercise 1).

The exercises 2 and 3 were given to the children in the school setting and the children were asked to represent themselves in the project setting so it is not surprising that a lot of images showed the school, the teacher or children in the classroom.

Many children presented themselves playing at school and spending time with their friends as discussed above but also it is interesting to note that many children chose to present themselves learning in the classroom or walking to school, with emphasis on their uniform and school bags. The emotions connected to the drawings were **pride, respect, gratefulness, safety, dedication, motivation, happiness.**

Children in emergency situations will have often missed out on educational opportunities. Receiving an education is what they look forward to and treasure. Delays in education can have an impact on children and the opportunities in the future as well as developmental and health impacts (UNESCO, 2104). Attending school can provide more than just learning, it provides a space where they belong, they feel safe and can

be with their peers. This in turn can enable a child to rest and recover from the experiences they have been through.

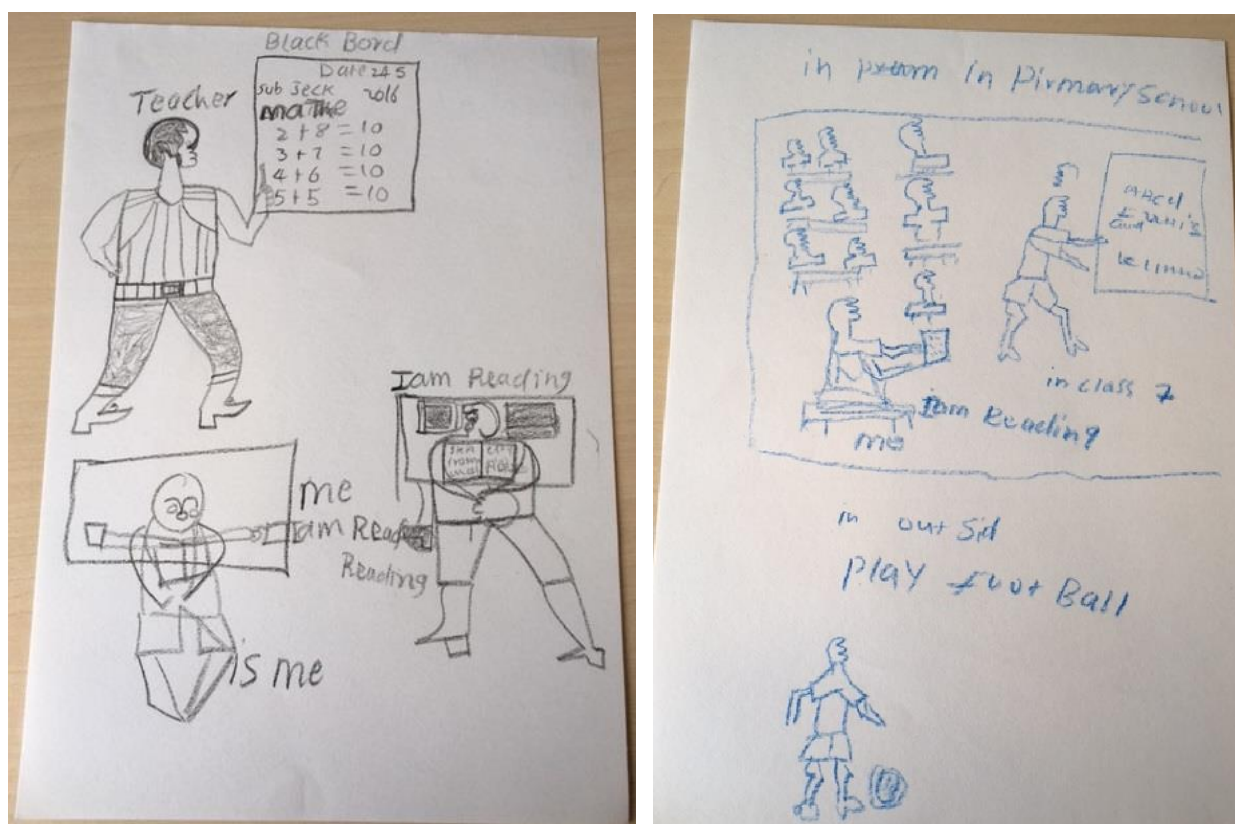
Table 25. Number of images showing the education setting

Exercise	Frequency per Project	Total Frequency
Exercise 2	Fortunata	9 (14)
	Hekima	2 (14)
	PEPPS	2 (18)
	Akobo Boys	10 (11)
	UNICEF	16 (30)
Exercise 3	UNICEF	10 (30)
TOTAL		49

Note 1: Exercise 1 has been excluded as there was not image which specifically related to learning.

In Exercise 2 the counts refer to images that depict children in the classroom, images where children drew the teacher, included the school and walking to school wearing their uniform and/or carrying a school bag. Sixteen children chose to draw themselves in the classroom learning. Many of the images projected confidence and a sense of pride in being in the school.

Figure 24. Images showing positive feelings in school

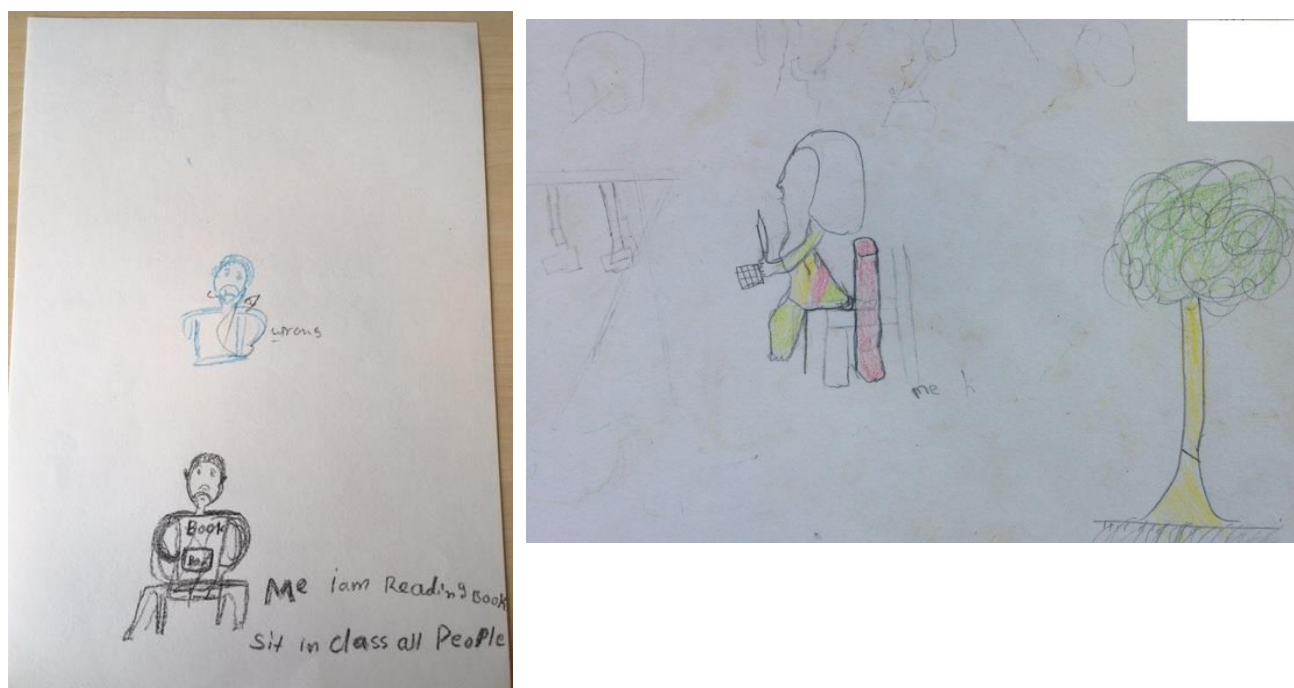


In the above left image the boy uses the whole image to present himself learning. It appears he is dedicated and focussed as he only draws himself. He includes the teacher who is the largest and has a lot of detail. He seems to respect him. In the right image

the boy shows himself in a classroom reading and then outside the classroom playing. The teacher is also rather prominent. This is mirrored in a lot of images where detail is spent on the teacher and they are often the largest. For young children this is likely because the teacher will seem very large compared to them, but it can also mean a sign of respect and importance.

While most images showed positive associations with the school there were three children who presented images which appeared to have obvious negative feelings (see below).

Figure 25. Images showing negative feelings in school



The left image has elements of negativity. It is interesting that the boy attempted to start the picture in the centre, which is quite bold, but he crosses it out and writes 'wrong'. This could show a lack of self-esteem. He then draws himself in the bottom of the page reading a book. His face expression is quite clear and shows that he is not happy. He doesn't draw any other people, but says there is some. It is possible he does not feel comfortable representing anyone else or he feels isolated. He has also changed colours, moving from blue to black. This may have had some significance making it a more negative picture.

The child drawing the left image did not complete the exercise which suggests that she did not want to participate. The face is also not filled in which suggests that she doesn't want people to know what she is feeling or doesn't want to share. Children often do this because they feel intimidated by adults they are working with. Trees are often significant because they can represent how a child feels in life. This girl has completed the tree and paid attention to the roots which is a common details added by a child wanting to feel secure who perhaps isn't.

There were 12 children who drew themselves walking to school. The majority of these images gave a sense of being proud. The children chose to depict themselves walking through the community in their school uniform carrying their books or bags for school. The bags were quite large and prominent in the pictures presenting the feeling that the children felt it an important part of their identity. The images were generally positive and many were walking with their friends or family members.

Representing the family

Throughout the exercises there were 18 obvious depictions of family. The images appeared to include positive emotions such as **love, protection, nurture, play, companionship**. For the images connected to Ebola, there were sadder emotions displayed such as **sadness, fear**, they included illness and death of family members.

Of course every parent and family is important to a child and is needed when growing up. We see elements of family in the drawings. When people go through a level of trauma it can affect relationships in a family, especially if there has been loss of a loved one. Parents may lose capacity to contain and support their child. If the project space is proving to be a place where the children feel secure, it may be beneficial to invite family members to the project to do some joint play or art with the children. This may help to heal any broken attachments or emotional difficulties in families.

In a number of images children associated their families with the educational context: showing in the same image parents or siblings and the teacher or showing a father bringing the child to the school or mother preparing the child to go to school. This connection between families and the school is also important for child's development and learning. When parents attach importance to the school, the children are more likely to be motivated and engaged in their education. In the Tanzanian pre-school education project families were particularly present in images received. It was confirmed by the project staff that parents do take part in the pre-school education activities.

Table 26. Number of images showing family

Exercise	Frequency per Project	Total Frequency
Exercise 1	Fortunata	1(4) 2
	Hekima	0 (4)
	PEPPS	0 (18)
	Akobo Girls	0 (18)
	Akobo Boys	1 (12)
	UNICEF	0 (30)
Exercise 2	Fortunata	2 (14) 14
	Hekima	10 (14)
	PEPPS	0 (18)
	Akobo Boys	0 (11)
	UNICEF	2 (30)
Exercise 3	UNICEF	2 (30) 2
TOTAL		18

Note 1: For Exercise 1 the results were collected for how the children felt outside the project.

In Exercise 1 many children chose the character for friendship. This could have meant family relationships, but these mentions were not counted in the above table. Only those images where children specified in writing that they showed their family were counted here. One of the groups in Fortunata school labelled their image as 'me and my family'. This image showed three characters with one on the shoulders of the other. It has connotations of fun, support and playfulness. One of the Akobo boys also chose an image of a character helping another character up a tree. He wrote 'Supporting my brother'.

In Exercise 2 many of the Hekima school children chose to draw a scene with their family and did not include the school. They labelled all their family members. One of the images shows a girl together with her family together and says 'I was talking to my mum about school'. Many of the other drawings in Hekima school were similar drawing many family members. This group of children are at a very young age so it is natural that family is foremost in their mind as they would only have recently been going to school and can be assumed not to be spending as many hours there. A couple of children showed themselves walking to school with their father, which is possibly a significant part of the day. Other children also showed themselves playing with their brother inside school. In the drawings from Guinea there were two girls who showed an image with their mother one saying that they were getting ready (presumably ready for school).

Presenting other specific activities

The water tank, washing hands and receiving medical care in Ebola affected region in Guinea

Majority of images received from Guinea showed in one way or another some of these activities:

- Water tank signifying access to clean water;
- Washing hands (together with the water tank) presenting the importance the school attaches to every day hygiene as a way of prevention; and
- Receiving treatment and care – in particular many children depict themselves with their temperature being taken.

It is obvious in these images that there has been a crisis in this area and the school has been instrumental in offering clean water and medicine to the children. When there is an emergency medical situation, schools can be a vital resource in keeping children safe. Not only can the distribute medicine and monitor children they can also educate children and their families in how to keep safe and healthy.

Active Learning

The emotions linked to learning are included earlier in this report. It is noted that 16 children chose to show learning as part of their image. The images included, reading, writing, learning off the board and all showed the child participating. For many children it would be natural to find talking about learning and would be more prone to draw attention to the activities they find exciting like football and playing. These children highlight the importance of the teaching and resources in the project settings. Some children specifically gave the following comments:

- I am asking a question to the teacher;
- I am listening to the teacher.

Educational tools

Thirteen children paid specific attention to objects related to education and decided to label them. The fact that they decided to label them indicates that these objects are of particular importance to them. This was notably the case for the blackboard, books or school bags.

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Annex 11 Projective drawings – guidance to educators

Context

European Commission, DG ECHO commissioned ICF International to carry out an evaluation of the child protection and education activities it funded in the period 2008-2015.

The aim of the evaluation is to provide DG ECHO with an independent assessment of the relevance, coherence, effectiveness, sustainability and added value of ECHO's actions in the areas of Child Protection and Education in Emergencies. The evaluation is based on a combination of data from various sources including: comprehensive review of final reports of projects funded, phone, skype or face to face interviews with DG ECHO partner organisations, child-focused relief organisations, other donors, international organisations and national authorities, and local stakeholders in selected countries.

We would also like to get feedback directly from the operations funded and in particular from the main target group of these actions: the children and young people themselves. This is the objective of the projective drawings described in this guidance note.

Some background on the methodology of projective drawings:

- The guidance was developed in close cooperation with Debbie Beadle who is head of youth development programmes at ECPAT (an NGO working with children and young people who are victims of child trafficking and exploitation). Debbie is using projective drawings as one approach to therapy for nearly a decade. She will be interpreting the drawings together with ICF.
- Visual techniques are very common in participatory research and evaluation. Children – including those that are illiterate or at a young age – can use these techniques to describe their environments, life situations, experiences and feelings. Drawing, is a natural mode of expression for children.

In this evaluation, the projective drawings will provide one form of insights into the extent to which ECHO-funded actions in the field of education and child protection provided a safer environment for children and access to quality education. The subjects that children will decide to portray in their drawings will be analysed to identify:

- What range of emotions and feelings children associate with the education/learning setting that the project funded and the extent to which these emotions/feelings are positive or negative;
- What range of activities children associate with the funded setting and again the extent to which these are positive or negative;
- What types of relationships do children decide to portray among themselves but also with the educators/ teachers receiving funding and the extent to which these are positive or negative; and
- How children articulate the change(s) that the project-funded activities brought to them.

General introduction

Thank you very much for agreeing to take part in this evaluation. Your help is very important to collect evidence about the results of the activities in the field of education and child protection funded by the European Commission.

This guidance will help you gather feedback from children about their experience of the education or protection project funded. It is important that children are consulted about

their experience and their voices heard when planning future activities. The drawings resulting from these exercises can also serve you as feedback for your own work and the activities you do with the children. Do not hesitate to engage in a discussion with them about their drawings as this can provide very valuable insights.

What do you need to do?

1. Select the school or group of children/ young people with which you will carry out the exercise.
2. It is important that this is a group which received funding from DG ECHO. Otherwise it can be any age group and the group can be of any size. The number of children/ young people is not significant as the drawings will be analysed qualitatively.
3. Select the exercises that you will carry out with the group.
4. This pack presents three exercises – you can choose to do one, two or all three depending on what you judge as appropriate considering your knowledge of the group. We would appreciate if you did at least two. Note that one (blob tree) is a very simple and short exercise.
5. Use the materials provided by ICF to carry out the exercise. However, if you have other facilities and wish to use them, please feel free to do so.
6. Return the drawings to ICF. You can either:
 - a) Ship the drawings to ICF using a courier service (as per ICF instructions in a targeted email). This will be paid for by ICF; or
 - b) Take photos of the drawings and send them to ICF by email (send it to Nikolova, Nataliya Nataliya.Nikolova@icfi.com).
 - c) You do not need to return the rest of the material provided.
7. When returning the drawings, please indicate:
 - a) The location in which the exercise was carried out (country and name of the location);
 - b) The type of school or education group: for example school in a refugee camp, child-friendly setting, etc.
 - c) The date when the exercise was done;
 - d) If you wish please provide ICF with any feedback you have. This can be done via email, on the phone (we can call you) or any other way.

The exercises

This pack contains three simple creative exercises for teachers or education leaders to conduct with their group.

Guidelines for educators/ staff when conducting the exercises:

Informing the children about the objectives of the exercise: It is important that the children are aware that the exercise they are doing contributes to a study/ research project. However telling them up front how the exercise will be used could influence what they draw. Therefore we propose that you:

Introduce the exercise by telling them something like: today we will do something a little different than usually. After the exercises I will explain you their purpose.

Close the exercises by explaining: The drawings you have made provide very valuable information on how you feel about the activities we have been doing together. The drawings will be used by a team of researchers to understand the results of our work. Please note that the drawings could be reproduced in a research report. Therefore if you do not wish this to happen let me know and I will tell the researchers which drawings must not be reproduced.

Support for children: The activities may bring up some emotions within the children. The activities should be conducted, either before a break time or with a game or light exercise afterwards so the children have time to debrief after the activity. It is important to also highlight to the children that they can talk to their teacher or another trusted adult if they wish to after the exercise.

How to complete exercise: There is no right or wrong answer in these exercises so children should be given the clear instructions and then left to complete the exercises as they wish. Teachers/educators must not interfere with the answers that the children present. Children may complete the exercise slightly differently and that is alright. The educators/ teachers should not try to guide the children in their instructions. The instructions should be clear, simple and neutral.

Timing: Children may complete activities at different speeds. This will also vary with different groups of children. It will be at the discretion of the educator/teacher to decide how long the children are given to conduct the exercise, however children should be allowed enough time to carefully think about their answers.

How the drawings will be interpreted for the evaluation

The group of evaluators will review the drawings according to the type of exercise. The range of emotions, types of activities, changes captured will be systematically noted for each drawing. The most frequently mentioned ones and the most extreme (positive and/or negative) cases will be reported. The interpretation will be led by Debbie Beadle who is an experienced therapist working with children and young people with traumatic experiences and a qualified play therapist.

The interpretation will be done carefully to avoid over-interpreting what is represented in the image. The interpretation will be done in a group. The evaluators will question whether other interpretations are possible before agreeing on the interpretation.

If you wish to take part in the interpretation of drawings from your group please let us know.

The blob-tree exercise children will express children's feelings inside and outside the group/class/ school etc. The evaluators will be able to gather the common feelings children are experiencing inside the group/class by noting whether they use a negative or positive 'Blob Character'. This will be the same for outside the class. For those children who write any words with the images the evaluators we will be able to further understand the feeling behind the 'Blob Character' chosen.

The exercises two and three provide a wider, more qualitative feedback. Children will be drawing pictures about themselves in an activity or of a change they perceived. The evaluators will analyse:

- **The themes pictured:** Common themes may emerge from the drawings, which can provide feedback of common feelings of the children receiving services.
- **The colours used:** The use of colour in children's art can represent their inner world.
- **How much the child includes in the picture:** Is it a 'busy' picture or do they include very little? Does the child include the teacher/other children? The people or objects the child represents in the drawing can highlight who they see is important in their life and how they feel about that person.
- **Where the child is in the picture:** Are they sitting by themselves? Are they small and teacher is very big? Are they in the middle?)The way the child represents him or herself can provide and insight into their self-esteem and how they feel about themselves in the project.

- **What the child is doing in the picture:** Are they sitting in the corner? Are they participating in an activity? Are they reading? This can show how engaged the child is in the project.
- **The emotion of the child:** How children represent themselves highlights how they feel about themselves and they feel in the project.
- **The interaction with others in the picture:** Is the child alone? Is it interacting with others? The representation of other people or objects in the picture can represent how the child feels about others in the project.
- **What the child writes:** If the child adds a sentence or a narrative, what does this add to the picture? The description may give further insight into the meaning and symbolism the child.

Material provided:

Along with this guidance document, you have received:

- Printed copies of the blob tree (exercise number 1)
- Blank pages of drawing paper
- Crayons of different colours.

Exercise 1 – Blob tree

Objective: To Understand how children feel when in group / class and outside of the group / class.

Workshop format	Each child should work individually
Time	Approx. 20 mins
Materials	Pen, pencil or crayon, Worksheet Blob Tree

You need to adjust the proposed sentences to your own context to make sure that the wording reflects the activities you have been doing with the children.

Instructions

Introduce the exercise to the children. The children should look at the sheet with the blob tree and decide which 'Blob Character' characterises them when they are inside the group or class and which one characterises them when they are outside the group/class.

Give out the Blob Tree Worksheet. Ask the children to write their age, gender and country and location on the back (e.g. Female, Age 10, Country X, town Y).

For the 'Blob Character' **in** group/class they must **circle** the character once.

For the 'Blob Character' **outside** group/class they must **circle twice** (Please see example 1A).

Note: it is important to respect this guidance as otherwise the evaluators will not be able to interpret the drawing. Please verify that children did this correctly when collecting the images. Verify that each image contains a blob person with one circle and another one with two circles.

The child can also write a short sentence or words to go with their choice. This is their choice (Please see example below).

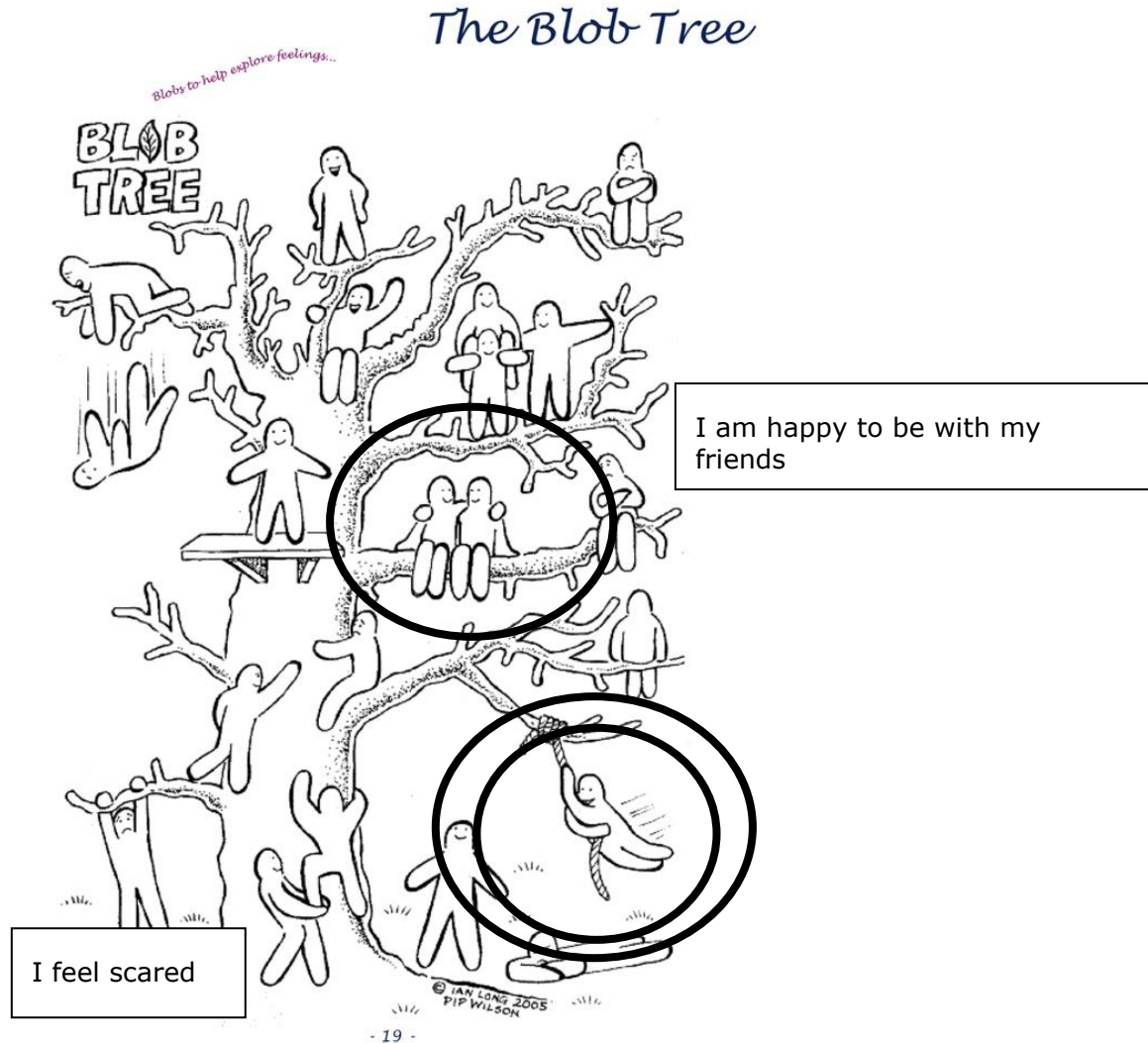
Before you send the drawings to the team of evaluators please complete the attached 'basic information sheet'.

Send the drawings according to the following instructions:

Either: take photos of the drawings and send them to ICF via email (Nikolova, Nataliya Nataliya.Nikolova@icfi.com). In case children used two sides of the paper please photograph both sides.

Or: send them via courier to ICF. Please contact ICF via email (Nikolova, Nataliya
Nataliya.Nikolova@icfi.com) so that detailed instructions for returning the drawings this
way can be provided. The cost will be fully covered by ICF.

Example



Exercise 2 – Representation of an activity

Objective: To understand how children feel when they are the group / class.

Workshop format	Each child should work individually
Time	Approx. 30-40 mins
Materials	Paper, coloured pens, pencils, crayons or paint

Instructions

Introduce the exercise to the children. Explain that they must draw themselves in the group/class **doing something**.

Ask the children to write their age, gender and country and location on the back. (e.g. Female, Age 10, Country X, town Y).

The child can decide who is included in their picture, they may want to include their teacher or other children in the class, but they must include themselves. Each person in their picture must be doing an activity, e.g. reading, talking, listening, sitting, sleeping, playing, being angry, etc.

They should label the significant persons included in the picture (e.g. myself, teacher, my mother, my friend, etc.)

Note: it is important that at minimum they label himself/herself. Please verify that they did so when collecting the drawings.

You can encourage the children to write a short sentence about the image. E.g. 'I am doing this.....because...' or 'I feel like.....'.

Before you send the drawings to the team of evaluators please add at the back of the drawings also the name of the project receiving ECHO funding.

Send the drawings according to the following instructions:

Either: take photos of the drawings and send them to ICF via email (Nikolova, Nataliya Nataliya.Nikolova@icfi.com). In case children used two sides of the paper, please photograph both sides.

Or: send them via courier to ICF. Please contact ICF via email (Nikolova, Nataliya Nataliya.Nikolova@icfi.com) so that detailed instructions for returning the drawings this way can be provided. The cost will be fully covered by ICF.

Exercise 3 – Representation of before and after the intervention

Objective: To understand how children feel when they are in the group/ class compared to when they were not receiving support.

Comment: This exercise is more suitable for groups where children can clearly identify a 'before' and 'after' moment. Before they joined the school/ group. However it is important that they refer to a 'before' moment in which the emergency situation already existed. They should not be referring to a moment before the emergency itself.

Workshop format	Each child should work individually
Time	Approx. 30-40 mins
Materials	Paper, coloured pens, pencils, crayons or paint

Instructions

Introduce the exercise to the children. Ask them to draw a line down the centre of the page. One side representing before the child joined project, the other representing after they joined project. You can ask them to think about the month that preceded them joining the project (school). This should avoid that they reflect on a past moment, which is situated before the emergency.

Ask the children to write their age, gender and country and location on the back (e.g. Female, Age 10, Country X, town Y).

They should label the significant persons included in the picture (e.g. myself, teacher, my mother, my friend, etc.).

Note: it is important that at minimum they label himself/herself. Please verify that they did so when collecting the drawings.

You can encourage the children to write a short sentence about the image. This can be anything they wish.

Before you send the drawings to the team of evaluators please add at the back of the drawings also the name of the project receiving ECHO funding.

Send the drawings according to the following instructions:

Either: take photos of the drawings and send them to ICF via email (Nikolova, Nataliya Nataliya.Nikolova@icfi.com). In case children used two sides of the paper, please photograph both sides.

Or: send them via courier to ICF. Please contact ICF via email (Nikolova, Nataliya Nataliya.Nikolova@icfi.com) so that detailed instructions for returning the drawings this way can be provided. The cost will be fully covered by ICF.

Basic data fiche

Please send this fiche together with the drawings

Name of the project which funds the activities in which the exercises were done

Country and location

Number of children with which the exercises were done

Type of education activity: e.g. school in a refugee camp, child-friendly setting, etc.

Please share with us any feedback or provide any information that you think is necessary when interpreting the drawings.

Annex 12 Dissemination proposal

This section sets out a proposal for the dissemination of the results of this evaluation. The products resulting from the Final version of this Report will be:

- A full evaluation report with annexes; and
- An executive summary (in English, French, Spanish and Arabic) outlining the main conclusions and recommendations.

It is proposed that ECHO disseminates or makes available these products to the following stakeholders:

- ECHO staff:
 - ECHO management staff based at ECHO HQ in Brussels;
 - ECHO policy officers of relevant sectors (education, protection, gender); and
 - DEVCO and NEAR officials ECHO desk officers ECHO Field officers.
- ECHO partners:
 - Key child-focused relief organisations;
 - Other NGOs; and
 - UN agencies.
- Global standard setting organisations (including UNICEF, United Nations High Commissioner for Refugees (UNHCR), Inter-Agency Network for Education in Emergencies (INEE), Global Partnership for Education (GPE), Global Coalition to Protect Education from Attack (GCPEA));
- Other humanitarian and development agencies (e.g. OCHA, UNDP, etc.);
- Other main donors active in the field of child protection and education in emergencies (e.g., DFID, USAID, CIDA, Danida, and others); and
- National stakeholders.
- Additionally, the evaluation report can be disseminated to wider audiences (such as the European parliament and European citizens) via DG ECHO's website.

Table 27 below sets out a proposal for this dissemination.

Table 27. Proposed dissemination plan

Audience	Dissemination actions	Content of action	Link to the evaluation and recommendations conclusions	Expected outcomes
Purpose of the dissemination: Informing and improving ECHO's intervention in sectors of child protection and education in emergencies				
ECHO management staff at HQ	<p>Circulation of the executive summary by ECHO evaluation unit</p> <p>Presentation of the results by ECHO evaluation unit and subsequent discussion</p>	<p>The executive summary should be circulated to key decision makers within ECHO</p> <p>Following this, ECHO should hold a meeting with these to discuss:</p> <ul style="list-style-type: none"> • The implications of the evaluation recommendations for ECHO's strategy and approach • The draft follow-up action plan: • Recommendations which can and cannot be accepted • Plan for the concrete actions to implement recommendations and target dates • Timing of progress update to management 	<p>Reflecting on the evaluation conclusions and recommendations on:</p> <ul style="list-style-type: none"> • Development of a comprehensive EiE and CPiE policy and strategy • clarifying the programming of funding for CP/ EiE • Making the duration of ECHO's support to CPiE and EiE fit for purpose and context • Improving knowledge management and thematic capacity at HQ and if field network • Exercise greater influence in these areas via engagement in global and country level forums and clusters • Engage with other EU actors (DEVCO, NEAR, EEAS), in contexts where this is relevant. 	<p>Management buy-in and support for the implementation of relevant recommendations</p> <p>DG-wide learning on good practices and areas for improvement</p>

Audience	Dissemination actions	Content of action	Link to the evaluation and recommendations conclusions	Expected outcomes
ECHO HQ desk officers	<p>Internal circulation of the final report and executive summary</p> <p>Discussion at ECHO-internal departmental meeting</p>	<p>Discussion topics for meeting.</p> <ul style="list-style-type: none"> • Main findings and results of the interventions • Recommendations – as accepted in the follow up action plan • Possible implications for policy, practice and funding distribution 	<p>Reflecting on the evaluation conclusions and recommendations on:</p> <ul style="list-style-type: none"> • Development of a comprehensive EiE and CPiE policy and strategy • Improving knowledge management and thematic capacity at HQ and if field network 	<p>Implementing staff buy-in and support for the implementation of relevant recommendations</p>
DG ECHO Field staff	<p>Circulation of the final report and executive summary</p> <p>Discussion at ECHO-internal departmental meeting</p>	<p>Discussion topics for meeting.</p> <ul style="list-style-type: none"> • Main findings and results of the interventions • Recommendations – as accepted in the follow up action plan • Implications for the future implementation of the programme 	<ul style="list-style-type: none"> • Improve knowledge of global standards • Engage actively in global and local clusters • Providing relevant and timely thematic support to field network and partners • Improving ECHO's EiE and CPiE needs assessment at country and global levels • Work on synergies between ECHO's interventions and those of other EU actors (DEVCO, NEAR, EEAS), in contexts where this is relevant 	<p>Awareness of the evaluation findings, and their implications for policy and practice</p> <p>Implementing staff buy-in and support for the implementation of relevant recommendations</p>

Audience	Dissemination actions	Content of action	Link to the evaluation and recommendations conclusions	Expected outcomes
<ul style="list-style-type: none"> Exercise greater influence in these areas via engagement in global and country level forums and clusters 				
<p>Purpose of the dissemination: improving the evidence base for DEVCO programming in sectors of child protection and education in emergencies</p>				
ECHO partners	<p>Circulation (by ECHO) of the final report and executive summary to ECHO partners</p> <p>Discussion of the results amongst ECHO partners (e.g. at Regional Partners' meeting, meetings)</p>	<p>Possible topics for discussion</p> <ul style="list-style-type: none"> Conclusions and recommendations Strengths and weaknesses of current practices Practices to be continued/further developed Options to address current weakness Potential implications for countries 	<ul style="list-style-type: none"> Improve EiE and CPiE needs assessment at action level Engage with other EU actors (DEVCO, NEAR, EEAS), in countries where this is relevant. Engage with development actors, other humanitarian actors in the field of CP/ EiE, as well as with host governments to improve sustainability of support 	<p>Stakeholder acceptance of the evaluation results, and support to the implications for future resource allocation, policy development and implementation</p> <p>Lessons learned are taken on board</p>
National stakeholders	Circulation (by ECHO and ECHO partners) of the final report and executive summary to national stakeholders	<ul style="list-style-type: none"> National stakeholders could also be given the opportunity to discuss the Report at meetings with ECHO partners or with DEVCO 	<ul style="list-style-type: none"> Do more to integrate ECHO actions into national systems Work with DEVCO and other donors to respond more effectively to the needs of child protection and education 	Awareness of the evaluation findings, recommendations and their implications

Audience	Dissemination actions	Content of action	Link to the evaluation and recommendations conclusions	Expected outcomes
				Stakeholder acceptance of the evaluation results, and support to the implications for future resource allocation, policy development and implementation
DEVCO, EEAS and NEAR officials	<p>Circulation of the final report and executive summary</p> <p>Discussion amongst DEVCO desk officers and/or NEAR staff</p>	<p>Discussion topics for meeting.</p> <ul style="list-style-type: none"> • Main findings and results of the interventions • Recommendations and their relevance for DEVCO • Implications for DEVCO implementation of EDF and DEVCO future programming in CP and EiE • Any action required to adjust DEVCO actions ongoing in the sectors of child protection and education in emergencies 	<ul style="list-style-type: none"> • Engage with ECHO at needs assessment stage and allocation of funding stages to establish best division of labour on CP and EiE support to children in emergency and crisis contexts • Coordinate actions for the EU as a whole to exercise greater influence and add value at global level 	Stakeholder acceptance of the evaluation results, and support to the implications for future resource allocation, policy development and implementation

Audience	Dissemination actions	Content of action	Link to the evaluation and recommendations conclusions	Expected outcomes
Purpose of the dissemination: Sharing learning and good practices				
Donors and agencies	Circulation (by ECHO) of the final report and executive summary to main donors Possible discussion at multi-lateral donor meetings	Possible topics for discussion <ul style="list-style-type: none"> • Learning from the evaluation • Strengths and weaknesses of current practices • Practices to be continued/further developed • Options to address current weakness • Potential implications for donors 	<ul style="list-style-type: none"> • Engage ECHO in global discussion forums and at local level, e.g. via clusters • Better coordinate responses in CP and EiE in given crises 	Awareness of the evaluation results and identified lessons Donors have an understanding of the implications of lessons for their own work Donors are able to use the findings to improve their own work

Annex 14 Executive Summary in French

Plus de 230 millions d'enfants vivent dans des pays touchés par les conflits. Près de 10 millions de réfugiés ont moins de 18 ans, soit plus de la moitié de la population réfugiée dans le monde.²⁶³ En outre, chaque année, 175 millions d'enfants sont susceptibles d'être affectés par des catastrophes.²⁶⁴ Dans des situations d'urgence, les enfants sont soumis à des risques de violence, de devenir orphelins ou être séparés de leur famille, d'être recrutés par des groupes armés, ou bien de se marier prématurément, d'être victimes d'abus sexuels ou de la traite humaine, ou, comme cela est souvent le cas, à plusieurs de ces risques simultanément. De plus, les situations d'urgence perturbent généralement leur scolarisation. En 2016, on estime que quelques 37 millions d'enfants, vivant dans des pays touchés par des situations de crise, en âge d'être scolarisés à l'école primaire ou secondaire (niveau collège) ne le sont pas (bien que les raisons pour cela ne soient pas toujours directement liées à la crise ou situation d'urgence en question).²⁶⁵

En dépit de l'urgence et de l'ampleur des besoins, les secteurs d'intervention humanitaires portant sur la protection de l'enfance et l'éducation des enfants sont parmi les moins financés.²⁶⁶ Compte tenu de cette situation, Christos Stylianides, le commissaire chargé de l'aide humanitaire et de la gestion des crises s'est engagé, lors du Sommet d'Oslo sur l'éducation pour le développement en juillet 2015 (« Addressing the Unfinished Agenda – Delivering Quality Education for All » / « S'occuper du programme inachevé - Assurer une éducation de qualité pour tous »), a augmenté l'aide humanitaire de l'UE au secteur de l'éducation des enfants de 1 à 4% de son budget global (en cohérence avec l'objectif mondial).

Le Groupe de travail sur la protection des enfants ([Child Protection Working Group \(CPWG\)](#)) définit la protection des enfants, dans les situations d'urgences et de crises, comme un travail de prévention - et une réponse - à l'abus des enfants, leur négligence, exploitation et la violence à leur encontre.

[INEE's Minimum Standards for Education](#) - le document normatif principal dans le secteur humanitaire de l'éducation souligne que l'éducation est non seulement un droit mais contribue également au maintien de la protection physique, psychosociale et cognitive des enfants. La scolarisation des enfants contribue à leur sentiment de dignité. Par ailleurs, les écoles fournissent des espaces sûrs pour leur apprentissage et leur développement. Les projets d'éducation fournissent aux enfants un cadre pour leur développement et de l'espoir pour leur avenir, atténuant ainsi l'impact psychosocial des conflits et des catastrophes, et leur donnant un sentiment de stabilité. Les projets d'éducation apportent également aux enfants une protection contre l'exploitation et contre des situations à risques, telles que le mariage précoce forcé, le recrutement par des forces armées ou le crime organisé. Enfin, les projets d'éducation contribuent à prévenir des situations ou comportements nuisibles grâce à la diffusion d'informations sur

²⁶³ [UNICEF, Children and emergencies in 2014 Facts & Figures](#)

²⁶⁴ [Save the Children \(2015\) More and better: Global action to improve funding, support and collaboration for education in emergencies](#)

²⁶⁵ [ODI \(2015\) Education in emergencies and protracted crises Toward a strengthened response](#), and [UNICEF \(2016\) Humanitarian Action for Children; A World at School \(2016\) Scorecard on Education in Crises, March 2016](#)

²⁶⁶ [The Global Education Cluster and the Global Protection Cluster, Child Protection and Education in Emergencies](#)

l'existence de risques telles que les mines terrestres ou le VIH, et aussi sur l'importance de la résolution des conflits et la construction de la paix.

Tout ce ceci est repris par le *Global Education Cluster* et le *Global Protection Cluster*, dans leur document *Child Protection and Education in Emergencies*, («la protection de l'enfance et la problématique de l'éducation dans les situations d'urgence»), qui met en évidence la façon dont l'aide humanitaire aux secteurs de l'éducation et de la protection des enfants est intimement liée: la protection des enfants comprend la protection à une éducation de qualité. L'éducation peut et doit être protectrice par rapport au cadre et à la façon dont elle est dispensée. En dernier lieu, une éducation de qualité est essentielle à la protection physique, psychosociale et cognitive des enfants, qui peut à la fois maintenir et sauver leurs vies.

Les objectifs et la portée de cette évaluation

Le but de cette évaluation était de fournir une évaluation indépendante des actions de la DG ECHO, sur la période 2008-2015, en soutien à la protection des enfants et à leur éducation en situations d'urgence et de crises. La pertinence, efficacité, efficience, cohérence, durabilité et valeur ajoutée de ces actions ont été analysés. En tant que première évaluation réalisée sur l'action de la DG ECHO dans ces deux secteurs (protection des enfants et soutien à leur éducation dans des situations d'urgence et de crises), l'évaluation a eu pour objectif de tirer des enseignements issus des sept années de la période d'évaluation. L'évaluation avait également pour objectif de fournir des recommandations afin de soutenir les réflexions de la DG ECHO sur le cadre futur de ses actions dans ces deux domaines d'intervention.

L'intervention de la DG ECHO dans les domaines de la protection de l'enfance et de l'éducation dans les situations d'urgence et de crises

Le cadre stratégique

Au cours de la période traitée par l'évaluation (2008-2015), les documents stratégiques suivants ont guidé les interventions de l'UE, son aide au développement et son action humanitaire en soutien à la protection des enfants et à l'éducation dans les conflits et autres situations d'urgence.

- En 2007 « *Les lignes directrices pour la promotion et la protection des droits de l'enfant* », décrivant l'approche de l'UE en faveur de la promotion et de la protection des enfants contre toutes les formes de violence;
- En 2008, la publication *La place réservée aux enfants dans l'action extérieure de l'UE*, qui met en place un cadre pour l'intervention de l'UE en faveur de la protection et de la promotion des droits des enfants dans les pays tiers; et
- En 2008, le Document de travail de la Commission européenne sur *les enfants dans les situations de crise et d'urgence* qui fournit un cadre de politique générale pour l'action humanitaire de l'UE envers les enfants, et qui se concentre sur les enfants séparés de leur famille, les enfants non accompagnés, les enfants soldats et le soutien à l'éducation dans les situations d'urgence.

Les actions financées

Entre 2008 et 2015, ECHO a financé 241 actions en soutien à la protection de l'enfance et à l'éducation en situation d'urgences et de crises. Certaines actions ciblaient exclusivement la protection des enfants et/ ou leur éducation. D'autres actions ont incorporé des activités en soutien à la protection de l'enfance et/ou à leur éducation au sein d'une réponse humanitaire plus large (en soutien, par exemple, à l'assainissement et à la promotion de l'hygiène de l'eau (WASH), à la

santé, la nutrition, le renforcement de la résilience contre les risques humanitaires) ou des actions ciblant des groupes bénéficiaires plus larges que des enfants.

Au cours de la période d'évaluation, la DG ECHO a alloué 264,9 millions € de fonds aux deux secteurs - protection de l'enfance et soutien à leur éducation, soit une moyenne annuelle de 33,1 M €. La somme allouée par la DG ECHO à l'éducation dans des situations d'urgences et de crises représentait moins de 1% de son enveloppe humanitaire globale sur la période d'évaluation. En revanche, les montants octroyés aux deux secteurs combinés - à la protection des enfants et à leur éducation - ont sans cesse augmenté, passant de 2% de ses montants globaux en 2008, à plus de 4% en 2012, 2013 et 2014, avec une baisse en 2010 (0,87%).

Le total des 241 actions financées dans ces deux secteurs représente un total de 241,3 millions €. Sur ces 241 actions, 198 ont été financées au titre de décisions de financement ('*Humanitarian Implementation Plans*' (HIPs)) géographiques de la DG ECHO. Quelques actions ont été financées sous des décisions de financement thématiques²⁶⁷. Les 43 actions restantes ont été financées par la décision de financement thématique créée pour l'initiative « Enfants de la paix » ('*Children of Peace*' (CoP)). Ce *Humanitarian Implementation Plan* a été lancé en 2012 pour soutenir exclusivement les enfants dans des régions touchées par des crises et urgences humanitaires, en leur fournissant un soutien à l'éducation principalement. Le financement de l'UE CoP s'est élevé à 23,6 M € pour la période de 2012 à 2015 (dont 500.000 € en provenance du Luxembourg et 250.000 € de l'Autriche, fournis en 2014).

Les 241 actions entrant dans le cadre de l'évaluation ont été mises en œuvre dans environ 70 pays différents. Certaines des actions soutenues étaient transfrontalières ou multi-pays. Plus des trois-quarts de cette aide humanitaire a été alloué à des situations de conflits. Entre 2008-2015, les montants le plus élevés ont été alloués au conflit en République démocratique du Congo (19% du financement global), au conflit en Syrie (18%), aux situations d'urgence complexes au Soudan (9%) et au conflit affectant les Territoires palestiniens occupés (6%). 48 partenaires ont mis en œuvre ces 241 actions. Save the Children et UNICEF étaient les plus représentés. Les autres partenaires comprennent Terre des Hommes, le Danish Refugee Council (DRC), Norwegian Refugee Council (NRC), Plan International, International Rescue Committee (IRC), le HCR, et Concern Worldwide.

Une analyse détaillée d'un échantillon de 81 actions a permis d'identifier les activités les plus couramment financées dans les deux secteurs humanitaires de la protection des enfants et de leur éducation. Celles-ci sont notamment:

- (1) des activités de soutien à l'éducation formelle, soit l'accès à l'éducation, la scolarisation, la construction d'écoles et d'organismes de protection de l'enfance, le renforcement de leurs capacités (y compris de leur personnel). Ces activités ont été financées principalement sous les décisions de financement « Enfants de la Paix » (EU COP));
- (2) Les activités psychosociales dans les milieux éducatifs et / ou non-éducatifs (activités financées sous les décisions de financement « Enfants de la Paix » (EU COP) et les décisions de financement géographiques);
- (3) Une série d'activités de sensibilisation à l'importance de la protection des enfants et/ou leur éducation en situation d'urgence, ciblant le gouvernement et les autorités compétentes (activités financées sous les

²⁶⁷ I.e. DIPECHO (DIP), Emergency Toolbox (DRF), Food Aid (FA), Grant Facility for improving the quality and effectiveness of humanitarian aid responses delivered by non-governmental humanitarian organisations (GF).

décisions de financement « Enfants de la Paix » (EU COP) et autres décisions).

L'évaluation a permis de relever que la plupart des actions financées par la DG ECHO en soutien à l'éducation en situations d'urgence comprenait des activités en soutien à la protection des enfants.

Les actions de la DG ECHO à la lumière des critères d'évaluation

Pertinence

L'évaluation a conclu que les interventions de la DG ECHO dans les domaines de la protection des enfants et de leur éducation en situation d'urgence sont pertinentes et nécessaires compte tenu de :

- l'ampleur et de la gravité des besoins humanitaires de ces domaines,
- du manque de financement dans ces secteurs,
- de l'importance de prévenir l'émergence de « générations perdues ».

Cependant, l'évaluation a identifié, au cours de la période traitée, un écart entre les intentions indiquées dans le cadre politique et les actions financées. L'existence d'une stratégie pluriannuelle pour encadrer les actions de la DG ECHO et de ses partenaires dans les deux secteurs, aurait été utile au cours de la période d'évaluation. La mise en œuvre de cette stratégie aurait pu être soutenue par des lignes directrices et par des outils techniques sectoriels. En conséquence, dans certains contextes, les interventions financées par la DG ECHO dans les secteurs de la protection des enfants et/ou de leur éducation étaient *ad hoc* et quelque peu déconnectées de sa réponse pays globale. Dans d'autres contextes, les actions financées étaient plus clairement ancrées dans la réponse humanitaire globale de la DG ECHO à une situation de crise.

Bien que la DG ECHO a pour objectif de fournir une réponse humanitaire fondée sur les besoins²⁶⁸, l'évaluation a identifié plusieurs lacunes dans ses interventions dans les secteurs de l'aide à la protection des enfants et à leur éducation. Cela était visible au stade de l'évaluation de leurs besoins, tel que prévu dans les documents de programmation, les HIPs et les fiches projets (« Single Form », « Décision de financement »). L'évaluation a révélé que les décisions de financement géographiques émises pendant la période d'évaluation pour financer des projets d'éducation et de protection des enfants n'ont que rarement fourni une analyse détaillée (voire aucune) de leurs besoins. De même, au niveau des actions financées, le niveau de détail de l'évaluation de leurs besoins a varié, ainsi que les méthodes employées à cet effet (utilisation d'approches participatives, par exemple, ou bien implication d'enfants). La prise en compte des besoins des enfants selon leur âge et genre, et, en conséquence, l'adaptation des activités financées, a varié selon le partenaire de mise en œuvre. Le marqueur âge-sexe²⁶⁹, introduit en 2014, bien qu'utile, n'a pas été utilisé de manière uniforme, ni optimale, par la DG ECHO et par ses partenaires.

La cohérence

Le respect des normes sectorielles (telles qu'identifiées dans les documents d'orientation clés et les forums globaux de coordination) par les bailleurs de fonds et leurs partenaires est un élément clé dans la conduite de la qualité de l'aide humanitaire. Ces normes sectorielles encouragent, par exemple, l'adoption de bonnes pratiques et la coordination de l'action d'acteurs concernés. Il est donc positif de noter que les actions financées par la DG ECHO ont généralement été

²⁶⁸ DG ECHO, *Factsheet – Children in emergencies*, 2015

²⁶⁹ https://ec.europa.eu/echo/files/policies/sectoral/gender_age_marker_toolkit.pdf

jugées conformes aux normes mondiales. Cela s'explique en partie par le fait que la plupart de ses actions ont été mises en œuvre par des organisations spécialisées dans l'aide aux enfants, et qui sont par ailleurs généralement fortement impliquées dans le développement de ces normes.

L'évaluation a révélé que l'appropriation de ces normes mondiales sectorielles par les bureaux de représentation de la DG ECHO sur le terrain avait été variée. Les bureaux de terrain de la DG ECHO avaient différents moyens de suivre l'adhésion de ces normes par ses partenaires sur le terrain. Cela s'explique par le fait que, au cours de la période d'évaluation, très peu de membres du personnel de la DG ECHO étaient des spécialistes thématiques dans les secteurs de l'aide à la protection des enfants, et encore moins à leur éducation, et par un manque de moyens. Cela a eu certains effets négatifs, sur les propositions sélectionnées par exemple (e.g. qui n'étaient pas suffisamment adaptées aux besoins des enfants) ou bien sur le suivi des actions mises en œuvre par les partenaires (e.g. incertitude sur ce à quoi faire attention en particulier). Le recrutement récent d'experts thématiques au sein de la DG ECHO, tant sur le terrain qu'au siège, est donc une évolution positive. Des échanges de connaissances entre le personnel de la DG ECHO et les organisations spécialisées en aide à l'enfance ont par ailleurs régulièrement eu lieu à la demande de la DG ECHO.

Bien que la conformité aux normes et standards sectoriels soit largement considérée comme progressive, ambitieuse et dépendante du contexte, l'évaluation a identifié des besoins d'amélioration. Jusqu'à l'introduction, en 2014, du marqueur « âge-sexe » il n'y avait pas de protocole particulier pour s'assurer que les standards sectoriels soient suivis aux différents stades du cycle du projet. La DG ECHO n'a pas fourni non plus de soutien majeur à la contextualisation de ces normes et standards sectoriels, du moins sur la majeure partie de la période d'évaluation. Enfin, l'engagement de la DG ECHO au sein des *clusters* et d'organismes internationaux travaillant les questions portant sur la protection des enfants et leur éducation dans des situations de crise et d'urgence a été variable et peu prévisible sur la période d'évaluation. Les *clusters* et d'organismes internationaux ont cependant un rôle important dans l'adhérence des bailleurs aux normes et standards sectoriels et dans la mise en cohérence des actions de ces acteurs au sein d'un secteur ou une situation donné(e).

Efficacité

L'évaluation a identifié des changements positifs pouvant être attribués aux actions financées par la DG ECHO. Les actions financées par les Décisions de financement « Enfants de la Paix » ont, par exemple, enrouement contribué à l'accès des enfants à l'éducation, en particulier parmi les réfugiés²⁷⁰. L'évaluation a également trouvé que les actions financées par la DG ECHO ont contribué à des améliorations:

- dans le bien-être psychosocial des enfants et dans leurs rapports à la sécurité;
- dans la prévention du recrutement des enfants soldats;
- dans la connaissance et compréhension de risques des enfants;
- dans la préparation de communautés aux catastrophes.

L'utilisation de dessins projectifs dans le cadre de cette évaluation a par ailleurs montré que les enfants bénéficiaires d'interventions financées par la DG ECHO associaient ces interventions avec des situations positives (amitié, jeu).

²⁷⁰ E.g. les enfants syriens en Turquie et en Irak, en RDC, au Niger, en Somalie, au Pakistan, au Cameroun, et au Mexique.

Les principaux facteurs qui ont limité l'efficacité des actions financées par la DG ECHO dans ces secteurs étaient liés à des limites dans la capacité locale, à des lacunes au sein des partenaires de la DG ECHO ou dans la capacité ou bien l'expertise au sein de la DG ECHO, plus particulièrement dans le domaine de soutien à l'éducation en situation d'urgence. D'autres facteurs qui ont limité les résultats des interventions financées par la DG ECHO ont porté sur son engagement limité dans les forums et *clusters* sectoriels et dans le dialogue politique, tant au niveau international que local. Le niveau d'engagement des parents des enfants bénéficiaires sur le terrain et le niveau de sécurité dans les zones d'intervention de la DG ECHO ont été d'autres facteurs limitants.

Une autre limitation inhérente aux projets financés par la DG ECHO est liée à leur durée relativement courte (12-18 mois) alors que l'aide à l'éducation s'inscrit dans une réponse de moyen à long terme, notamment dans le cadre de crises prolongées. Bien que l'évaluation ait permis de constater qu'au moins 42 actions (sur un total de 241) avaient été financées sur plusieurs cycles de financement annuels, le mode d'allocation annuelle des financements de la DG ECHO n'était pas pleinement adapté aux secteurs d'intervention concernés. La reconduite de financements sur plusieurs cycles annuels a par ailleurs créée de l'incertitude au sein des organisations partenaires et un risque de manque de continuité (en termes de rotation du personnel, interruption dans les activités mises en œuvre).

Efficiences

Au cours de la période d'évaluation, il a manqué à la DG ECHO une approche systématique envers l'allocation de ressources aux (1) partenaires (e.g. part des fonds à allouer aux instances des Nations Unies versus aux ONG internationales) et selon (2) les types d'intervention / activités à financer selon le contexte de crise. Cela indique des lacunes dans l'efficacité allocative. L'évaluation a cependant trouvé que le personnel de terrain de la DG ECHO a pris en compte, lors de leur travail d'évaluation, de gestion et suivi des actions financées, des considérations visant un bon rapport « rapport coût-avantages ». Cependant, en l'absence d'approches formalisées en faveur de l'efficacité, au sein des cycles de financement / projet de la DG ECHO, ces questions n'ont pas été systématiquement prises en compte sur la période d'évaluation.

Les facteurs suivants ont été identifiés comme ayant limité l'efficacité des actions financées par la DG ECHO dans les domaines de la protection et de l'éducation des enfants dans des situations de crise: (1) le nombre limité d'acteurs humanitaires, dans certaines zones d'intervention, ayant une expertise thématique suffisante; (2) des lacunes dans l'évaluation des besoins pour permettre un ciblage et une allocation de fonds efficaces; (3) une manque d'adéquation entre les financements humanitaires à court terme de la DG ECHO (12 à 20 mois) et les besoins à long terme et/ ou récurrents des enfants en matière d'éducation et de protection; (4) des lacunes dans la coordination avec d'autres acteurs et (5) dans certaines zones d'intervention, un manque de moyens ou d'engagement sur le terrain (parmi les enseignants / psychologues par exemple ; problèmes d'insécurité ; manque de fiabilité des fournisseurs ; corruption institutionnelle etc.).

Valeur ajoutée européenne

Compte tenu de l'ampleur des besoins au niveau mondial et du sous-financement chronique des deux secteurs en question (protection et éducation des enfants dans des situations de crises) et bien que le financement total d'ECHO ait été globalement limité (total de 264,9 millions €, soit une moyenne annuelle de 33,1 M €), il a permis de couvrir une lacune importante dans la réponse humanitaire mondiale. Le lancement en 2012 de l'initiative « Enfants de la paix » a notamment envoyé un signal clair que le soutien à l'éducation des enfants dans des situations de crise et d'urgence recevait une attention accrue par la DG ECHO, et était considéré comme

ayant un moyen de sauver des vies humaines. La DG ECHO est également intervenue dans des pays et régions où l'aide humanitaire était plus difficile à fournir, ou bien dans les zones où les besoins étaient parmi les plus aigus ou pas immédiatement reconnus par les autres bailleurs de fonds, par exemple au Cameroun, en RCA, au Tchad, dans certaines régions de la Colombie, le Nord-Kivu en RDC, le Myanmar, les Territoires palestiniens occupés.

Les limites suivantes à la valeur ajoutée européenne ont été notées, par exemple (a) l'absence d'une stratégie globale dans les deux secteurs; (b) peu de liens avec l'aide au développement (dans les contextes où cela était pertinent); et (c) l'allocation de financements annuels de la DG ECHO, pas pleinement appropriée aux interventions en faveur de la protection et de l'éducation des enfants dans des situations de crises (prolongées, notamment).

Durabilité

La durabilité des actions de la DG ECHO dans les secteurs de l'éducation et de la protection des enfants dans les situations de crise a été examinée sous différents angles: (1) la durabilité de leur financement, soit par ECHO ou par d'autres acteurs humanitaires ou de développement, ou bien par des acteurs nationaux / locaux et (2) la durabilité des résultats et des impacts des actions financées.

Le soutien de la DG ECHO à l'éducation et à la protection des enfants dans les situations de crise a été de court terme et ciblée, selon un mode d'intervention d'urgence et de secours, mais avec l'intention de faire le lien avec des actions à plus long terme d'autres acteurs. L'évaluation a constaté cependant que l'obtention de nouveaux fonds, une fois les actions financées par la DG ECHO ayant pris fin, a été difficile. Un certain nombre d'actions (au moins 42 actions sur un total de 241) ont par ailleurs été financées sur plusieurs années consécutives (en RCA, Colombie, RDC, en Iran, en Irak, au Pakistan, dans les Territoires palestiniens occupés, et au Soudan). Au moins 18 de ces actions financées sur plusieurs années l'ont été sur trois ou quatre cycles annuels.

L'évaluation a trouvé peu d'éléments portant sur la durabilité des résultats ou sur l'impact de l'aide humanitaire de la DG ECHO dans les domaines l'éducation et à la protection des enfants dans les situations de crise. Ceux-ci auraient pu être formulés tels que l'obtention d'acquis d'apprentissage, la progression des enfants bénéficiaires au sein du système éducatif, ou la réduction d'abus et de l'exploitation des enfants, ou bien l'amélioration de leur santé à long terme. Compte tenu du fait que ces effets sont perceptibles sur de longues périodes de dure, ce constat s'explique par des lacunes dans la collecte de données, au fil du temps, sur les résultats de l'action de la DG ECHO.

Conclusions and Recommendations

Le tableau ci-dessous résume, autour des critères d'évaluation, les conclusions et recommandations de l'évaluation.

Conclusions	Recommandations
<p>Pertinence Les actions d'ECHO dans les deux secteurs ont été à la fois très pertinentes et nécessaires.</p> <p>Bien que très utile, le cadre stratégique de l'UE n'a cependant pas été traduit en orientations ou outils opérationnels spécifiques, nécessaires pour guider les choix stratégiques et de financement dans les deux secteurs. A partir de 2014 cette lacune a été partiellement traitée quand l'attention aux deux secteurs au sein de la DG ECHO a considérablement augmenté.</p> <p>L'absence de stratégies sectorielles globales au cours de la période d'évaluation a cependant limité la pertinence et l'efficacité des interventions de la DG ECHO dans ces deux secteurs.</p>	<p>Élaborer un / des cadre(s) stratégique(s) sectoriels global Ce(s) cadre(s) devrai(en)t inclure des objectifs stratégiques de haut niveau, ainsi que des outils opérationnels et des lignes directrices, qui permettraient de faire le lien entre les déclarations politiques, les décisions de financement et les actions financées.</p>
<p>Pertinence, ECHO a eu recours à plusieurs types de décisions de financement (HIPs) afin de soutenir, sur la période d'évaluation, l'éducation et la protection des enfants - (1) les HIPs dédiés à l'initiative « Enfants de la paix » et (2) les HIPs géographiques (principalement). Bien que ces financements mixtes aient fourni une source de financement supplémentaire en soutien aux deux secteurs évalués, elle a mené dans certains contextes à la fragmentation de la réponse de la DG ECHO. Ce recours à des financements mixtes a fragmenté l'aide globale compte tenu de différences dans les délais et de cycles au sein des différents HIPs. En outre, l'existence de différentes sources de financement a brouillé la lisibilité des sources pertinentes disponibles pour les organisations partenaires.</p>	<p>Clarifier la programmation des fonds dans les deux secteurs.</p> <p>Trois options sont proposées: Option 1: financer les actions « éducation » (y compris celles intégrant la « protection ») sous l'initiative « Enfants de la Paix » c'est à dire, un « HIP » global dédié; Option 2: financer les actions « éducation » et « protection » (ciblées et intégrées dans des actions multi-sectorielles) exclusivement sous les « HIPs » géographiques (et les quelques autres « HIPs » thématiques); Option 3: financer les actions « protection » et « éducation » ciblées ou innovantes sous l'initiative « Enfants de la Paix », et les actions « éducation » et « protection » intégrées (et non pas ciblées) dans des actions multi-sectorielles, sous les HIPs géographiques.</p>

Conclusions	Recommandations
	<p>En outre, l'obligation de donner une attention particulière aux besoins des enfants au sein des HIPs géographiques et des actions financées (<i>mainstreaming</i>) (spécialement dans des pays où la population <18 ans est élevée) devrait être davantage contrôlée, notamment en utilisant le marqueur Sexe-âge.</p>
<p>Pertinence, efficacité, efficience Au niveau des décisions de financement, les allocations de fonds dans les deux secteurs ne sont pas basées sur des évaluations suffisamment détaillées des besoins et priorités, notamment pour orienter les partenaires lors de leurs demandes de financement.</p> <p>L'évaluation n'a pas pu déterminer si les partenaires ont globalement correctement identifié les besoins enfants en matière de protection et/ou d'éducation les plus urgents ou importantes.</p> <p>Les actions financées ont été fondées sur des évaluations de besoins, mais les approches suivies et le niveau de détail ont varié selon les partenaires.</p> <p>La prise en compte des besoins spécifiques des garçons et des filles et de différents groupes d'âge a, elle aussi, varié. Certaines bonnes pratiques en la matière ont cependant été identifiées au cours de cette évaluation.</p>	<p>Améliorer l'évaluation des besoins dans les deux secteurs, au niveau national et mondial, afin que les actions financées s'intègrent de manière cohérente dans la réponse humanitaire globale de la DG ECHO.</p> <p>L'évaluation des besoins dans les deux secteurs devrait distinguer les besoins à court et à long terme afin d'élaborer une réponse intégrant l'aide humanitaire et l'aide au développement.</p>
<p>Efficacité, efficience, durabilité ECHO a réalisé des résultats importants dans les domaines de la protection des enfants et de leur éducation. ECHO a contribué à l'amélioration de leur accès à l'éducation; au développement des infrastructures de protection de l'enfance; à une bonne intégration d'activités de protection dans des actions dans le domaine de l'éducation; au soutien</p>	<p>ECHO a principalement soutenus les deux secteurs dans des situations de conflits, souvent de nature prolongée. Dans de tels contextes, et afin de fournir des réponses efficaces et durables, l'aide aux secteurs de la protection des enfants et de leur éducation nécessite des engagements programmatiques et de financement à long terme.</p>

Conclusions	Recommandations
<p>psycho-social aux enfants; à la restauration de liens familiaux, etc.</p> <p>Ceci étant dit, l'annualité de l'allocation des fonds de la DG ECHO et de la mise en œuvre des actions (extensible à 24 mois) a limité la pertinence et durabilité des réponses apportées par la DG ECHO dans ces deux secteurs, où les besoins s'inscrivent dans le long terme, en particulier lors de crises prolongées. ECHO a contourné cette contrainte en fournissant aux partenaires un financement continu sous plusieurs « HIPs » successives. Cette solution n'a pas été optimale car elle a créé de l'incertitude sur la continuité du financement chez les partenaires et les bénéficiaires.</p>	<p>Il serait souhaitable qu'ECHO évalue les possibilités de prolonger la durée de son aide au-delà de la durée actuelle (planification d'un an et jusqu'à la mise en œuvre de deux ans).</p>
<p>La durabilité, efficacité, efficience, la valeur ajoutée de l'UE</p> <p>Étant donné la nature à court terme de l'action humanitaire, la durabilité à long terme des actions de la DG ECHO ne peut être atteinte qu'à travers un soutien au plaidoyer, au dialogue politique, à la coordination de son action avec d'autres initiatives sur place; à son intégration aux systèmes d'éducation et de protection des enfants nationaux; au renforcement des capacités au niveau national et / ou local; à la création de mécanismes de financement à plus long terme; à la collaboration avec les communautés locales etc.</p> <p>La prise en charge des actions financées par la DG ECHO par d'autres acteurs, à la fin de son soutien, a été limitée dans certains cas de figure. Cela est dû à plusieurs facteurs : des variations dans la volonté des gouvernements partenaires, ou des acteurs du développement, à poursuivre la mise en œuvre des actions initiées par la DG ECHO ; le manque de capacités nationales et / ou locales (mais aussi, la responsabilisation et valorisation des communautés locales, via, par exemple le renforcement de leur formation, le</p>	<p>Afin d'assurer la durabilité des actions, la DG ECHO devrait adopter une approche plus stratégique en faveur du plaidoyer et du renforcement des capacités des acteurs étatiques impliqués dans les secteurs de l'aide à la protection des enfants et de leur éducation dans des situations de crises et d'urgence.</p> <p>Sans porter atteinte à son indépendance, la DG ECHO pourrait envisager de collaborer de manière proactive avec les acteurs du développement, les autres acteurs humanitaires dans le domaine la protection des enfants et de leur éducation, ainsi qu'avec les gouvernements partenaires.</p> <p>La DG ECHO devrait également envisager de contribuer à des synergies entre ses interventions et celles des autres acteurs de l'UE pertinents (DEVCO, NEAR, SEAE), dans les pays où cela est pertinent. Elle pourrait également formaliser les mécanismes de coordination entre ces acteurs, via, par exemple les « Cadre</p>

Conclusions	Recommandations
<p>plaidoyer et le dialogue politique au niveau national et mondial).</p> <p>La coordination des actions de la DG ECHO avec celles d'autres services compétents de la Commission et d'autres acteurs européens (DEVCO, NEAR, SEAE) dans les secteurs de l'aide à la protection des enfants et de leur éducation dans des situations de crises et d'urgence a été globalement insuffisante sur la période 2008-2015. Certaines bonnes pratiques ont cependant émergé et des améliorations sont en cours.</p>	<p>conjoint Humanitaire-Développement». Cela permettrait d'améliorer l'efficacité de la réponse de l'UE dans son ensemble, ainsi que sa valeur ajoutée.</p>
<p>Effacité, Sur la période 2008 et 2015, la DG ECHO a été un acteur important dans les secteurs de l'aide à la protection des enfants et de leur éducation dans des situations de crises et d'urgence. Cela vaut tant pour la continuité dans ses interventions que l'ampleur des financements fournis.</p> <p> Cependant, la DG ECHO a besoin de renforcer son expertise et ses propres moyens dans ces deux secteurs. Bien que certains progrès aient été réalisés, notamment avec le recrutement d'experts protection sur le terrain, un tel développement dans le secteur de l'éducation n'a pas eu lieu.</p>	<p>La DG ECHO devrait chercher à renforcer ses moyens internes au sein de son personnel et aussi de ses partenaires, dans les secteurs de l'aide à la protection des enfants et de leur éducation dans des situations de crises et d'urgence. La DG ECHO devrait également chercher à apporter des améliorations à ses systèmes de suivi (par exemple organiser des évaluations ex-post indépendantes de ses actions et systématiquement recueillir des données de référence et à la fin de ses interventions, auprès des bénéficiaires).</p> <p>En complément à son apport en financements, la DG ECHO devrait également chercher à exercer une plus grande influence politique aux niveaux local et international, dans ces secteurs, notamment en étant plus présent au sein des forums sectoriels (CPWG, Child Protection Sub-cluster, Education Cluster, INEE Working Groups, INEE MS steering group at global level, and GCPEA Working Groups).</p>

Annex 14 Executive Summary in Spanish

Resumen ejecutivo

Más de 230 millones de niños viven en países afectados por conflictos y al menos 10 millones de refugiados (más de la mitad de los refugiados de todo el mundo) tienen menos de 18 de edad²⁷¹. Por otra parte, 175 millones de niños pueden verse afectados cada año por desastres.²⁷² A consecuencia de las emergencias, a menudo los niños sufren violencia, se quedan huérfanos, son separados de sus familias, se les recluta en grupos armados, se ven forzados a casarse jóvenes, son objeto de abusos sexuales o a trata de seres humanos o, como suele ser el caso, padecen varios de estos problemas al mismo tiempo. Asimismo, su educación se ve normalmente interrumpida por emergencias. Se estima que, en 2016, aproximadamente 37 millones de niños en edades de escolarización primaria y de primer ciclo de secundaria no han podido asistir a la escuela en los países afectados por crisis (aunque no siempre debido a las crisis).²⁷³

A pesar de la urgencia y la magnitud de las necesidades humanitarias, la protección de la infancia (CP) y la educación en situaciones de emergencia (EiE) son algunos de los sectores humanitarios menos financiados²⁷⁴. En vista de estos datos, el comisario Stylianides se comprometió en julio de 2015 durante la Cumbre de Oslo sobre Educación para el Desarrollo («Addressing the Unfinished Agenda – Delivering Quality Education for All» [Abordar el programa inacabado: educación de calidad para todos]) a aumentar la financiación humanitaria de la UE para la educación en situaciones de emergencia del 1 % actual hasta el objetivo global del 4 %.

El [Grupo de trabajo para la protección de la infancia](#) (CPWG, por sus siglas en inglés) define la protección de la infancia en situaciones de emergencia como «la prevención y respuesta ante abusos, negligencia, explotación y violencia ejercidos contra los niños en situaciones de emergencia».

El [Manual Normas Mínimas para la Educación de la INEE](#) — el documento que establece los estándares principales en materia de educación en situaciones de emergencia — destaca que la educación no es solo un derecho, sino que también desempeña un papel protector y de sustento vital. Puede proporcionar protección física, psicosocial y cognitiva, garantizar la dignidad, ofrecer espacios seguros de aprendizaje y asistencia, dar a los niños un sentido de rutina, de estabilidad, de estructura y de esperanza en el futuro y, por lo tanto, reducir el impacto psicosocial de los conflictos y de los desastres. La educación también ofrece protección contra la explotación y los perjuicios, incluidos los matrimonios forzados a edades tempranas o el reclutamiento en las fuerzas armadas o en grupos armados o de delincuencia organizada. Por último, la educación contribuye a la prevención de daños mediante la divulgación de información para salvar vidas acerca de la seguridad frente a las minas terrestres, la prevención del VIH/SIDA, la resolución de conflictos y la consolidación de la paz.

²⁷¹ UNICEF, *Children and emergencies in 2014 Facts & Figures (Datos y cifras sobre infancia y emergencias en 2014)*

²⁷² Save the Children (2015) *More and better: Global action to improve funding, support and collaboration for education in emergencies (Más y mejor: acción mundial para mejorar el apoyo, la colaboración y la financiación de la educación en situaciones de emergencia)*

²⁷³ ODI (2015) *Education in emergencies and protracted crises Toward a strengthened response (Educación en situaciones de emergencia y crisis duraderas: hacia una respuesta reforzada)*, y UNICEF (2016) *Humanitarian Action for Children (Acción humanitaria para la infancia)*; A World at School (2016) *Scorecard on Education in Crises, March 2016 (Evaluación de la educación en situaciones de crisis, marzo de 2016)*

²⁷⁴ Global Education Cluster y Global Protection Cluster, *Child Protection and Education in Emergencies (Protección de la infancia y educación en situaciones de emergencia)*

Todo esto se reitera en el Global Education Cluster (Clúster mundial de educación) y el Global Protection Cluster (Clúster mundial de protección) en el documento *Child Protection and Education in Emergencies (Protección de la infancia y educación en situaciones de emergencia)*, que resalta el estrecho vínculo existente entre la educación en situaciones de emergencia y la protección de la infancia: la protección de la infancia también incluye amparar el derecho de los niños a recibir una educación de gran calidad; la educación puede y debe proteger el entorno y el modo de impartirse; y por último, la educación de calidad resulta fundamental para proporcionar a los niños una protección física, psicosocial y cognitiva que puede servirles de sustento y salvar sus vidas.

Alcance y objetivos de la evaluación

El objetivo de esta evaluación era proporcionar una valoración independiente de la relevancia, la eficacia, la eficiencia, la coherencia, la sostenibilidad y el valor añadido de las acciones de ECHO en las áreas de protección de la infancia y educación en situaciones de emergencia a lo largo del período 2008-2015. Dado que se trata de la primera evaluación temática de la intervención de ECHO en ambas áreas, es acumulativa en gran medida, es decir, hace balance de las lecciones aprendidas tras siete años de aplicación y proporciona recomendaciones para sustentar las reflexiones de ECHO sobre el futuro marco de sus acciones en estas áreas.

Intervención de la DG ECHO en las áreas de protección de la infancia y educación en situaciones de emergencia

Marco de la política

Un conjunto de tres políticas específicas ha guiado el compromiso político, la ayuda al desarrollo y la acción humanitaria de la UE en terceros países para la protección y la educación de los niños en conflictos y en situaciones de emergencia durante el período cubierto por la evaluación (2008-2015):

- Las *Directrices de la Unión Europea sobre los derechos del menor de 2007*, que resumen el enfoque de la UE para avanzar en la promoción y protección de los niños frente a todas las formas de violencia;
- La comunicación de 2008, *A Special Place for Children in EU External Action* (Un lugar especial para la infancia en la acción exterior de la UE), que establece el marco para el enfoque de la UE en cuanto a la protección y promoción de los derechos del menor en terceros países; y
- El Documento de trabajo de los servicios de la Comisión de 2008 acerca de *Children in Emergency and Crisis Situations* (Niños en situaciones de crisis y de emergencia), que proporciona un marco general para las políticas específicas de la *acción humanitaria* de la UE en esta materia y se centra en los niños separados de su familia y no acompañados, los niños soldados y la educación en situaciones de emergencia.

Acciones financiadas

Durante el período 2008-2015, ECHO financió 241 acciones en las áreas de protección de la infancia y educación en situaciones de emergencia. Algunas de las acciones se dirigieron exclusivamente a la protección de la infancia o a la educación en situaciones de emergencia. Otras integraban la protección de la infancia y la educación en situaciones de emergencia dentro de una respuesta de emergencia más amplia (por ejemplo, como parte de las intervenciones en los ámbitos de Agua, saneamiento e higiene (WASH), salud, nutrición, aumento de la resiliencia) o en acciones dirigidas a un conjunto más amplio de grupos beneficiarios.

ECHO proporcionó una financiación de 264,9 millones EUR a ambos sectores a lo largo del período de evaluación (un promedio anual de 33,1 millones EUR). La dotación de ECHO para la educación en situaciones de emergencia representó menos del 1 % del total de su presupuesto de ayuda humanitaria durante el período de evaluación. Por otra parte, la dotación de ECHO para la protección de de la infancia y la educación en situaciones de emergencia aumentó constantemente del 2 % en 2008 a más del 4 % del total de las cantidades asignadas por ECHO en 2012, 2013 y 2014, con una caída del 0,87 % en 2010.

De las 241 acciones, 198 se financiaron principalmente mediante planes de acción humanitaria geográficos y otras, mediante planes de acción humanitaria temáticos²⁷⁵, que ascendieron a un total de 241,3 millones EUR. Las 43 acciones restantes se financiaron mediante el plan de acción humanitaria Niños de la Paz de la UE (EU CoP), lanzado en 2012 con el objetivo específico de apoyar a los niños de regiones afectadas por crisis, principalmente en el área de «educación en situaciones de emergencia». La financiación del plan de acción Niños de la paz de la UE ascendió a 23,6 millones EUR durante el período 2012-2015 (esto incluye 500 000 EUR aportados por Luxemburgo y 250 000 aportados por Austria en 2014).

Las 241 acciones identificadas en el ámbito de la evaluación se llevaron a cabo en aproximadamente 70 países diferentes. Algunas de las acciones respaldadas fueron transfronterizas o plurinacionales. Más de tres cuartas partes de la financiación de ECHO se destinaron a emergencias y crisis relacionadas con conflictos. Durante el período 2008-2015, la mayor parte de la financiación de ECHO se destinó al conflicto de la República Democrática del Congo (el 19 % del total de la financiación de ECHO), al conflicto de Siria (18 %), a las complejas emergencias de Sudán (9 %) y al conflicto que afecta a los Territorios Palestinos Ocupados (6 %). La aplicación de las 241 acciones se repartió entre 48 socios, entre los cuales Save the Children y UNICEF tuvieron la mayor representación. Otros de los socios fueron Terre des Hommes, el Consejo Danés para los Refugiados (DRC), el Consejo Noruego para los Refugiados (NRC), Plan International, International Rescue Committee (IRC), ACNUR y Concern Worldwide.

Un análisis en profundidad de una muestra de 81 acciones reveló que las actividades que más comúnmente recibieron financiación en ambos sectores fueron:

- (4) apoyo a la educación formal (acceso y capacitación de escuelas, organismos de protección y su personal [financiado principalmente a través del plan de acción humanitaria Niños de la Paz de la UE]);
- (5) actividades psicosociales en los entornos educativos o no educativos (financiadas mediante los planes de acción humanitaria geográficos y de Niños de la Paz de la UE);
- (6) una gran variedad de actividades de promoción sobre la importancia de la protección de la infancia y la educación en situaciones de emergencia, dirigidas a los gobiernos y a las autoridades pertinentes (financiadas a través de Niños de la Paz de la UE y otros planes de acción humanitaria).

Lo que es más importante, la evaluación reveló que la mayor parte del apoyo de ECHO a las acciones en materia de educación en emergencias y crisis incluía elementos de protección.

²⁷⁵ Por ejemplo, DIPECHO (DIP), Emergency Toolbox (DRF) (Cuadro de herramientas para emergencias), Food Aid (Ayuda alimentaria), Grant Facility for improving the quality and effectiveness of humanitarian aid responses delivered by non-governmental humanitarian organisations (Posibilidades de financiación para mejorar la calidad y eficacia de las respuestas de ayuda humanitaria puestas en marcha por las organizaciones humanitarias no gubernamentales).

Valoración de las acciones de la DG ECHO según los criterios de evaluación

Relevancia

La evaluación determinó que las acciones de ECHO que abordan la protección de la infancia y la educación en situaciones de emergencia son tan pertinentes como necesarias, si se tienen en cuenta la gravedad y la dimensión de las necesidades humanitarias y la escasez de financiación en estas áreas, así como el imperativo de evitar el riesgo de que se pierda el potencial de una generación. No obstante, durante el período cubierto por la evaluación, existía un desequilibrio entre el marco político de alto nivel y las acciones específicas de protección de la infancia y educación en situaciones de emergencia sobre el terreno. Durante el período evaluado, faltó una estrategia plurianual que enmarcara las actividades de ECHO y de sus socios en ambos sectores (que fue apoyada posteriormente por las directrices y herramientas de ECHO específicas a la protección de la infancia y la educación en situaciones de emergencia). A consecuencia de ello, in ciertos contextos, el enfoque de ECHO para la financiación de la protección de la infancia y de la educación en situaciones de emergencia fue *ad hoc*, es decir, se basó en proyectos, mientras que en otros contextos estuvo más claramente motivado por una respuesta específica a una emergencia o a un país.

Si bien ECHO trata de ofrecer una respuesta a emergencias basada en necesidades²⁷⁶, existen varias carencias en las valoraciones de las necesidades en cuanto a la protección de la infancia y la educación en situaciones de emergencia, tal como se disponen en la programación y en la documentación de los proyectos (por ejemplo, los planes de acción humanitaria, los formularios únicos). Se detectó que los planes de acción humanitaria geográficos y de Niños de la Paz de la UE cubiertos por el período de evaluación rara vez disponían de una valoración detallada, en caso de que se proporcionara alguna, de las necesidades de educación y protección de los niños. En cuanto a las acciones, las valoraciones de necesidades tenían diversos grados de detalle y utilizaban diferentes métodos (por ejemplo, el uso de enfoques participativos, la participación de los niños, etc.). La consideración específica de las necesidades basadas en la edad y el sexo (y la correspondiente adaptación de las actividades) variaba según el socio. El marcador de sexo y edad²⁷⁷ (que se usa desde 2014), aunque era útil, no se aplicó de forma coherente entre las acciones financiadas.

Coherencia

El cumplimiento de los estándares sectoriales y mundiales existentes por parte de los donantes y de sus socios (documentos de orientación y foros de coordinación) es clave para impulsar la calidad de la ayuda humanitaria, por ejemplo, al fomentar la adopción de buenas prácticas y la coordinación entre los agentes pertinentes. Por tanto, es positivo observar que, por lo general, se determinó que las acciones financiadas por ECHO cumplían con los estándares mundiales clave —cabe pensar que, al menos parcialmente, debido a que la mayoría de las acciones fueron aplicadas por organizaciones orientadas a los niños, que están muy implicadas en el desarrollo de estos estándares—.

No obstante, las oficinas locales de ECHO mostraban diferentes grados de comprensión de los principales estándares mundiales sobre la protección de la infancia en situaciones de emergencia y de la educación en situaciones de emergencia, así como distintas capacidades de supervisión y de cumplimiento por

²⁷⁶ DG ECHO, *Factsheet – Children in emergencies (Ficha informativa: Niños en situaciones de emergencia)*, 2015

²⁷⁷ https://ec.europa.eu/echo/files/policies/sectoral/gender_age_marker_toolkit.pdf

parte de los socios. Esto se debió a que el personal de ECHO no tenía una especialización temática en la materia de protección de la infancia o educación en situaciones de conflicto, así como a la deficiente formación del personal y la insuficiente capacidad con que se contaba a lo largo del período de evaluación. Esto tuvo ciertos efectos perjudiciales en cuanto a las propuestas seleccionadas (por ejemplo, no estaban suficientemente adaptadas a las necesidades de los niños) y también en cuanto a la supervisión de las acciones llevadas a cabo por los socios (por ejemplo, no se sabía con certeza a qué prestar atención en particular). La reciente incorporación de más expertos temáticos a ECHO, tanto en las oficinas locales como en la sede central, se puede considerar una evolución positiva. El intercambio de conocimientos entre el personal de ECHO y las organizaciones orientadas a los niños tuvo lugar con frecuencia a petición de ECHO.

Aunque el cumplimiento de los estándares se considera en general como ambicioso, de carácter progresivo y dependiente del contexto, la evaluación identificó varias áreas que requerían mejoras. Hasta la introducción del marcador de sexo y edad en 2014, no existía ningún protocolo específico de ECHO para garantizar que se seguían los estándares centrados en los niños en las diferentes fases del ciclo del proyecto, y ECHO no proporcionaba ningún tipo de apoyo para la contextualización de los estándares. Por último, el compromiso de ECHO con los grupos y organismos de protección de la infancia y educación en situaciones de emergencia —que tienen la función de contribuir al cumplimiento de los estándares mundiales y a la coherencia de las acciones de los donantes en un sector o emergencia dados— no fue coherente a lo largo del período de evaluación.

Eficacia

La evaluación encontró evidencias de cambios positivos que se pueden atribuir a las acciones financiadas por ECHO. Por ejemplo, las acciones de Niños de la Paz de la UE apoyaron el acceso de los niños a la educación, especialmente en el contexto de refugiados²⁷⁸. La evaluación también encontró evidencias de que las acciones de ECHO habían contribuido a que se produjeran cambios positivos en:

- el bienestar psicosocial de los niños y su sensación de seguridad;
- la prevención del reclutamiento de niños soldados;
- el aumento de la concienciación, el conocimiento y la comprensión de los riesgos de desastre;
- la mejor preparación de las comunidades ante los desastres.

El ejercicio de dibujos proyectivos —realizado como parte de esta evaluación— muestra que los niños beneficiarios asociaban situaciones positivas (amistad, juego) con las intervenciones de ECHO.

Existen evidencias de que ECHO y los socios prestaron atención a los factores de calidad, por ejemplo, según las directrices de la INEE. Esos factores incluyen la seguridad del entorno de la escuela, los niveles de competencia de los profesores, la adecuación de los recursos, los métodos de participación y el (reducido) tamaño de las clases.

Los principales factores que limitaron la eficacia de las acciones financiadas por ECHO fueron: limitaciones de la capacidad local, carencias en cuanto a capacidad y experiencia del socio o de ECHO en materia de protección de la infancia o educación en situaciones de emergencia, insuficiente diálogo y compromiso en los foros de

²⁷⁸ Por ejemplo, niños sirios en Turquía e Irak, República Democrática del Congo, Níger, Somalia y Pakistán, Camerún, México

política mundial, nivel de compromiso de los padres, nivel general de seguridad en las zonas de intervención, etc.

Una limitación clave de los proyectos financiados fue su duración relativamente breve (de 12 a 18 meses). Es un hecho ampliamente reconocido que la educación requiere una respuesta de medio a largo plazo en las crisis duraderas. Aunque la evaluación determinó que se habían financiado al menos 42 acciones a lo largo de varios ciclos de financiación, la *dotación anual* de financiación no se adecuaba totalmente a su finalidad, ya que creaba incertidumbre y era discontinua (renovación de la plantilla, interrupciones de la actividad).

Eficiencia

Durante el período de evaluación, ECHO carecía de un enfoque sistemático de la toma de decisiones en relación con la dotación de recursos para (1) socios (por ejemplo, cuota de financiación destinada a las agencias de la ONU frente a la de otras ONG), y (2) tipos de actividades o de intervención en un contexto determinado. Esto sugiere que probablemente no se estaba logrando la máxima eficiencia de las dotaciones. Los responsables de ECHO tuvieron en cuenta los aspectos de rentabilidad y eficiencia en la valoración, la gestión y la supervisión de acciones específicas. No obstante, dado que no existía una integración formal de los enfoques de rentabilidad o del análisis de eficiencia en el ciclo de financiación o en el ciclo de proyecto de ECHO, estos aspectos no se evaluaron de forma coherente.

Los factores siguientes se identificaron como una limitación de la eficiencia: (1) en ciertos contextos, escasez de agentes humanitarios con experiencia y conocimientos suficientes para aplicar las acciones de protección de la infancia y educación en situaciones de emergencia; (2) carencias en la evaluación de los datos y de las necesidades para permitir la dotación y focalización eficaces de la financiación en cada país; (3) desajuste entre la naturaleza cortoplacista de la financiación de ECHO (de 12 a 20 meses) y el carácter repetitivo o de largo plazo de las necesidades de protección de la infancia y de educación en situaciones de emergencia; (4) carencias en la coordinación con otros agentes y (5) en ciertos contextos, falta de capacidad o de compromiso sobre el terreno (por ejemplo, profesores y psicólogos, problemas de seguridad, poca fiabilidad de los proveedores, corrupción institucional).

Valor añadido de la UE

Si se tienen en cuenta la magnitud de las necesidades mundiales y el hecho de que ambos sectores han recibido una financiación muy insuficiente, la financiación total de ECHO ha sido escasa por lo general, aunque ha cubierto un déficit importante en la respuesta humanitaria mundial. El lanzamiento en 2012 de Niños de la Paz de la UE, que aportaba el valor de salvar vidas, señaló también claramente la mayor atención que confería ECHO al sector de la educación en situaciones de emergencia. ECHO intervino también en países y áreas donde resultaba más difícil proporcionar apoyo o cuyas necesidades eran muy graves o no habían sido reconocidas inmediatamente por otros donantes, por ejemplo, Camerún, República Centroafricana, Chad, ciertas regiones de Colombia, Kivu del Norte en la República Democrática del Congo, Myanmar y Territorios Palestinos Ocupados.

No obstante, se observaron las limitaciones de los Voluntarios de Ayuda de la UE, por ejemplo, (a) la ausencia de una estrategia general en ambos sectores; (b) vínculos insuficientes con la financiación para el desarrollo (allí donde era pertinente); y (c) enfoque anual de ECHO para la financiación que no se adecuaba totalmente a su finalidad en los sectores de protección de la infancia y educación en situaciones de emergencia.

Sostenibilidad

La sostenibilidad se ha contemplado desde diferentes ángulos: (1) la sostenibilidad de la financiación de las actividades, bien por parte de ECHO o de otros agentes humanitarios o de ayuda al desarrollo, bien por parte de agentes nacionales o locales y la (2) sostenibilidad de los resultados y efectos de las acciones financiadas.

El apoyo de ECHO a la protección de la infancia y la educación en situaciones de emergencia era a corto plazo y se centraba en la finalidad del socorro y la respuesta a emergencias, pero tenía la intención de vincularse a la respuesta de protección y educación de otros agentes. No obstante, la evaluación reveló que asegurar la financiación a través de otras fuentes, una vez finalizadas las acciones financiadas por ECHO, constituía un gran desafío. Se financiaron diversas acciones (al menos 42 de un total de 241) a lo largo de varios años consecutivos (en República Centroafricana, Colombia, República Democrática del Congo, Irán, Irak, Pakistán, Territorios Palestinos Ocupados y Sudán). ECHO financió al menos 18 de estas acciones de seguimiento durante tres o cuatro ciclos de financiación.

Existían pocas pruebas de la sostenibilidad de los efectos y de los resultados de las acciones, por ejemplo, los resultados del aprendizaje, su progreso en un sistema educativo o la menor incidencia de abusos y explotación de los niños, así como una mejor salud de los niños a largo plazo. Esto está relacionado con las carencias de recopilación de datos a lo largo del tiempo, ya que estos efectos se pueden detectar principalmente en períodos prolongados.

Conclusiones y recomendaciones

En la tabla siguiente se resumen las principales conclusiones y recomendaciones de la evaluación en relación con los criterios de evaluación.

	Conclusiones	Recomendaciones
Relevancia	<p>Las acciones de ECHO dirigidas a la protección de la infancia y a la educación en situaciones de emergencia han sido tan pertinentes como necesarias.</p> <p>A pesar de su gran importancia, el marco de políticas de la UE en materia de protección de la infancia y educación en situaciones de emergencia no se ha traducido en directrices operativas y herramientas específicas de ECHO, que son necesarias para orientar las decisiones estratégicas y la financiación en ambas áreas. Esto se solucionó parcialmente desde 2014 al aumentar sustancialmente la atención a ambos sectores dentro de ECHO.</p> <p>La ausencia de una estrategia integral de protección de la infancia en situaciones de emergencia y educación en situaciones de emergencia a lo largo del período de evaluación ha limitado la eficacia y relevancia generales de la respuesta de ECHO.</p>	<p>Desarrollar un marco estratégico integral para protección de la infancia en situaciones de emergencia y educación en situaciones de emergencia y EiE.</p> <p>Este marco debe incluir objetivos estratégicos de alto nivel, así como herramientas y directrices operativas, para acortar las distancias entre las declaraciones de política de alto nivel, los planes de acción humanitaria y las acciones financiadas.</p>

	Conclusiones	Recomendaciones
Relevancia, eficacia, eficiencia	<p>ECHO utilizó dos vías de financiación para apoyar la protección de la infancia y la educación en situaciones de emergencia a lo largo del período de evaluación: (1) los planes de acción humanitaria de Niños de la Paz de la UE y (2) los planes de acción humanitaria geográficos (principalmente). Aunque esto proporcionó fuentes de financiación adicionales para la protección de la infancia y la educación en situaciones de emergencia dentro de las respuestas globales de ECHO a determinadas crisis, llevó —en otros contextos— a la fragmentación del apoyo total de ECHO. Esta última respondía principalmente a las diferencias de calendarios entre los distintos planes de acción humanitaria. Además, había cierta falta de claridad en cuanto a la línea de financiación a la que se podía recurrir.</p>	<p>Aclarar la programación de financiación para la protección de la infancia y la educación en situaciones de emergencia. Se proponen tres opciones: opción 1: financiación de las acciones de educación en situaciones de emergencia (que integran la protección de la infancia) solo en el marco de los planes de acción humanitaria de Niños de la Paz de la UE, es decir, en el marco de un plan de acción humanitaria global específico; opción 2: financiación de las acciones de protección de la infancia y educación en situaciones de emergencia (acciones integradas, además de específicas) únicamente mediante planes de acción humanitaria geográficos y temáticos; opción 3: en virtud de esta opción, ECHO podría apoyar las acciones de protección de la infancia y educación en situaciones de emergencia específicas o las acciones piloto innovadoras en las áreas de protección de la infancia y educación en situaciones de emergencia solamente a través de Niños de la Paz de la UE, mientras que, a la vez, financiaría las acciones de protección de la infancia y educación en situaciones de emergencia integradas mediante planes de acción humanitaria geográficos.</p> <p>Además, el requisito de integrar los problemas específicos de los niños en los planes de acción humanitaria geográficos y en todas las acciones (especialmente en los países con más población menor de 18 años) debería comprobarse en detalle mediante el marcador de sexo y edad.</p>

	Conclusiones	Recomendaciones
Relevancia, eficacia, eficiencia	<p>En el nivel de los planes de acción humanitaria, las dotaciones financieras para la protección de la infancia y de la educación en situaciones de emergencia no se informaron mediante valoraciones suficientemente detalladas de las necesidades y prioridades de estas acciones para orientar a los socios, es decir, no estaba claro si los socios identificaron y abordaron correctamente las necesidades <i>más urgentes o más importantes</i> de protección y educación de los niños.</p> <p>Las acciones financiadas propiamente dichas se basaban en la valoración de las necesidades, con diferencias en el nivel de detalle y en los enfoques aplicados por los socios.</p> <p>La consideración de las necesidades específicas de niños y niñas, así como de los diferentes grupos de edades, variaba, aunque también se podían encontrar algunos ejemplos de buenas prácticas.</p>	<p>Mejorar la valoración de ECHO en cuanto a las necesidades de la protección de la infancia en situaciones de emergencia y de la educación en situaciones de emergencia en cada país y en todo el mundo para garantizar que las acciones financiadas se correspondan con una respuesta a emergencias general coherente.</p> <p>La valoración de necesidades de la protección de la infancia y de la educación en situaciones de emergencia debe distinguir entre las necesidades a corto plazo y a largo plazo para contar con información que permita una respuesta apropiada y combinada de ayuda humanitaria y al desarrollo.</p>

	Conclusiones	Recomendaciones
Eficacia, eficiencia, sostenibilidad	<p>ECHO ha logrado resultados notables en las áreas de la protección de la infancia y de la educación en situaciones de emergencia: acceso a la educación; desarrollo de la infraestructura de protección de la infancia; integración satisfactoria de la protección dentro de las acciones de educación en situaciones de emergencia; apoyo psicosocial para los niños; apoyo al restablecimiento de los vínculos familiares, etc.</p> <p>Dicho esto, el breve calendario de ECHO para la dotación de financiación (12 meses, ampliables a 24 meses) ha constituido una limitación para proporcionar repuestas pertinentes y sostenibles a las necesidades de protección de la infancia y de la educación en situaciones de emergencia, que son a largo plazo por naturaleza, especialmente en las crisis duraderas. En un intento de superar esta limitación, ECHO ha proporcionando a los socios una financiación continuada a través de planes de acción humanitaria sucesivos, es decir, ha financiado acciones a lo largo de varias fases. Sin embargo, esta solución no es óptima, ya que crea incertidumbre sobre la financiación entre los socios y los beneficiarios.</p>	<p>ECHO se centra en las situaciones de conflicto, que son cada vez más de carácter más duradero. En tales contextos, los sectores de protección de la infancia y de la educación en situaciones de emergencia requieren compromisos de programación y financiación a medio y largo plazo con el fin de proporcionar respuestas eficaces y sostenibles.</p> <p>Sería muy conveniente que ECHO pudiera ampliar la duración (de la planificación y de la aplicación) más allá de la actual (un año de planificación y hasta dos años de aplicación).</p>

	Conclusiones	Recomendaciones
Sostenibilidad, eficacia, eficiencia, valor añadido de la UE	<p>Dado el carácter cortoplacista de la acción humanitaria de ECHO, solo se puede lograr una sostenibilidad a largo plazo a través de la promoción, el diálogo político y la coordinación; la integración con los sistemas nacionales y locales de educación y de protección de los niños; el desarrollo de capacidades a nivel nacional y local; la creación de mecanismos de financiación a más largo plazo; y la participación de las comunidades. No obstante, no existen muchas pruebas de que otros agentes se hayan hecho cargo de las acciones financiadas por ECHO al final del período de financiación. Esto responde a la volubilidad de los gobiernos receptores o de los donantes de ayuda al desarrollo a la hora de seguir aplicando las acciones emprendidas por ECHO, así como a la carencia de capacidades nacionales o locales (y a la capacitación de las comunidades, por ejemplo, mediante formación, promoción y diálogo político a nivel nacional y mundial).</p> <p>La coordinación entre ECHO, otros servicios pertinentes de la Comisión y los agentes de la UE que apoyan la protección de la infancia y de la educación en situaciones de emergencia (DEVCO, NEAR, EEAS) ha sido, sin embargo, insuficiente durante el período 2008-2015. Existen algunas buenas prácticas y actualmente se están produciendo mejoras.</p>	<p>ECHO debería adoptar un enfoque más estratégico para la promoción y el desarrollo de capacidades de los agentes de los Estados para garantizar la sostenibilidad de las acciones. Esto debería contribuir a involucrar proactivamente a los agentes de desarrollo y a otros agentes de ayuda humanitaria en el campo de la protección de la infancia y de la educación en situaciones de emergencia, así como a los gobiernos receptores sin socavar su independencia.</p> <p>También se deberían tener en cuenta las sinergias entre las intervenciones de ECHO y las de otros agentes de la UE (DEVCO, NEAR, EEAS), en los países donde sea pertinente, y formalizar los mecanismos de coordinación, por ejemplo, los marcos conjuntos de ayuda humanitaria y de ayuda al desarrollo. Esto mejoraría la eficiencia de la respuesta de la UE en conjunto, así como su valor añadido.</p>

	Conclusiones	Recomendaciones
Eficacia, eficiencia, valor añadido de la UE	<p>ECHO cuenta con amplio reconocimiento como agente de ayuda humanitaria importante en los sectores de protección de la infancia en situaciones de emergencia y de educación en situaciones de emergencia durante 2008 y 2015 en términos de coherencia y escala de financiación. No obstante, ECHO necesita reforzar aún más sus conocimientos y su capacidad interna en estas áreas. Aunque se han realizado ciertos avances al contratar expertos en protección regionales, todavía no se ha avanzado en el sector educativo.</p>	<p>ECHO debe buscar modos de apoyar el refuerzo de la capacidad en protección de la infancia en situaciones de emergencia y educación en situaciones de emergencia entre su personal y sus socios. También debe tratar de realizar mejoras en los sistemas de supervisión (por ejemplo, organizar evaluaciones a posteriori de sus acciones y recopilar sistemáticamente datos de referencia y finales sobre los beneficiarios).</p> <p>También debe tratar de ejercer más influencia en estas áreas a través de la participación en foros y clústeres nacionales y mundiales, y como complemento de su financiación, por ejemplo, CPWG, Child Protection Sub-cluster, Education Cluster, grupos de trabajo de la INEE, grupo director de estándares mínimos de la INEE a nivel mundial y grupos de trabajo de la GCPEA.</p>

Annex 15 Executive Summary in Arabic

ملخص تنفيذي

ملايين لاجئ 10 مليون طفل يعيشون في الدول المتضررة من النزاعات، كما أن هناك ما يقرب من 230 هناك أكثر من 175. إضافة على ذلك، من المرجح أن يتضرر 279 عامًا (أكثر من نصف تعداد اللاجئين على مستوى العالم) دون سن غالبًا ما تؤدي حالات الطوارئ إلى تعرض الأطفال للعنف، أو فقدانهم لذويهم، أو 280 مليون طفل من الكوارث سنويًا. انفصالهم عن أسرهم، أو تجنيدهم في الجماعات المسلحة، أو إجبارهم على الزواج المبكر، أو تعرضهم للاعتداء الجنسي، أو الإتجار بهم، أو كما هو الحال في كثير من الأحيان، تعرضهم لجميع هذه الأمور في آن واحد. علاوة على ذلك، فإنهم ينقطعون مليون طفل في سن المرحلة الابتدائية 37 في العادة عن التعليم جراء حالات الطوارئ. تشير التقديرات إلى تسرب نحو ، من التعليم في الدول المتضررة من الأزمات (وإن لم تكن الأزمات السبب المباشر وراء ذلك 2016 والإعدادية، في عام 281 في جميع الأحوال).

والتعليم في حالات (CP) بالرغم من الضرورة الملحة للاحتياجات الإنسانية وحجم تلك الاحتياجات، إلا أن حماية الأطفال . في ضوء ذلك، تعهد السيد 282 هما من بين قطاعات العمل الإنساني التي تعاني من ندرة التمويل (EIE) الطوارئ على هامش مؤتمر 2015 ستايليانيدس، مفوض الاتحاد الأوروبي المعني بالمساعدة الإنسانية وإدارة الأزمات، في يوليو قمة أوسلو بشأن التعليم من أجل التنمية ("تناول جدول أعمال لم ينته - توفير التعليم الجيد للجميع") بزيادة حجم التمويل .4%. إلى النسبة العالمية المستهدفة التي تبلغ 1 الإنساني المقدم من جانب الاتحاد الأوروبي للتعليم في حالات الطوارئ من

حماية الأطفال في حالات الطوارئ بأنها "منع إساءة معاملة (CPWG) يُعرّف فريق العمل المعني بحماية الأطفال الأطفال، وإهمالهم، واستغلالهم، وممارسة أعمال العنف ضدهم، والتعامل مع هذه المشكلات في حالات الطوارئ".

-وهي (INEE) توضح وثيقة المعايير الدنيا لجودة التعليم الصادرة عن الشبكة المشتركة لوكالات التعليم في حالات الطوارئ الوثيقة الرائدة لوضع معايير التعليم في حالات الطوارئ- أن التعليم ليس حقًا مكفولاً فحسب بل له دور أيضًا في حماية الفرد والحفاظ على حياته. إذ يستطيع التعليم توفير الحماية الجسدية والنفسية والاجتماعية والمعرفية، وحفظ كرامة الأطفال، وتوفير أماكن آمنة للتعليم والمساعدة، ومنحهم الشعور بالنظام والاستقرار والتنظيم والأمل في المستقبل - مما يسهم بالتالي في تخفيف الأثر النفسي والاجتماعي للنزاعات والكوارث. كما يوفر التعليم الحماية من الاستغلال والإيذاء، بما في ذلك الزواج القسري المبكر، أو التجنيد في القوات المسلحة والجماعات المسلحة، أو الجريمة المنظمة. وأخيرًا، يسهم التعليم في الوقاية من الأضرار من خلال نشر معلومات تعزز الحفاظ على سلامة الأرواح وتتناول السلامة من الألغام الأرضية، والوقاية من فيروس نقص المناعة المكتسبة/الإيدز، وحل النزاعات وإحلال السلام.

تم التأكيد على هذه المبادئ من قبل المجموعة العالمية للتعليم والمجموعة العالمية للحماية بشأن حماية الأطفال والتعليم في حالات وهو الأمر الذي يبرز العلاقة القوية بين التعليم في حالات الطوارئ وحماية الأطفال: تشمل حماية الأطفال أيضًا حماية الطوارئ حقهم في الحصول على تعليم عالي الجودة، كما يستطيع التعليم، بل ويجب، أن يوفر الحماية من خلال أماكن وأسلوب تقديمه، وفي النهاية فإن جودة التعليم تعد أحد المتطلبات الأساسية من أجل تزويد الأطفال بالحماية الجسدية والنفسية والاجتماعية والمعرفية والتي قد تسهم في الحفاظ على أرواح الأطفال وإنقاذها.

أهداف التقييم ونطاقه

تمثل الغرض من هذا التقييم في توفير تقييم مستقل حول أهمية الإجراءات المبذولة من جانب المكتب الإنساني للجماعة في مجالات حماية الأطفال والتعليم في حالات الطوارئ، وفعالية تلك الإجراءات، وكفاءتها، واتساقها، (ECHO) الأوروبية . باعتباره أول تقييم موضوعي 2015 وحتى عام 2008 واستنادًا منها، والقيمة المضافة التي حققتها خلال الفترة من عام في كلا المجالين، اشتمل التقييم أيضًا على عنصر نهائي قوي، بعبارة أخرى، بغرض ECHO للإجراءات المبذولة من جانب بشأن ECHO تقييم الدروس المستفادة من عمليات التنفيذ التي استمرت على مدى سبع سنوات، وتقديم توصيات لدعم أفكار إطار العمل المستقبلي للإجراءات الخاصة به في هذه المجالات.

في مجالات حماية الأطفال والتعليم في (DG ECHO) إجراءات المديرية العامة للمعونة الإنسانية والحماية المدنية حالات الطوارئ

إطار عمل السياسات

حقائق وأرقام 2014 منظمة الأمم المتحدة للطفولة (اليونيسف)، الأطفال وحالات الطوارئ في عام 279

المزيد والأفضل: عمل عالمي لتحسين التمويل والدعم والتعاون بشأن التعليم في حالات الطوارئ (2015) منظمة إنقاذ الطفولة 280

العمل الإنساني من أجل الأطفال: علم منظم في (2016) ومنظمة الأمم المتحدة للطفولة (اليونيسف)، التعليم في حالات الطوارئ والأزمات الممتدة من أجل استجابة معززة (2015) (ODI) معهد التنمية الخارجية 281
2016 بطاقة نتائج حول التعليم في الأزمات، مارس (2016) الدراسة

مجموعة التعليم العالمية ومجموعة العملية العالمية، حماية وتعليم الأطفال في حالات الطوارئ 282

حددت مجموعة مكونة من ثلاث سياسات مستهدفة الإطار العام لجهود المشاركة السياسية، والمساعدة الإنمائية، والعمل الإنساني المبذولة من جانب الاتحاد الأوروبي في دول العالم الثالث فيما يتعلق بقضايا حماية الأطفال والتعليم في ظل النزاعات (2008-2015) وحالات الطوارئ الأخرى خلال الفترة التي شملها التقييم .

- المبادئ التوجيهية لعام 2007 بشأن تعزيز حقوق الأطفال وحمايتهم، والتي تحدد النهج الذي تبناه الاتحاد الأوروبي بهدف دعم قضايا تعزيز الأطفال وحمايتهم من جميع أشكال العنف؛ و
- رسالة عام 2008، مكانة خاصة للأطفال في العمل الخارجي للاتحاد الأوروبي، والتي تحدد إطار عمل لنهج الاتحاد الأوروبي الرامي إلى حماية حقوق الأطفال وتعزيزها في دول العالم الثالث؛ و
- وثيقة عمل موظفي مفوضية الاتحاد الأوروبي لعام 2008 بشأن الأطفال في حالات الطوارئ والأزمات، والتي توفر إطار عمل أساسياً للسياسات موجه خصيصاً لجهود العمل الإنساني المبذولة من جانب الاتحاد الأوروبي في هذا المجال، وتركز على الأطفال المنفصلين عن ذويهم، والأطفال بلا مرافق، والأطفال المجندين، والتعليم في حالات الطوارئ.

الإجراءات الممولة

إجراء 241 بتمويل 2015 وحتى عام 2008 خلال الفترة من عام (ECHO) قام المكتب الإنساني للجماعة الأوروبية عمل في مجالي حماية الأطفال والتعليم في حالات الطوارئ. استهدفت بعض الإجراءات مجال حماية الأطفال و/أو التعليم في حالات الطوارئ على وجه التحديد. وقامت بعض الإجراءات الأخرى بدمج مجال حماية الأطفال و/أو التعليم في حالات الطوارئ ضمن أنشطة استجابة أوسع نطاقاً لحالات الطوارئ (على سبيل المثال، بمثابة جزء من إجراءات توفير المياه، والصحة، والتغذية، وبناء مقومات المناعة) أو الإجراءات التي (WASH) وخدمات الصرف الصحي والنظافة الصحية، تستهدف مجموعة أوسع من الفئات المستفيدة.

264.9 لكلا القطاعين على مدار فترة التقييم (ECHO) بلغ حجم التمويل الذي قدمه المكتب الإنساني للجماعة الأوروبية مليون يورو). وقد مثلت قيمة المبالغ المخصصة من جانب المكتب الإنساني 33.1 ملايين يورو (بمتوسط سنوي قدره % من إجمالي ميزانية المكتب المخصصة 1 لتمويل مجال التعليم في حالات الطوارئ أقل من (ECHO) للجماعة الأوروبية لمجال العمل الإنساني خلال فترة التقييم. على الجانب الآخر، شهدت المبالغ المرصودة من جانب المكتب الإنساني للجماعة 2008% في عام 2 لتتمويل مجالي حماية الأطفال والتعليم في حالات الطوارئ زيادة مستمرة من (ECHO) الأوروبية، مع حدوث انخفاض 2014، و2013، و2012% من إجمالي المبالغ التي خصصها المكتب في أعوام 4 إلى أكثر من (0.87%) في عام 2010.

إجراءً بصفة أساسية من خلال خطط تنفيذ المساعدات الإنسانية الجغرافية 198 إجراء عمل، تم تمويل 241 من أصل، بالإضافة إلى تمويل عدد قليل من الإجراءات من خلال خطط (ECHO) الخاصة بالمكتب الإنساني للجماعة الأوروبية ملايين يورو. وتم تمويل الإجراءات المتبقية 241.3، بما يمثل إجمالي قدره 283 تنفيذ المساعدات الإنسانية الموضوعية إجراءً من خلال خطة تنفيذ المساعدات الإنسانية التابعة لمبادرة أطفال السلام الخاصة بالاتحاد الأوروبي 43 البالغ عددها بهدف دعم الأطفال في المناطق المتضررة من الأزمات، لا سيما في 2012 والتي أطلقت خصيصاً في عام (EU CoP) (EU) مجال "التعليم في حالات الطوارئ". وبلغ حجم التمويل المقدم من مبادرة أطفال السلام الخاصة بالاتحاد الأوروبي يورو من لوكسمبورج 500000 (شملت 2015 وحتى عام 2012 ملايين يورو خلال الفترة من عام 23.6 (EU CoP) 2014 يورو من النمسا تم تقديمها في عام 250000).

دولة مختلفة. وتم تنفيذ بعض 70 إجراءً، في نحو 241 تم تنفيذ إجراءات العمل المحددة في نطاق التقييم، والبالغ عددها الإجراءات المدعومة عبر الحدود أو على مستوى عدة دول. تم تخصيص ما يربو على ثلاثة أرباع التمويل المقدم من المكتب 2008 لحالات الطوارئ والأزمات المرتبطة بالنزاعات. في الفترة بين عامي (ECHO) الإنساني للجماعة الأوروبية للنزاع الدائر (ECHO)، تم تخصيص النسبة الأكبر من التمويل المقدم من المكتب الإنساني للجماعة الأوروبية 2015 و (18%)، والصراع الدائر في سوريا ECHO% من إجمالي التمويل المقدم من 19 في جمهورية الكونغو الديمقراطية (شريكاً 48. قام (6%) (OPT)، والنزاع في الأراضي الفلسطينية المحتلة (9%) وحالات الطوارئ المعقدة في السودان إجراءً، وكانت منظمة إنقاذ الطفولة ومنظمة الأمم المتحدة للطفولة (اليونيسف) هما الأكثر تمثيلاً من بين هؤلاء الشركاء. 241 بتنفيذ الـ، والمجلس النرويجي للاجئين (DRC) ومن بين الشركاء الآخرين: هيئة أرض الإنسان، والمجلس الدانماركي للاجئين، ومفوضية الأمم المتحدة السامية لشؤون اللاجئين (IRC)، ومنظمة الخطة الدولية، ولجنة الإنقاذ الدولية (NRC)، ومنظمة العناية العالمية (UNHCR).

إجراءً أن الأنشطة الأكثر تمويلًا في كلا القطاعين تضمنت: 81 كشف تحليل متعمق تم إجراؤه على عينة مكونة من

، مرفق المنح لتحسين جودة وفعالية (FA)، المعونة الغذائية (DRF)، صندوق أدوات الطوارئ (DIP) DIPECHO أي، 283، (GF) استجابات المساعدة الإنسانية المقدمة من المنظمات الإنسانية غير الحكومية.

- (7) دعم التعليم النظامي (إتاحة التعليم، وبناء قدرات المدارس، والهيئات المعنية بالحماية، وفرق العمل الخاصة بها) تم تقديم الجزء الرئيسي من التمويل من خلال خطة تنفيذ المساعدات الإنسانية التابعة لمبادرة أطفال السلام الخاصة بالاتحاد الأوروبي؛ و
- (8) الأنشطة النفسية والاجتماعية في الأماكن التعليمية و/أو غير التعليمية (تم تقديم التمويل من خلال مبادرة أطفال السلام الخاصة بالاتحاد الأوروبي وخطط تنفيذ المساعدات الإنسانية الجغرافية)؛ و
- (9) مجموعة من أنشطة الدعم والمواظرة بشأن أهمية حماية الأطفال و/أو التعليم في حالات الطوارئ، والتي تستهدف الهيئات الحكومية والهيئات المعنية (تم تقديم التمويل من خلال مبادرة أطفال السلام الخاصة بالاتحاد الأوروبي وخطط تنفيذ المساعدات الإنسانية الأخرى).

لأنشطة التعليم (ECHO) الأهم من ذلك، وجد التقييم أن معظم أشكال الدعم المقدمة من المكتب الإنساني للجماعة الأوروبية في حالات الطوارئ والأزمات قد اشتملت على عناصر حماية.

في ضوء معايير التقييم (DG ECHO) تقييم إجراءات المديرية العامة للمعونة الإنسانية والحماية المدنية

الأهمية

للتعامل مع قضيتي حماية (ECHO) خلص التقييم إلى أن الإجراءات المبذولة من جانب المكتب الإنساني للجماعة الأوروبية للأطفال والتعليم في حالات الطوارئ هي إجراءات مهمة وضرورية بالنظر إلى حجم وجسامته الاحتياجات الإنسانية/نقص التمويل في هذين القطاعين، وضرورة درء الخطر الذي يهدد بضياح جبل بأسره. بالرغم من ذلك، خلال الفترة التي شملها التقييم، كانت هناك فجوة بين إطار عمل السياسات رفيع المستوى والإجراءات التي تم تنفيذها على أرض الواقع فيما يتعلق بقطاعي حماية الأطفال والتعليم في حالات الطوارئ. افقرت فترة التقييم إلى استراتيجية متعددة السنوات تهدف إلى وضع وشركائه في كلا القطاعين (مدعمة كذلك بمبادئ توجيهية (ECHO) إطار لأنشطة المكتب الإنساني للجماعة الأوروبية فيما يتعلق بحماية الأطفال والتعليم في حالات (ECHO) الطوارئ). أدوات محددة من جانب المكتب الإنساني للجماعة الأوروبية في تمويل أنشطة حماية الأطفال والتعليم في حالات (ECHO) الطوارئ). نتيجة لذلك، كان نهج المكتب الإنساني للجماعة الأوروبية الطوارئ في بعض الظروف مخصصًا، أو بعبارة أخرى مستندًا إلى مشروع محدد، بينما كان نهجه في ظروف أخرى مرتبطًا بشكل واضح للغاية بدولة معينة/استجابة لحالة طوارئ معينة.

284 ، إلى توفير استجابة في حالات الطوارئ مبنية على الاحتياجات (ECHO) في حين يهدف المكتب الإنساني للجماعة الأوروبية كان هناك العديد من أوجه القصور التي شابت تقييمات الاحتياجات الخاصة بقطاعي حماية الأطفال والتعليم في حالات الطوارئ، على النحو الوارد في وثائق البرامج والمشروعات (على سبيل المثال، خطط تنفيذ المساعدات الإنسانية، النماذج الفردية). وجد التقييم ، والتي شملتها EU Cop أن خطط تنفيذ المساعدات الإنسانية الجغرافية وخطط تنفيذ المساعدات الإنسانية الخاصة بمبادرة فترة التقييم، لم تقدم تقييمًا مفصلاً، أو تقييمًا من أي نوع، لاحتياجات التعليم والحماية الخاصة بالأطفال إلا في حالات نادرة. على مستوى الإجراءات، تنوعت تقييمات الاحتياجات من حيث مستوى التفاصيل والأساليب المستخدمة (على سبيل المثال، من حيث استخدام الأساليب القائمة على المشاركة، ومشاركة الأطفال، إلى غير ذلك). واختلفت مراعاة الاحتياجات الخاصة (من القائمة على العمر والنوع) وتهيئة الأنشطة وفقًا لها) بحسب الشريك. وبالرغم من أن استخدام مؤشر النوع والعمر (كان مفيدًا إلا أنه لم يكن نهجًا مستمرًا على مستوى الإجراءات الممولة. 2014 عام

الاتساق

يشكل التزام الجهات المانحة وشركائها بالمعايير العالمية السارية المعنية بقطاعات العمل الإنساني (أجزاء من منتديات التوجيه والتنسيق) ضرورة أساسية لتعزيز مستوى الجودة في مجال المساعدات الإنسانية، على سبيل المثال من خلال تشجيع تطبيق أفضل الممارسات والتنسيق بين الجهات الفاعلة المعنية. لذا، تجدر الإشارة بالإيجاب إلى أن الإجراءات التي قام المكتب بتمويلها كانت ملتزمة بالمعايير العالمية الأساسية – ويفترض ذلك جزئيًا على الأقل (ECHO) الإنساني للجماعة الأوروبية نظرًا لأن غالبية الإجراءات قد تم تنفيذها من جانب منظمات معنية بالأطفال تشارك بثقل في وضع هذه المعايير.

مستويات فهم مختلفة (ECHO) بالرغم من ذلك، كان لدى المكاتب الميدانية التابعة للمكتب الإنساني للجماعة الأوروبية للمعايير العالمية الأساسية في قطاعي حماية الأطفال في حالات الطوارئ والتعليم في حالات الطوارئ فضلًا عن قدرة متباينة (ECHO) على مراقبة هذه المعايير والتزام الشركاء بها. يرجع ذلك إلى أن موظفي المكتب الإنساني للجماعة الأوروبية ليسوا متخصصين موضوعيين في قطاع حماية الأطفال أو قطاع التعليم في حالات الطوارئ، وكذلك أيضًا إلى نقص تزويد الموظفين بالتدريب والإمكانات على مدار فترة التقييم. أسفر هذا الأمر عن بعض التأثيرات الضارة من حيث العروض التي وقع الاختيار عليها (على سبيل المثال، لم تكن العروض مصممة بشكل كاف بما يلبي احتياجات الأطفال) وأيضًا من حيث متابعة الإجراءات التي تولى الشركاء تنفيذها (على سبيل المثال، كانت هناك حالة من اللبس بشأن الجوانب التي ينبغي تركيز الاهتمام عليها بشكل خاص). بالتالي، يمكن اعتبار القرارات الأخيرة من جانب المكتب الإنساني للجماعة الأوروبية

2015، ورقة حقائق – الأطفال في حالات الطوارئ، (DG ECHO) المديرية العامة للمعونة الإنسانية والحماية المدنية 284

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https://ec.europa.eu/echo/files/policies/sectoral/gender_age_marker_toolkit.pdf

بضم المزيد من الخبراء الموضوعيين على المستوى الميداني وعلى مستوى المقر الرئيسي تطورًا إيجابيًا. حدث (ECHO) والمنظمات المعنية بالأطفال بناءً على طلب (ECHO) تبادل المعارف بين موظفي المكتب الإنساني للجماعة الأوروبية في أغلب الحالات. ECHO

بالرغم من أن الالتزام بالمعايير يعد إجراءً تدريجيًا بطبيعته من وجهة نظر الكثيرين، وهدفًا يتم السعي للوصول إليه، ويختلف ، 2014 بحسب طبيعة الظروف، فقد حدد التقييم عدة جوانب تحتاج إلى التحسين. حتى تطبيق مؤشر النوع والعمر في عام يهدف إلى ضمان اتباع المعايير المعنية (ECHO) لم يكن هناك أي بروتوكول خاص بالمكتب الإنساني للجماعة الأوروبية أي نوع من الدعم بشأن وضع سياقات للمعايير. ECHO بالأطفال في مراحل مختلفة من دورة المشروع، كما لم يقدم في الهيئات والمجموعات المعنية بحماية الأطفال (ECHO) وأخيرًا، افتقرت مشاركة المكتب الإنساني للجماعة الأوروبية والتعليم في حالات الطوارئ - التي لعبت دورًا في المساهمة في الالتزام بالمعايير العالمية وتحقيق الاتساق على مستوى أنشطة الجهات المانحة في قطاع معين أو نوع معين من حالات الطوارئ - إلى الثبات والاتساق خلال فترة التقييم.

الفعالية

وجد التقييم أدلة على حدوث تغييرات إيجابية يمكن أن تعزى إلى الإجراءات الممولة من جانب المكتب الإنساني للجماعة . على سبيل المثال، أسهمت الإجراءات التي تبنيتها مبادرة أطفال السلام الخاصة بالاتحاد الأوروبي (ECHO) الأوروبية . كما وجد التقييم أدلة تشير إلى حدوث 286 في دعم حصول الأطفال على التعليم، لا سيما في أماكن اللاجئين (EU CoP) (ECHO): تغييرات إيجابية في الجوانب التالية بفضل الإجراءات التي تبنها المكتب الإنساني للجماعة الأوروبية:

- الصحة النفسية والاجتماعية للأطفال وتصوراتهم عن الأمان؛ و
- منع تجنيد الأطفال؛ و
- زيادة مستوى الوعي والمعرفة والإدراك لمخاطر الكوارث؛ و
- استعداد المجتمعات بشكل أفضل لمواجهة الكوارث.

يوضح تمرين الرسومات الإسقاطية - الذي تم إجراؤه في هذا التقييم - أن الأطفال المستفيدين قد شاركوا في مواقف إيجابية (ECHO) (الصدقة واللعب) من خلال الإجراءات التي تبنها المكتب الإنساني للجماعة الأوروبية.

وشركائه بعوامل الجودة، على سبيل المثال، وفقًا (ECHO) ثمة أدلة تشير إلى اهتمام المكتب الإنساني للجماعة الأوروبية : تشمل هذه العوامل سلامة البيئة الدراسية، (INEE) للمبادئ التوجيهية للشبكة المشتركة لوكالات التعليم في حالات الطوارئ ومستويات مهارات المعلمين، وكفاية الموارد، والأساليب القائمة على المشاركة، وحجم الفصول (الصغيرة).

تمثلت العوامل الرئيسية التي أدت إلى الحد من فعالية الإجراءات الممولة من جانب المكتب الإنساني للجماعة الأوروبية فيما يلي: قيود القدرات المحلية، وأوجه القصور في الإمكانيات والخبرات الخاصة بالشركاء أو المكتب الإنساني (ECHO) فيما يتعلق بالتصدي لقضايا حماية الأطفال/التعليم في حالات الطوارئ، والمشاركة غير (ECHO) للجماعة الأوروبية الكافية في مننديات السياسة العالمية وفعاليات الحوار، ومستوى مشاركة الآباء، ومستوى الأمان العام في مجالات التدخل، إلى غير ذلك.

شهرًا). هناك إجماع عام في 18-12 تمثل أحد القيود الأساسية التي واجهت المشروعات الممولة في مدتها القصيرة نسبيًا (42) الآراء على أن التعليم يتطلب استجابة متوسطة أو طويلة المدى في الأزمات الممتدة. في حين كشف التقييم عن وجود إجراءً على الأقل تم تمويلها على مدى دورات تمويل متعددة، إلا أن مبالغ التمويل السنوية لم تكن مناسبة بشكل كامل للغرض منها مما أدى إلى حالة من الالتباس والتوقف عن العمل (تنقل الموظفين، توقف النشاط).

الكفاءة

إلى وجود نهج منظم لاتخاذ القرارات المتعلقة (ECHO) خلال فترة التقييم، افتقر المكتب الإنساني للجماعة الأوروبية الشركاء (أي، حصة التمويل المخصصة للوكالات التابعة لمنظمة الأمم المتحدة في مقابل (1) بتخصيص الموارد لكل من أنواع الإجراءات/الأنشطة في سياق معين. يشير ذلك إلى احتمال عدم (2) المنظمات غير الحكومية الدولية الأخرى)، و المسؤولين عن (ECHO) تحقق الكفاءة المطلوبة في تخصيص الموارد. وضع موظفو المكتب الإنساني للجماعة الأوروبية /الكفاءة فيما يتعلق بتقييم إجراءات محددة وإدارتها (VFM) قطاعات جغرافية معينة في اعتبارهم مسائل القيمة مقابل المال ومتابعتها. ولكن، في ظل غياب إطار رسمي لتضمين أساليب القيمة مقابل المال أو تحليلات الكفاءة في دورة التمويل/دورة ، لم يتم تقييم هذه المسائل بشكل مستمر. (ECHO) المشروع الخاصة بالمكتب الإنساني للجماعة الأوروبية

العدد المحدود من الجهات الفاعلة في مجال العمل الإنساني (1) حدد التقييم العوامل التالية باعتبارها عوامل تحد من الكفاءة: أوجه (2) في بعض الظروف والتي تمتلك الخبرة الكافية لتنفيذ إجراءات حماية الأطفال/التعليم في حالات الطوارئ؛ و عدم (3) القصور في البيانات وتقييم الاحتياجات لتمكين استهداف وتخصيص التمويل على مستوى الدولة بشكل فعال؛ و

على سبيل المثال، الأطفال السوريين في تركيا والعراق، وجمهورية الكونغو الديمقراطية، والنيجر، والصومال، وباكستان، 286 والكاميرون، والمكسيك

20 إلى 12 (ECHO) التوافق بين الطبيعة قصيرة المدى لمبالغ التمويل المقدمة من المكتب الإنساني للجماعة الأوروبية أوجه القصور في (4) شهرًا) والطبيعة المتكررة/طويلة المدى لاحتياجات حماية الأطفال/التعليم في حالات الطوارئ؛ و في ظروف معينة، غياب الإمكانيات أو المشاركة على أرض الواقع (على سبيل (5) التنسيق مع الجهات الفاعلة الأخرى و المثال، المعلمين/الأخصائيين النفسيين، والقضايا الأمنية، وعدم موثوقية الموردين، والفساد المؤسسي).

القيمة المضافة لاستجابة الاتحاد الأوروبي

بالنظر إلى حجم الاحتياجات العالمية وحقيقة افتقار كلا القطاعين إلى التمويل اللازم بشدة، وبالرغم من ضآلة إجمالي التمويل بوجه عام، إلا أنه استطاع سد فجوة مهمة في مجال الاستجابة (ECHO) المقدم من المكتب الإنساني للجماعة الأوروبية 2012 في عام (EU-CoP) الإنسانية على مستوى العالم. كما مثل إطلاق مبادرة أطفال السلام الخاصة بالاتحاد الأوروبي إشارة واضحة إلى أن قطاع التعليم في حالات الطوارئ يلقى اهتمامًا متزايدًا من جانب المكتب الإنساني للجماعة الأوروبية (ECHO)، وأنه يمثل قيمة مهمة في مجال إنقاذ الأرواح. كذلك قام المكتب الإنساني للجماعة الأوروبية (ECHO) بإجراءات في دول ومناطق كان من الصعب تقديم الدعم بها أو كانت تعاني من احتياجات حادة أو غير معترف بها على الفور من جانب الجهات المانحة الأخرى، وشملت تلك المناطق الكاميرون، وجمهورية إفريقيا الوسطى، وتشاد، وبعض المناطق في كولومبيا، وشمال كينشاسا في جمهورية الكونغو الديمقراطية، وميانمار، والأراضي الفلسطينية المحتلة.

ومع ذلك، فقد لوحظ وجود قيود على القيمة المضافة لاستجابة الاتحاد الأوروبي، على سبيل المثال، (أ) انعدام وجود استراتيجية رئيسية في كلا القطاعين؛ و(ب) غياب الارتباط الكافي بالتمويل الإنمائي (في الأماكن المناسبة)؛ و(ج) عدم بشكل كامل للغرض المطلوب في (ECHO) ملاءمة نهج التمويل السنوي الذي يبنه المكتب الإنساني للجماعة الأوروبية قطاعي حماية الأطفال والتعليم في حالات الطوارئ.

الاستدامة

(ECHO) استدامة تمويل الأنشطة، من جانب المكتب الإنساني للجماعة الأوروبية (1) تم تقييم الاستدامة من زوايا مختلفة: استدامة نتائج (2) أو الجهات الفاعلة الأخرى في مجال العمل الإنساني أو الإنمائي أو الجهات الفاعلة الوطنية/المحلية و آثار الإجراءات الممولة.

قطاعي حماية الأطفال في حالات الطوارئ والتعليم (ECHO) كان الدعم المقدم من المكتب الإنساني للجماعة الأوروبية في حالات الطوارئ قصير المدى وموجهًا لغرض الإغاثة والاستجابة لحالات الطوارئ، ولكن كان الهدف منه هو الارتباط بأنشطة الاستجابة الخاصة بالجهات الفاعلة الأخرى في قطاع الحماية والتعليم. بالرغم من ذلك، فقد وجد التقييم أن تأمين (ECHO) التمويل من خلال مصادر أخرى، بعد انتهاء الإجراءات الممولة من جانب المكتب الإنساني للجماعة الأوروبية (إجراء) على مدى عدد 241 إجراءً على الأقل من إجمالي 42 هو أمر محفوف بالصعوبات. تم تمويل عدد من الإجراءات (من السنوات المتتالية (في جمهورية إفريقيا الوسطى، وكولومبيا، وجمهورية الكونغو الديمقراطية، وإيران، والعراق، إجراءً على الأقل من إجراءات المتابعة هذه من خلال 18 وباكستان، والأراضي الفلسطينية المحتلة، والسودان). وتم تمويل على مدار ثلاث وأربع دورات تمويل. (ECHO) المكتب الإنساني للجماعة الأوروبية

كانت هناك أدلة محدودة على استدامة نتائج الإجراءات وآثارها، مثل تحصيل الأطفال خلال التعلم، أو تقدمهم خلال نظام التعليم، أو انخفاض حالات إساءة معاملة الأطفال واستغلالهم، أو تحسن صحة الأطفال على المدى الطويل. يرتبط هذا الأمر بأوجه قصور في جمع البيانات بمرور الوقت، حيث يمكن إدراك هذه الآثار في الأساس عبر فترات زمنية طويلة.

النتائج والتوصيات

يوضح الجدول الموجود أدناه ملخصًا لأهم النتائج والتوصيات التي خلص إليها التقييم على مستوى معايير التقييم.

التوصيات	النتائج
<p>وضع إطار عمل استراتيجي شامل للتعليم في حالات الطوارئ وحماية الأطفال في حالات الطوارئ.</p> <p>ينبغي أن يشمل إطار العمل المذكور على أهداف استراتيجية رفيعة المستوى، فضلاً عن أدوات ومبادئ توجيهية تشغيلية، لسد الفجوة بين بيانات السياسات رفيعة المستوى، وخطط تنفيذ المساعدات الإنسانية، والإجراءات الممولة.</p>	<p>المعنية بمعالجة قضايا حماية (ECHO) كانت إجراءات المكتب الإنساني للجماعة الأوروبية الأطفال/التعليم في حالات الطوارئ مهمة وضرورية للغاية.</p> <p>بالرغم من الأهمية الكبيرة لهذه الإجراءات، لم تتم ترجمة إطار العمل الخاص بسياسات الاتحاد الأوروبي والمعني بحماية الأطفال والتعليم في حالات الطوارئ إلى أدوات ومبادئ توجيهية ، وهي الأدوات والمبادئ (ECHO) تشغيلية محددة لدى المكتب الإنساني للجماعة الأوروبية اللازمة لوضع الإطار العام للخيارات الاستراتيجية والتمويل في كلا القطاعين. تمت معالجة هذا عندما ازداد اهتمام المكتب الإنساني للجماعة 2014 الأمر بصورة جزئية اعتباراً من عام بكلا القطاعين بشكل كبير. (ECHO) الأوروبية</p> <p>أدى غياب استراتيجية شاملة للتعليم في حالات الطوارئ وحماية الأطفال في حالات الطوارئ (ECHO) على مدار فترة التقييم إلى تقليل أهمية استجابة المكتب الإنساني للجماعة الأوروبية وفعاليتها بشكل عام</p>
<p>توضيح برامج التمويل الخاصة بحماية الأطفال/التعليم في حالات الطوارئ. هناك خياران مقترحان: الخيار الأول: تمويل إجراءات التعليم في حالات الطوارئ (مع دمج حماية الأطفال) من خلال خطط تنفيذ المساعدات الإنسانية التابعة لمبادرة أطفال السلام الخاصة بالاتحاد فقط، بمعنى خطة تنفيذ مساعدات إنسانية عالمية مخصصة؛ الخيار (EU CoP) الأوروبي الثاني: تمويل إجراءات حماية الأطفال/التعليم في حالات الطوارئ (الإجراءات المستهدفة فضلاً عن الإجراءات المدمجة) من خلال خطط تنفيذ المساعدات الإنسانية الجغرافية والموضوعية فقط؛ الخيار الثالث: في ظل هذا الخيار، يمكن أن يقدم المكتب الإنساني للجماعة الدعم للإجراءات المستهدفة في مجالات حماية الأطفال/التعليم في (ECHO) الأوروبية حالات الطوارئ أو لإجراءات تجريبية مبتكرة في مجالات حماية الأطفال/التعليم في حالات فقط، وفي (EU CoP) الطوارئ من خلال مبادرة أطفال السلام الخاصة بالاتحاد الأوروبي الوقت نفسه، تمويل إجراءات حماية الأطفال/التعليم في حالات الطوارئ المدمجة من خلال خطط تنفيذ المساعدات الإنسانية الجغرافية.</p> <p>بالإضافة إلى ذلك، يجب التحقق بصورة أكبر من المطلب الخاص بإدخال المخاوف المتعلقة بالأطفال في صلب خطط تنفيذ المساعدات الإنسانية الجغرافية وجميع الإجراءات (لا سيما في عامًا)، وذلك باستخدام مؤشر النوع 18 الدول التي تضم نسبة عالية من السكان فوق سن والعمر.</p>	<p>مساري تمويل لدعم قطاعي حماية (ECHO) استخدم المكتب الإنساني للجماعة الأوروبية خطط تنفيذ المساعدات الإنسانية (1) الأطفال والتعليم في حالات الطوارئ على مدار فترة التقييم - خطط (2) و (EU CoP) المخصصة التابعة لمبادرة أطفال السلام الخاصة بالاتحاد الأوروبي تنفيذ المساعدات الإنسانية الجغرافية (بصفة أساسية). في حين وفر ذلك الأمر مصادر تمويل إضافية لقطاعي حماية الأطفال والتعليم في حالات الطوارئ في إطار أنشطة الاستجابة العامة التي في أزمات محددة، فقد أدى ذلك -في (ECHO) تبنائها المكتب الإنساني للجماعة الأوروبية . كان هذا التأثير الأخير نتاجاً أساسياً ECHO ظروف أخرى- إلى تجزئة الدعم الشامل المقدم من للاختلافات في الأطر الزمنية على مستوى خطط تنفيذ المساعدات الإنسانية المختلفة. علاوة على ذلك، فقد نتجت حالة من عدم الوضوح بشأن تحديد مصدر التمويل الذي يمكن الاستفادة منه.</p>

الأهمية

الأهمية، والفعالية، والكفاءة

النتائج

التوصيات

الأهلية، والفعالية، والكفاءة

على مستوى خطط تنفيذ المساعدات الإنسانية، لم يتم تقديم مبالغ التمويل المخصصة لحماية الأطفال والتعليم في حالات الطوارئ بناءً على تقييمات مفصلة بشكل كاف تدرس احتياجات وأولويات حماية الأطفال/التعليم في حالات الطوارئ من أجل توجيه الشركاء على أساسها، على سبيل المثال، تظل هناك حالة من عدم الوضوح بشأن استطاعة الشركاء تحديد الاحتياجات الأكثر إلحاحًا أو أهميةً فيما يتعلق بحماية/تعليم الأطفال وتلبية تلك الاحتياجات بشكل صحيح. وقد استندت الإجراءات الممولة نفسها إلى تقييمات احتياجات اختلفت من حيث مستوى التفاصيل والأساليب المطبقة من جانب الشركاء. وكان هناك تنوع في مراعاة الاحتياجات الخاصة بالبنين والبنات واحتياجات الفئات العمرية المختلفة، بالرغم من وجود بعض الأمثلة لممارسات جيدة.

تحسين تقييم احتياجات حماية الأطفال في حالات الطوارئ والتعليم في حالات الطوارئ على مستوى الدولة والمستوى العالمي (ECHO) جانب المكتب الإنساني للجماعة الأوروبية لضمان استناد الإجراءات الممولة إلى عملية استجابة شاملة ومتسقة لحالات الطوارئ. يجب أن يكون تقييم احتياجات حماية الأطفال/التعليم في حالات الطوارئ قادرًا على التمييز بين الاحتياجات قصيرة المدى وطويلة المدى من أجل توفير معلومات مناسبة ومترابطة يمكن تقديم الاستجابة الإنسانية والإنمائية في ضوءها.

الفعالية، والكفاءة، والاستدامة

من تحقيق نتائج مهمة في مجالات حماية (ECHO) تمكن المكتب الإنساني للجماعة الأوروبية الأطفال والتعليم في حالات الطوارئ: توفير إمكانية الحصول على التعليم؛ وتطوير البنية الأساسية لحماية الأطفال؛ ودمج أساليب الحماية بنجاح في الإجراءات الخاصة بالتعليم في حالات الطوارئ؛ وتوفير الدعم النفسي والاجتماعي للأطفال؛ وتوفير الدعم من أجل استعادة الروابط الأسرية، إلى غير ذلك. يرى البعض أن الإطار الزمني القصير المعتمد من المكتب الإنساني للجماعة الأوروبية شهرًا) كان حجر عثرة أمام 24 شهرًا، قابلة للتديد إلى 12 لتخصيص التمويل ((ECHO) توفير إجراءات استجابة مهمة ومستدامة لاحتياجات حماية الأطفال/التعليم في حالات الطوارئ، والتي تمثل احتياجات طويلة المدى بطبيعتها، لا سيما في الأزمان الممتدة. حاول المكتب الإنساني التغلب على هذا العائق من خلال توفير شركاء يقدمون تمويلًا مستمرًا من (ECHO) للجماعة الأوروبية خلال خطط تنفيذ المساعدات الإنسانية المتعاقبة، بعبارة أخرى، من خلال تمويل الإجراءات على مراحل متعددة. ومع ذلك، لا يعد ذلك حلًا مثاليًا لأنه يخلق حالة من اللبس حول التمويل بين الشركاء والجهات المستفيدة.

على حالات النزاع، وهي بطبيعتها حالات ممتدة (ECHO) يركز المكتب الإنساني للجماعة الأوروبية على نحو متزايد. في هذه الحالات، يتطلب قطاعا حماية الأطفال والتعليم في حالات الطوارئ التزامات طويلة المدى فيما يتعلق بالبرامج والتمويل من أجل توفير إجراءات استجابة فعالة ومستدامة. بإطالة المدة (مرحلتا (ECHO) من المستحسن بشدة أن يقوم المكتب الإنساني للجماعة الأوروبية التخطيط والتنفيذ) بما يتجاوز المدة الحالية (سنة واحدة لمرحلة التخطيط وما يصل إلى سنتين لمرحلة التنفيذ).

النتائج

التوصيات

الاستدامة، والفعالية، والكفاءة، والقيمة المضافة لاستجابة الاتحاد الأوروبي

في ظل الطبيعة قصيرة المدى لإجراءات العمل الإنساني للمكتب الإنساني للجماعة الأوروبية ، لا يمكن تحقيق الاستدامة طويلة المدى إلا من خلال حشد الدعم، والحوار في مجال السياسات (ECHO) والتنسيق؛ والتكامل مع أنظمة التعليم وحماية الأطفال الوطنية/المحلية؛ وبناء القدرات على المستوى الوطني و/أو المحلي؛ وتوفير آليات تمويل طويلة المدى؛ وإشراك المجتمعات. ومع ذلك، فقد كانت أدلة التنفيذ بواسطة (ECHO) الناجح للإجراءات الممولة من جانب المكتب الإنساني للجماعة الأوروبية الجهات الفاعلة الأخرى في نهاية التمويل محدودة بوجه عام. وكان مرجع هذا الأمر إلى الاختلافات في مدى استعداد الحكومات المضيفة أو الجهات المانحة الإنمائية لمواصلة تنفيذ الإجراءات التي ، فضلاً عن غياب القدرات الوطنية و/أو (ECHO) بدأها المكتب الإنساني للجماعة الأوروبية المحلية (وتمكين المجتمعات، على سبيل المثال التدريب؛ وحشد الدعم، والحوار في مجال السياسات على المستوى الوطني والعالمي).

(ECHO) مع ذلك، كانت عمليات التنسيق المشتركة بين المكتب الإنساني للجماعة الأوروبية وخدمات المفوضية الأخرى ذات الصلة والجهات الفاعلة في الاتحاد الأوروبي التي تدعم حماية (غير كافية بوجه عام خلال EEAS، NEAR، DEVCO الأطفال والتعليم في حالات الطوارئ) . هناك بعض الممارسات الجيدة كما تحدثت بعض 2015 إلى عام 2008 الفترة من عام التحسينات في الوقت الحالي.

على نطاق واسع بكونه إحدى الجهات (ECHO) عُرف المكتب الإنساني للجماعة الأوروبية الفاعلة الإنسانية المهمة في قطاعي التعليم في حالات الطوارئ وحماية الأطفال في حالات من حيث استمرارية التمويل وحجمه. 2015 وحتى عام 2008 الطوارئ خلال الفترة من عام بحاجة إلى تعزيز خبرته وقدراته (ECHO) ومع ذلك، فإن المكتب الإنساني للجماعة الأوروبية الداخلية بشكل أكبر في هذه المجالات. بالرغم من إحراز بعض التقدم من خلال ضم مجموعة من خبراء الحماية الإقليميين، إلا أن الأمر نفسه لم يحدث في قطاع التعليم.

الفعالية، والكفاءة، والقيمة المضافة لاستجابة الاتحاد الأوروبي

نهجًا استراتيجيًا بشكل أكبر (ECHO) يجب أن يتبنى المكتب الإنساني للجماعة الأوروبية فيما يتعلق بحشد الدعم وبناء قدرات الجهات الفاعلة الحكومية لضمان استدامة الإجراءات. وينبغي عليه القيام بذلك من خلال المشاركة الاستباقية مع الجهات الفاعلة الإنمائية، والجهات الفاعلة الإنسانية الأخرى في مجال حماية الأطفال/التعليم في حالات الطوارئ، فضلاً عن الحكومات المضيفة دون الإخلال باستقلاليتها.

كما يجب عليه دراسة أوجه التضافر بين إجراءات المكتب الإنساني للجماعة الأوروبية ، DEVCO والإجراءات الخاصة بالجهات الفاعلة الأخرى في الاتحاد الأوروبي ((ECHO))، في الدول التي يسري عليها هذا الأمر، وإضفاء الطابع الرسمي على آليات EEAS، NEAR، والتنسيق، على سبيل المثال، أطر العمل الإنسانية الإنمائية المشتركة. وهذا من شأنه أن يعمل على تحسين كفاءة استجابة الاتحاد الأوروبي ككل، وقيمتها المضافة كذلك

إلى دعم تعزيز قدراته في (ECHO) يجب أن يسعى المكتب الإنساني للجماعة الأوروبية قطاعي التعليم في حالات الطوارئ وحماية الأطفال في حالات الطوارئ على مستوى موظفيه وشركائه. كما يجب عليه أيضاً العمل على إدخال تحسينات في أنظمة المتابعة الخاصة به (على سبيل المثال، تنظيم تقييمات مستقلة لاحقة للإجراءات الخاصة به وجمع بيانات أولية ونهائية حول الجهات المستفيدة بصورة منهجية).

كما يجب عليه السعي إلى التأثير بصورة أكبر في هذه المجالات من خلال المشاركة في المنتديات والتجمعات على المستويين العالمي والقطري ودعم أنشطة التمويل الخاصة به، على سبيل المثال، فريق العمل المعني بحماية الأطفال، والمجموعة الفرعية المعنية بحماية الأطفال، والفريق التوجيهي للحد الأدنى لمعايير شبكة INEE ومجموعة التعليم، وفرق العمل التابعة لشبكة GCPEA على المستوى العالمي، وفرق عمل INEE .

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