THE ALLIANCE
FOR CHILD PROTECTION IN HUMANITARIAN ACTION

Collaboration across Child Protection in Humanitarian Action and Education in Emergencies

Inter-agency Network for Education in Emergencies

Welcome!
Run of show

- Welcome and introductions
- Presentation on the [CPHA-EiE Position Paper](#)
- Panel discussion - Making collaboration happen at all levels
- Q&A

Webinar Panelists
Introductions

- Panel chair: **Dr Kate Moriarty,** Senior Advisor, Strategic Engagement & Dialogue, INEE
- **Alizee De Lacoudraye**, CP & GBV Information Officer, UNHCR East Africa Regional Team
- **Koundja Mayoubila**, Education and Child Protection Coordinator, IRC Cameroon
- **Kelly Loewer**, Program Officer, BPRM, US Government
- **Mark Chapple** - Technical Focal Point, INEE & The Alliance

THE ALLIANCE
FOR CHILD PROTECTION
IN HUMANITARIAN ACTION

IINEE Inter-agency
Network for Education
in Emergencies

CPHA-EiE Project
INEE & The Alliance

- INEE & The Alliance are global networks of actors working on education and child protection in crisis contexts.

- The Alliance and the INEE have come together to support and encourage convergence and collaboration between the sectors.

- The project is overseen by a multi-agency Advisory Group

THE ALLIANCE
FOR CHILD PROTECTION
IN HUMANITARIAN ACTION

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

CPHA-EiE Project
Objectives

- Closer collaboration between CPHA & EiE Actors at all levels of the Humanitarian Programme Cycle and at every stage in a response.

- Improved wellbeing of children and youth affected by emergencies, crises and forced displacement.

CPHA-EiE Project
Outputs

- Published the [Weighing Up the Risks policy paper](#), [blog](#), and webinars, that contributed to changing the discourse on COVID-19 School Closures.
- Completed a Desk Review and series of KII's which contributed to the development of the CPHA-EiE [Position Paper](#)
- Finalised the Competency Framework Annex, which is integrated into the [Alliance Competency Framework](#), and the re-launched [INEE Competency Framework](#).
- Developed a joint Alliance-INEE [E-Learning module](#) on cross sector collaboration, based on CPMS Standard 23.

THE ALLIANCE
FOR CHILD PROTECTION
IN HUMANITARIAN ACTION

INEE
Inter-agency
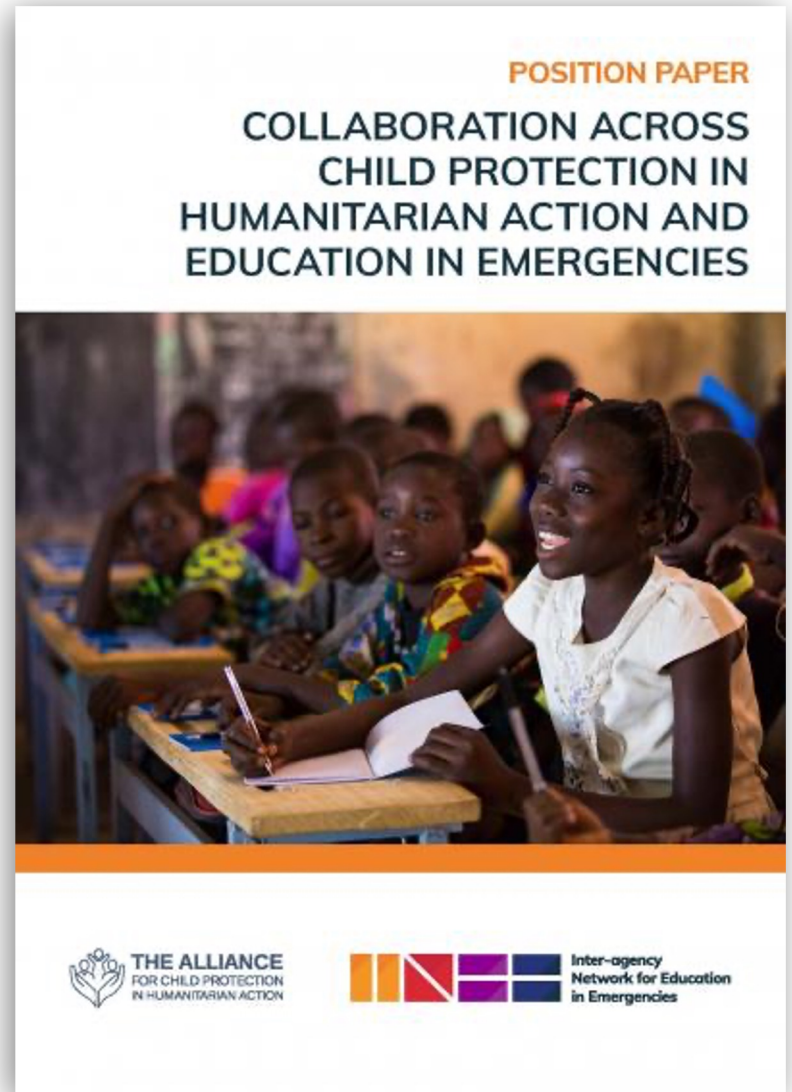Network for Education
in Emergencies

CPHA-EiE Project
Outputs

- Developed a research-evidence piece on the impact of school closures on education outcomes and child protection risks: <u>No Education, No Protection</u>
- Focused attention of actors from both sectors on how to conceptualise and implement joint and integrated programming.
- Agreed the core components of the CPHA-EiE Collaboration Framework & Toolkit for practitioners. (To be piloted later in 2021)

THE ALLIANCE
FOR CHILD PROTECTION
IN HUMANITARIAN ACTION

Inter-agency
Network for Education
in Emergencies

Position Paper
Building Evidence

1. Comprehensive Desk Review

2. 35 Key Informant Interviews

3. Multiple stage reviews by key stakeholders

POSITION PAPER

COLLABORATION ACROSS CHILD PROTECTION IN HUMANITARIAN ACTION AND EDUCATION IN EMERGENCIES

THE ALLIANCE
FOR CHILD PROTECTION
IN HUMANITARIAN ACTION

Inter-agency
Network for Education
in Emergencies

THE ALLIANCE
FOR CHILD PROTECTION
IN HUMANITARIAN ACTION

Inter-agency
Network for Education
in Emergencies

Position Paper
Key Findings

- Integrating child protection programming into education programmes can help mitigate protection risks, improve overall child well-being, and lead to better educational outcomes.
- Bringing an education focus to child protection programming can increase enrolment and retention in education programming.
- Joint and integrated programming supports and encourages a child-centred approach to humanitarian response which can prevent children and young people 'slipping through the gaps' between services.

THE ALLIANCE
FOR CHILD PROTECTION
IN HUMANITARIAN ACTION

Inter-agency
Network for Education
in Emergencies

Position Paper
Key Findings

- Joint and integrated programming can be cost effective and prevent duplication in some contexts.
- Evidence of the added value of joint or integrated programming in crisis-contexts exists but is limited.
- Cross-sector collaboration aligns with current efforts to transform humanitarian delivery, including the New Way of Working , efforts to bridge the humanitarian-development nexus, and the localisation agenda.
- Schools and other learning centres may not always be protective, and in fact may be the source of child protection risks; collaboration amongst CPHA and EiE practitioners should include a focus on safety in formal and informal learning centres.

THE ALLIANCE
FOR CHILD PROTECTION
IN HUMANITARIAN ACTION

Inter-agency Network for Education in Emergencies

Position Paper
Recommendations

- Implementing agencies, networks, clusters, donors and government ministries should design, implement and invest in collaboration between CPHA & EiE.
- Donors should invest in further analysis, evaluation and research to build on evidence of the added value of joint and integrated programming, specifically in crisis-contexts.
- Many agencies have developed guidelines for joint or integrated programming, but there is a clear need for an operational framework that systematises collaboration between the two sectors.

THE ALLIANCE
FOR CHILD PROTECTION
IN HUMANITARIAN ACTION

Inter-agency
Network for Education
in Emergencies

Position Paper
Recommendations

- Many existing guidelines focus on integrating child protection into education. There is a need for guidelines to include support for CPHA practitioners to link specialised programming with improving access to and retention in education.
- A joint Theory of Change and associated indicator framework should be developed to help better collaboration. This should be grounded in The Minimum Standards for Child Protection in Humanitarian Action (CPMS) and the INEE Minimum Standards using a **rights-based**, **well-being** focused approach that promotes **healthy development**.

Position Paper
Approach

- Socio ecological model

- With child well-being and healthy development underpinning all approaches

- Children don't see sectors!

Policy
Community
School
Family
Child
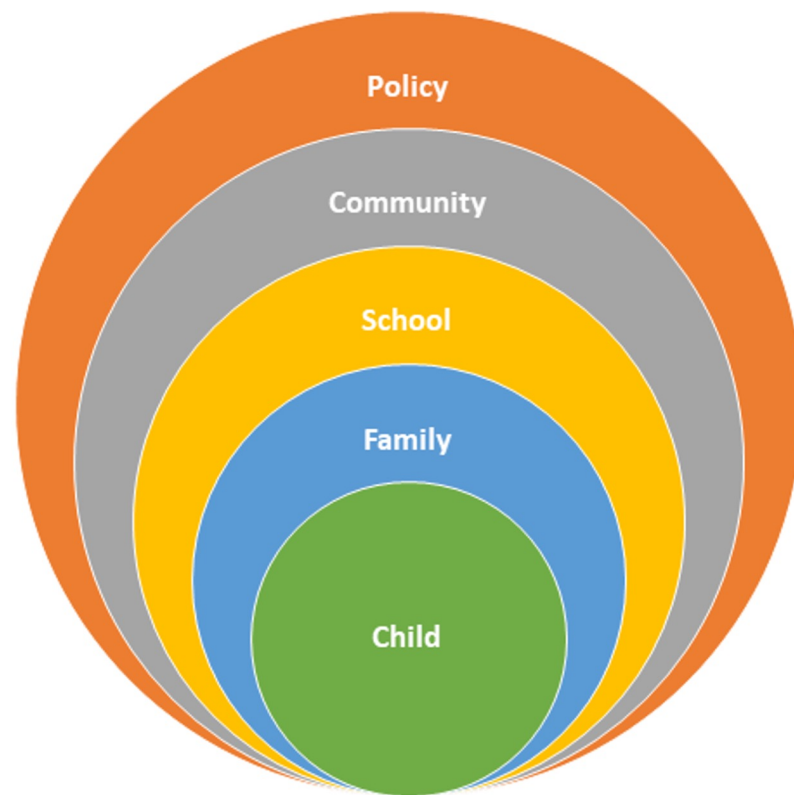
Position Paper
Collaboration Components

- Psychosocial well-being
  - Structured Psychosocial Support (PSS) interventions for children, adolescents and/or caregivers - such as: structured and sustained or curriculum-based programmes; supervised recreational activities.
  - Social & Emotional Learning (SEL) provision
  - Psychological First Aid (PFA)
- Multisectoral referral pathways - Referral of girls and boys at risk or survivors of child protection concerns to other specialised services (such as case-management and counselling). Referrals of out of school children & those at risk of dropping out into FE & NFE

THE ALLIANCE
FOR CHILD PROTECTION
IN HUMANITARIAN ACTION

Inter-agency
Network for Education
in Emergencies

Position Paper
Collaboration Components

- Community outreach and awareness, such as: supporting community-level child protection approaches, awareness raising on child protection and hazard-risk education.
- Caregiver support programmes
- In-class child protection messaging - including prevention of exploitation, separation and trafficking, and Disaster Risk Reduction (DRR) such as mine-risk education.
- Conflict Sensitive Education & Peace Education
- Safe learning environment & access routes: Schools are free from hazards and encourage learning. Children feel safe travelling to and from school.

THE ALLIANCE
FOR CHILD PROTECTION
IN HUMANITARIAN ACTION

Inter-agency
Network for Education
in Emergencies

Position Paper
Collaboration Components

- Teacher training curricula that support more protective learning environments
- Safeguarding feedback and reporting mechanisms
- Teacher well-being is recognised, encouraged and supported
- Learning environments are free from occupation and attack by armed groups. This can be supported through community negotiations and is reported on through MRM.
- Accessibility and non-discrimination, ensuring school premises, enrolment and access are inclusive to all children regardless of ability, race, ethnicity, gender, sexual identity, or other characteristic.
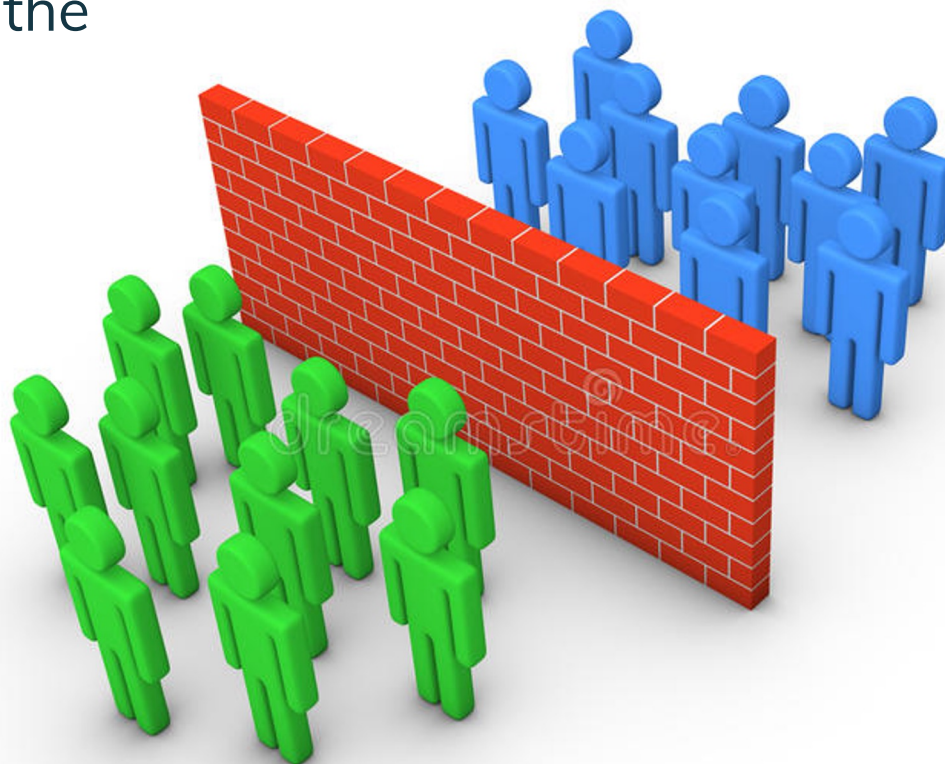
THE ALLIANCE
FOR CHILD PROTECTION
IN HUMANITARIAN ACTION

Inter-agency
Network for Education
in Emergencies

Position Paper
Collaboration Components

- Child Labour
- Harmful Traditional Practices - child marriage, FGM, defined gender roles
- Problems With School Integration
- Health & Disability - taking a multi-sector approach to support children with disabilities or underlying health conditions to access appropriate education services
- Lack of Documentation
- Social protection - addressing poverty as a barrier to access and attendance through targeted or conditional cash transfers.

What is stopping you?

What barriers are there to closer collaboration between the sectors?

What does this mean?

How can you encourage joint or integrated programming?

How would you adapt your current programming?

Further Information
Sign up to mailing lists

Inter-agency Network for Education in Emergencies

www.inee.org

THE ALLIANCE FOR CHILD PROTECTION IN HUMANITARIAN ACTION

www.alliancecpha.org