INEE

Where Child Protection and Education in Emergency Cross

A mapping by the INEE Advocacy Working Group

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An international network for education in emergencies
Un réseau international pour l'éducation en situations d'urgence
Una red internacional para la educación en situaciones de emergencia
Uma rede internacional para a educação em situações de emergência
الشبكة العالمية لوكالات التعليم في حالات الطوارئ

The Inter-Agency Network for Education in Emergencies (INEE) is an open, global network of representatives from non-governmental organizations, UN agencies, donor agencies, governments, and academic institutions that are working together to ensure the right to a safe, good-quality education for all people affected by crises. To learn more, please visit www.ineesite.org.

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1. INTRODUCTION

This paper provides a mapping of the critical intersections between child protection (CP) and education in emergencies (EiE). The hope is that this mapping will help to establish research parameters around which the two sectors can conduct strategic and focused advocacy that will strengthen the quality of both child protection and education responses in times of emergency. The hope is also that it will encourage further joint planning and programming where possible between the two sectors, as well increase understanding within the two communities of the protective role education plays in emergencies, and vice versa.

The mapping is informed by two research questions:

> **1) Primary research question:** What are the critical intersections between child protection and education in emergencies?

> **2) Secondary research question:** What are the protective roles and elements of education according to the CP field and according to the EiE field?

This paper is a summary of the findings of an analysis of literature selected from both the CP and EiE fields. The research and analysis were commissioned by the Inter-Agency Network for Education in Emergencies' Advocacy Working Group (INEE AWG) and carried out by Andrea Diaz-Varela (Right to Play), with support from Rita Lo and Anna Freyer (New York University). Peter Hyll-Larsen, Lindsey Fraser, Lauren Gerken and Amber Heuvelmans (all INEE) assisted in the finalization of the paper.

2. METHODS

A desk study was first conducted to identify and build an understanding of the protective role of education in emergencies. This was done under the guidance of and with contributions from members of the INEE AWG and the Alliance for Child Protection in Humanitarian Action (the Alliance). A preliminary list of literature was identified, which contained 17 sources that included academic literature, grey literature, standards, and guidelines. This wide range of literature was included to ensure that diverse research, policies, and practices were considered, and to highlight the value of academic articles and the critical role grey literature plays in the emergency sector. Further research was conducted using a snowballing technique, which involved reviewing the reference list of each article and conducting related article searches in academic journals. All sources used were published after 2004 in order to reflect current practices, changes in approaches, and new research findings. This 58 articles were identified, including 24 on standards and guidance, 17 academic research articles, and 17 grey literature items.

Given time and resource constraints, the final list of articles was further narrowed down. This final selection of documents was made using the following criteria:

1) Include a wide range of thematic areas and be as inclusive as possible
2) Include a wide range of geographic areas and types of literature
3) Prioritize the most recent documents
4) Represent the child protection and education in emergencies sectors equally

This resulted in the selection of 35 articles that were validated by members of the INEE AWG and the Alliance. The selection includes 17 pieces of standards and guidelines, 10 pieces of academic literature, and 8 pieces of grey literature.

The 17 pieces of standards and guidelines, particularly the INEE Minimum Standards and Minimum Standards on Child Protection in Humanitarian Action, were used to identify a broader thematic approach. The themes identified included psychosocial wellbeing, conflict sensitivity, inclusion, and gender responsiveness.

The mapping is structured along emerging themes, which include access to other services, safeguarding children, cognitive protection, conflict resolution/peacebuilding, gender responsiveness, psychosocial protection, a sense of hope, wellbeing, and protection from risk. The table below is the result of this, which was based on articles reviewed, issues identified, emerging themes analyzed, and rereading of articles, all of which enabled us to incorporate more detailed findings in the corresponding themes and literature categories.

3. MAIN FINDINGS & ANALYSIS

The protective role of education is recognized in both the CP and EiE literature. However, there is still a lack of evidence, assessment, and rigorous research that adequately suggest what approaches are necessary and most effective in supporting quality education and children's wellbeing over the long term (Burde et al., 2015; Wessells, 2009). Different documents propose different approaches and which critical elements should be put in place to ensure a quality education, such as community engagement, psychosocial support, and building resilience. Each document also provides a variety of guidance and strategies on how education personnel, local and national governments, NGOs, and other entities can help create a protective and supportive learning environment for teachers and students in times of emergency.

3.1 Major Themes Identified: Why Education Is Protective

The CP and EiE fields both claim that education is protective because it (1) provides physical, psychosocial, and cognitive protection; (2) gives children a sense of hope and stability; (3) gives children access to other critical, lifesaving services; (4) strengthens social cohesion and supports peacebuilding and conflict-resolution efforts; (5) supports gender equality and provides women and girls, who are often marginalized, with skills they need to empower themselves; and (6) enhances children's wellbeing over the long term. Despite the positive impact of education in emergencies, most literature suggests

that education is not by definition protective and that it carries potential risks. Education can be used, for example, to fuel intolerance and prejudice and exacerbate existing injustice and discrimination. Education infrastructure can also be used for military purposes, making schools prone to attack (Tebbe, 2015; UNESCO, 2011). In addition, the sexual and labor exploitation of children can take place in schools, and traveling to and from school can leave children vulnerable to violence and injury. Rigorous prevention and protection measures are therefore needed to create a safe learning environment for all students, one in which they can continue to receive quality education in times of emergency.

The protective roles education can play in crisis-affected contexts, according to this paper, are tentatively illustrated in the figure below.
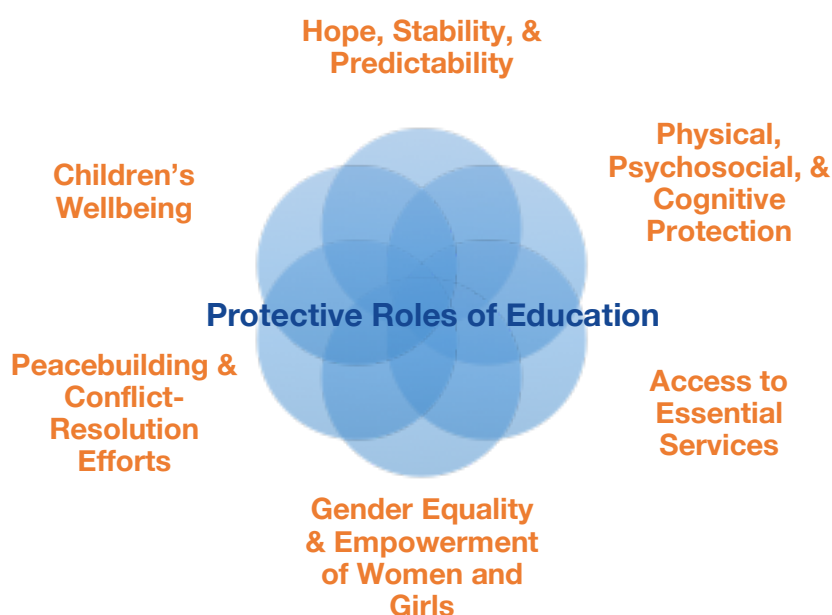
1) Physical, Psychosocial, & Cognitive Protection

Education is critical to child protection, as it can provide children with immediate physical, psychosocial, and cognitive protection in emergency situations in various ways. First, formal and informal learning spaces can provide safe locations where children are protected from all forms of violence, including rape, sexual exploitation and abuse, human trafficking, and child labor, as well as recruitment into organized crime or armed groups. Children who attend school are kept busy during the day, and thus are less likely to be exposed to risks on the street, be forced into early marriage, or be coerced to engage in child labor or other high-risk activities. Schools also provide regular routines and structured activities, which give children some stability and a sense of normalcy (Alexander et al., 2010; CPWG, 2013; GCPEA, 2015; Global Education Cluster, 2016; IASC, 2007; ICRC et al., 2004; INEE, 2010a; Save the Children, 2008, 2015; Tebbe, 2015; UNGA, 2010; UNICEF, 2012; Wessells, 2009, 2015).

Second, educational activities can provide children with lifesaving and awareness-raising information, which helps to reduce their risk of physical harm, disease, and death, and strengthens their coping strategies and survival skills. Children who receive such information can in turn educate their peers; in fact, many studies have suggested that children respond best to information provided by their peers. Examples of this include the dangers of landmines, general self-protection skills, how to reduce risk during disasters, and health and hygiene practices and knowledge, such as infant mortality and mother-to-child HIV/AIDS transmission. Through structured educational activities, children also learn to become leaders of change in their society (Akram et al., 2012; Alexander et al., 2010; CPWG, 2013; Global Education Cluster, 2016; IASC, 2007; INEE, 2010a, 2016; Save the Children, 2008, 2015; Winthrop, 2011; UNESCO, 2011).

Third, educational programs provide children and youth with basic skills, including literacy and numeracy, which enable them to gather information about their environment, read signs and labels, and manage household income. These critical cognitive skills allow children to make safe and informed decisions in dangerous environments, manage their anxiety in uncertain situations, and cope with future crises more effectively. Skills such as critical thinking and problem-solving can help children assess conflicting political messages and help them succeed in the future, therefore providing a sense of hope during times of crises (Akram et al., 2012; Alexander et al., 2010; Bentacourt, 2008; CPWG, 2013; Global Education Cluster, 2016; IASC, 2007; INEE, 2010a, 2016; Reyes, 2013; Save the Children, 2008, 2015; Winthrop, 2011).

Lastly, a supportive learning environment helps children build their emotional and intellectual competencies and develop healthy interpersonal relationships; it also mitigates the effects of trauma and restores predictability, especially for children who have been displaced. The positive impact of education can reduce the need for responsive services at a later time (Bentacourt, 2008; CPWG, 2013; Global Education Cluster, 2016; INEE, 2010a, 2016; Reyes, 2013; Save the Children, 2015; Winthrop, 2011).

(Citations: Akram et al., 2012; Alexander et al., 2010; Bentacourt, 2008; CPWG, 2013; GCPEA, 2015; Global Education Cluster, 2016; IASC, 2007; ICRC et al., 2004; INEE, 2010a, 2016; Reyes, 2013; Save the Children, 2008, 2015; Tebbe, 2015; UNESCO, 2011; UNGA, 2010; UNICEF, 2012; Wessells, 2009, 2015; Winthrop, 2011)

2) Hope, Stability, & Predictability
Children who attend school are expected to engage in class activities, finish their homework on time, prepare for exams, and acquire a school certificate or degree. These structured tasks and activities establish routines and provide consistency for students whose lives are otherwise disrupted, while also giving them achievable short-term and long-term goals. Studies have shown that many children and youth

feel hopeless and anxious when they are unable to return to school (Akram et al., 2012; Save the Children, 2015). They worry about falling behind, failing their exams, and not having access to future employment opportunities. Continued access to quality education can mitigate the negative psychosocial impact of a natural disaster or armed conflict by restoring a sense of stability, normalcy, dignity, and structure to the lives of these children and youth. It can also strengthen their resilience and coping mechanisms in adverse environments and build confidence about the future (Citations: Akram et al., 2012; Alexander et al., 2010; Betancourt, 2008; Burde et al., 2015; CPWG, 2013; GCPEA, 2015, 2016; Global Education Cluster, 2016; IASC, 2007; INEE, 2010a, 2016; Reyes, 2013; Save the Children, 2008, 2015; UNGA, 2010).

3) Access to Essential Services
Schools and other learning spaces can facilitate access to essential and lifesaving services for children and youth, and their families, beyond the education sector. These services may include primary health care, nutritious food, clean water, psychosocial support, mental health assessments and targeted clinical interventions, regular adult supervision (e.g., by teachers and school administrators), and training in security measures and healthy living (Alexander et al., 2010; CPWG, 2013; Global Education Cluster, 2016; IASC, 2007; INEE, 2010a, 2010b; Reyes, 2013; Save the Children, 2015).

Schools can also provide a safe physical space in which educators or social workers can identify children who need special attention, such as those experiencing severe physical, emotional, and/or mental abuse, separated and unaccompanied children, or children with disabilities; establish appropriate referral systems for protection violations in school and at home; and assist in the reunification of family members. Educational activities and adult supervision also make it easier to screen for and monitor children needing special assistance in a systematic manner. Because education helps people access basic supplies and services, it can prevent deliberate child-family separation, such as families sending children to orphanages or child centers, or into the care of friends, in the belief that their children will receive better care (Alexander et al., 2010; Bentacourt, 2008; CPWG, 2013; ICRC et al., 2004; INEE, 2010a, 2010c; UNICEF, 2012).

(Citations: Alexander et al., 2010; Bentacourt, 2008; CPWG, 2013; Global Education Cluster, 2016; IASC, 2007; ICRC et al., 2004; INEE, 2010a, 201b, 2010c; Reyes, 2013; Save the Children, 2015; UNICEF, 2012)

4) Peacebuilding & Conflict-Resolution Efforts
Denied access or a lack of equal access to quality education can generate a sense of injustice, inequality, and grievance within communities, thereby increasing the likelihood of conflict. A well-designed and accessible quality education system that ensures equity and inclusion can help counter the underlying causes of violence and enhance social cohesion by promoting positive, nonviolent values: inclusion, tolerance, justice, peace, human rights, solidarity, respect, and conflict resolution. A

case study on the education system in post-1994 Rwanda, for example, found clear reference to the role the education system played in "creating a culture of peace, emphasizing positive non-violent national values of justice, peace, tolerance, respect for others, solidarity and democracy" (Reyes, 2013; other citations: GCPEA, 2016; IASC, 2007; INEE, 2010a, 2010b, 2013; Reyes, 2013; Save the Children, 2008, 2015; Tebbe, 2015; UNGA, 2010; UNESCO, 2011)

Education systems that foster mutual understanding, tolerance, and respect can make societies less vulnerable to violent conflicts. In addition, research has shown that education can increase opportunities for young people and reduce their likelihood of participating in gang violence or joining armed groups. However, to create an inclusive education that supports peacebuilding efforts, it is critical that education authorities approach the issues of content, language of instruction, and curriculum structure with caution and insist on a stringent review processes (Global Education Cluster, 2016; INEE, 2009, 2010a; Reyes, 2013; Tebbe, 2015; UNESCO, 2011; Winthrop, 2011).

Schools, therefore, can give a community the opportunity to create an environment that mitigates any stigma associated with conflict (Burde et al., 2015). Participatory education, in which parents/caregivers, children and youth, education staff, and community members are engaged in collective action centered on children, enriches social networks and strengthens social support within the community (Burde et al., 2015; INEE, 2013).

(Citations: GCPEA, 2016; Global Education Cluster, 2016; IASC, 2007; INEE, 2009, 2010a, 2010b, 2013; Reyes, 2013; Save the Children, 2008, 2015; Tebbe, 2015; UNGA, 2010; UNESCO, 2011; Winthrop, 2011)

5) Gender Equality & Empowerment of Women and Girls
Protective education is gender responsive and addresses the specific needs of and difficulties facing girls and women, boys and men. It provides support and teaches skills that help strengthen individuals' ability to rebuild their lives over the long-term. Curricula and educational activities focused on gender equality and the elimination of sexual violence can help change social norms, attitudes, and gender expectations (INEE, 2010d).

Education that continues without disruption in times of emergency can provide opportunities for women and girls to develop literacy skills, inform them about their rights and choices, and enable them to learn other essential skills. It also can help women process information about health-related issues and thus have more control over their lives. Studies have shown that maternal education is a strong factor in a child's chances of survival: girls with higher levels of education are associated with delayed marriage and childbirth and lower child mortality (UNESCO, 2011). Schools also can provide a safe environment in which women and girls are protected from gender-based violence and sexual or economic exploitation. Girls who are enrolled

in school are less likely to be forced into an early marriage or early pregnancy. In the literature, interviews with girls indicate that they believe schools protect them from those risks (Citations: Global Education Cluster, 2016; INEE, 2010d; Save the Children, 2015; UNESCO, 2011).

6) Children's Wellbeing
A school or informal learning center can become a protective shield in times of emergency by offering physical and psychosocial protection for students and providing a safe space. Children who have continued access to education tend to feel more hopeful, are less stressed about exams, and enjoy learning new material. Schooling is particularly important for survivors of violence, exploitation, abuse, or neglect, as it helps these children rejoin their peer group, restores a sense of normalcy, and teaches essential skills for coping with stress and anxiety. Educational activities provide opportunities for children, families, and community members to engage in the process of coming to terms with their life experience, and to acquire skills that will enable them to build a more peaceful future (Akram et al., 2012; Alexander et al., 2010; Bentacourt et al., 2008; CPWG, 2013; Global Education Cluster, 2016; IASC, 2007; INEE, 2016; Reyes, 2013; Save the Children, 2008, 2015; Winthrop, 2011).

In the literature, children interviewed often indicate that education is key for them to maintain a sense of wellbeing in times of crises (Save the Children, 2015; Krueger et al., 2014). Children also indicate that their wellbeing and their learning experience in school should not be seen as two separate issues (Winthrop, 2011). Active learning, which can take multiple forms, is essential to children's wellbeing. Children claim that education enables them to acquire knowledge and skills that prepare them to enter the workforce. It also teaches them about culturally appropriate social codes, social expectations, and healthy behavior, and supports their psychosocial wellbeing. Children also believe that learning helps them gain respect in their communities (Winthrop, 2011). Furthermore, teachers can support students who have poor child-adult interaction in their family (Alexander et al., 2010; Krueger et al., 2014; Save the Children, 2015; Winthrop, 2011).

(Citations: Akram et al., 2012; Alexander et al., 2010; Bentacourt et al., 2008; CPWG, 2013; Global Education Cluster, 2016; IASC, 2007; INEE, 2016; Krueger et al., 2014; Reyes, 2013; Save the Children, 2008, 2015; Winthrop, 2011).

3.2 Subthemes Identified: Core Components to Make Education Protective
In addition to the main themes addressed in this paper, several subthemes were identified that call attention to the core ingredients of and strategies for creating protective educational interventions. As this is not the main focus of the paper, the following descriptions are less detailed than those for the main themes.

The CP and EiE literature both identified the following as core elements that are essential to ensuring that education is protective:

- A safe, physical learning space, which can be a formal school, or an informal child-friendly center when a formal educational structure is unavailable (Alexander et al., 2010; Akram et al., 2012; CPWG, 2013; GCPEA, 2015; Global Education Cluster, 2016; IASC, 2007; INEE, 2010a; Save the Children, 2008, 2015).
- Flexible, structured activities that cater to the emotional, social, and physical needs of children and their families in emergency contexts (Akram et al., 2012; Alexander et al., 2010; CPWG, 2013; Global Education Cluster, 2016; IASC, 2007; INEE, 2010a, 2010c).
- Access to other critical services, including healthcare, food, water, psychosocial and mental health support, and other social services (Alexander et al., 2010; CPWG, 2013; GCPEA, 2015, 2016; Global Education Cluster, 2016; IASC, 2007; INEE, 2010a, 2010b; Save the Children, 2015; UNESCO, 2011; UNICEF, 2012).
- Appropriate psychosocial support and specialized mental health support for students and education personnel (Alexander et al., 2010; Bentacourt et al., 2008; CPWG, 2013; GCPEA, 2015; IASC, 2007; INEE, 2010a, 2016; Reyes, 2013; Save the Children, 2015; UNCEF, 2012).
- Well-designed curricula that focus on lifesaving cognitive skills, resilience, risk-reduction measures, conflict sensitivity, social cohesion, and gender responsiveness (Alexander et al., 2010; CPWG, 2013; GCPEA, 2016; Global Education Cluster, 2016; IASC, 2007; INEE, 2010a, 2010b, 2010d, 2013, 2016; Save the Children, 2008, 2015; Tebbe, 2015; UNESCO, 2011; Winthrop, 2011).
- Preventive and responsive measures that ensure continuity of education despite emergencies, such as disaster risk reduction and ongoing access to quality education for all (Akram et al., 2012; CPWG, 2013; GCPEA, 2015, 2016; INEE 2009, 2010a, 2010c, 2010d; Reyes, 2013; Save the Children, 2008, 2015; UNESCO, 2012; UNGA, 2010).
- Rigorous monitoring and evaluation of evidence-based educational programming (Alexander et al., 2010; Burde et al., 2015; CPWG, 2013; INEE, 2010a; Wessells, 2009).
- Monitoring or screening efforts to identify key protection threats to the education system, both external (such as armed conflict) and internal (such as corporal punishment and bullying) (CPWG, 2013; GCPEA, 2016; IASC, 2007; INEE, 2010a, 2010b, 2010d; Reyes, 2013).
- Sufficient training and well-designed teaching and learning materials provided for teachers to help them identify child-protection concerns and ensure the quality of teaching practice and classroom activities (Alexander et al., 2010; CPWG, 2013; IASC, 2007; INEE, 2009, 2010a; UNGA, 2010; UNICEF, 2012).
- A guiding principle of "do no harm" (CPWG, 2013; INEE, 2010a).
- An all-encompassing, systematic approach for responding to protection concerns in education settings, meaning the approach must be child-centered, intersectoral, multidimensional, and based on the context (CPWG, 2013; GCPEA, 2014; INEE, 2009, 2010a, 2010d, 2016; Reyes, 2013; Save the Children, 2015; Wessells, 2009, 2015).
- An emphasis on community participation and inclusivity; educational programs and activities should encourage child participation, family participation, and

community ownership to ensure sustainability and harmony over the long term (Akram et al., 2012; Bentacourt et al., 2008; Burde et al., 2015; CPWG, 2013; GCPEA, 2014, 2016; IASC, 2007; INEE, 2009, 2010a, 2010b, 2010d, 2013, 2016; Reyes, 2013; Save the Children, 2008; UNESCO, 2012; UNGA, 2010; UNICEF, 2012; Wessells, 2009, 2015; Winthrop, 2011).

- Support from local and national governments and education personnel to ensure that the education system is protective and engaging and does not fuel violence and intolerance (CPWG, 2013; GCPEA, 2015, 2016; INEE, 2010a, 2010b, 2013; Save the Children, 2015; UNGA, 2010; UNICEF, 2012).

3.3 Similarities in the Two Bodies of Literature

- The CP and EiE fields share an understanding and acknowledgment of the importance of education and the potential protective role it can play in emergency settings (these similarities are discussed in the previous section). Both fields identify access to quality education as critical to the protection of children and youth, but also strongly caution against the potential threat education can pose to both learners and teachers: corporal punishment, sexual or physical violence and abuse, bullying, discrimination, attacks on schools and education personnel, and/or a lack of appropriate facilities for certain groups of children (such as children with disabilities, young girls and women). While the CP and EiE literature both emphasize the positive effects of EiE and the need to strengthen educational intervention, the CP literature also cautions about the potential negative effects of EiE.
- Both emphasize the importance of building resilience through educational interventions and of gender responsiveness in promoting quality education and the protection of children.
- The best interests of the children are at the center of discussions about educational and CP interventions.

3.4 Differences in the Two Bodies of Literature

- Despite the similarities mentioned above, the CP and EiE fields tend to approach the relationship between education and child protection from different viewpoints. The CP literature discusses child protection within educational settings and how to strengthen protection through education, whereas the EiE literature focuses more on ensuring access to quality education, which would in itself provide a protective environment for children.
- The premise of much of the EiE literature is that education is protective and should be a focus in times of emergency. Therefore, the EiE literature leans toward describing how education is protective and how to design an educational intervention. However, in the CP literature it is not always obvious that education is key to protection, and it often cautions against the potential threat posed by poorly designed curricula and structured learning activities, and unsafe learning spaces. Therefore, while the CP literature is more likely to examine how protection concerns may prevent children from accessing education or renders education

"not protective," the EiE literature examines how protection concerns may arise within an education setting.

- The EiE literature more often maps out concrete strategies and step-by-step approaches for how to create a protective learning environment, whereas the CP literature focuses on strategies for strengthening a system-level protection response during emergencies, in which education programming/intervention is one component of the response. Thus, the CP literature's emphasis is not always on education and the protective role it plays. The reverse is true of the EiE literature, which in turn does not always address child protection concerns and needs.
- One major theme identified in this paper is that education can make an important contribution to peacebuilding and conflict-resolution efforts. However, this finding is based predominantly on the EiE literature, which is more inclined to affirm how quality education — well-designed learning materials and curriculum, a carefully chosen language of instruction, an inclusive environment, and well-trained educational staff — can improve social cohesion, a component not always mentioned in the CP literature. On the other hand, the CP literature highlights psychosocial and mental health support and the specific types of interventions that can be provided to children in educational settings, which include appropriate systems to identify separated and unaccompanied children, to assess and refer children who need specialized mental health treatment, to support family reunification, and to handle child protection concerns at home or in school. However, it is possible that this finding is due solely to the specific selection of literature and may not represent the differences between the two fields at large.
- The CP literature tends to emphasize education's role in responding to child protection concerns and ensuring children's wellbeing. This may include responsive interventions, such as psychosocial support, family reunification, or flexibility in structured activities. The EiE literature tends to emphasize education's role in building and supporting prevention measures, such as disaster risk reduction and a conflict-sensitive, gender-sensitive curriculum.

4. CONCLUSION

Certain themes on the role that education plays in times of emergency have emerged in the above review. The protective functions identified include creating a sense of hope; providing essential services and physical, psychosocial, and cognitive protection; promoting social cohesion, gender equality, and children's wellbeing; and empowering women and girls. Despite differences between the CP and EiE fields, there is a clear mutual understanding between the two as to why education is protective, especially in emergencies. However, the findings are based on a limited list of documents, which may not be sufficient to address broader differences between the two fields in theory and in practice.

Moreover, during the document search, only three pieces were identified that were written from a joint CP and EiE approach (Boothby & Wessells, 2010; Global Education Cluster, 2016; Zimmerman, 2014). In order to build a more comprehensive system that

ensures the consistent provision of a protective, quality education, it is recommended that practitioners from the two fields engage in more joint efforts to identify what core requirements will make education protective and how to deliver successful interventions (Tebbe, 2015).

CODE	A MATRIX OF RESOURCES USED FOR PROTECTION IN EiE								
	EDUCATION IN EMERGENCIES			CHILD PROTECTION			BOTH EiE and CP		
	Source	Page	Content	Source	Page	Content	Source	Page	Content
Access to Other Services	INEE Guide (Disabilities)	7;24	Identify learners with disabilities and barriers to education and provide necessary assistance	UNICEF (2012)	30	Appropriate referral system (child protection) in the event of protection violations in school or at home.	Alexander et al. (2014)	8	Schools can be used as places where essential services, such as primary health care, training in security measures, access to meals, or regular adult supervision are offered. Educators can also identify students who have severe physical or mental health problems that need special attention, or identify children who are subject to abuse (eg. harmful wage labor and exploitation of foster children for domestic labor). Educational activities make it easier to identify those children who need special help.
	INEE (PSS & SEL) (2016)	25	Intervention to assess and address mental health problems (MHPSS Intervention)	SC (2015)	10	Schools provide places where children can access essential health care services and food, and receive information about how to stay safe and healthy.			
	SC (2008)	4	Learning centers offer spaces in which reunification of family members and identification of vulnerable children can take place.						
	INEE MS (2010)	2	*Schools and other learning spaces can act as an entry point for the provision of essential support beyond the education sector such as protection, nutrition, water and sanitation, and health services.*						
	UN Resolution	2	*Education can play in supporting efforts in emergency situations to halt and prevent abuses committed against affected populations, in particular, efforts to prevent all forms of violence, including rape and other acts of sexual violence, exploitation, trafficking in persons, and the worst forms of child labour.*	Inter-Agency Guiding Principles (2004)	23	Access to basic relief supplies and services, such as education, can prevent deliberate child-family separations.	Education and Protection Clusters (2016)	2	*The positive effects that education has on threats such as recruitment, abduction, child labour, and gender-based violence mitigate the need for responsive services later on.*

Child Safeguarding	Tebbe (2015)	12	As a lack of eduational opportunity can contribute to the availability of recruits for organized violence, education can reduce the number of available recruits by keeping children in school.	UNCEF (2012)	3;8	*The adults who oversee and work in educational settings have a duty to provide environments that support and promote children's dignity, development and protection. In addition, schools have a duty of care to identify, assist, refer and protect these children.*	Alexander et al. (2014)	7	Safe learning environments can protect children and adolescents from ongoing insecurity, exposure to landmines, recruitment into militias and gangs, and sexual violence.Ot can also bolster a sense of identity, confidence, and inclusion.
	SC (2008)	3;4	Education can provide children with immediate physical protection in the midst of a crisis. It can teach children messages on the dangers of landmines; health and hygiene promotion can reduce the risk of physical harm, disease, and death. Children who attend school are also less vulnerable to being trafficked, recruited into organized crimes or armed groups, and subject to sexual abuse and child labor.	Wessells (2009)	42	Schools offer an environment in which children receive trainings and awareness-raising messages and educate their peers on issues, such as the danger of child trafficking. A key lesson learned is that children respond best to awareness-raising messages that are shared by their peers.			
	Burde et al. (2015)	44	*Emerging evidence suggests that a greater sense of community ownership in education serves as a protective mechanism to stave off attack and/or make students feel safer. Observational studies have found that NGO-run schools that rely on community participation in conflict settings are less frequently attacked than government-run schools.*	Wessells (2009)	62-65	Formal education system is a useful strategy to scale up child protection intervention/ programme that specifically targets the problem of child labor. Example: The ABK Project implemented by World Vision in the Philipines from 2003-2008.			
	INEE MS (2010)	2;3	*Quality education saves lives by providing physical protection from the dangers and exploitation of a crisis environment. When a learner is in a safe learning environment, he or she is less likely to be sexually or economically exploited or exposed to other risks, such as forced or early marriage, recruitment into armed forces and armed groups or organised crime....thinking. Education can build a culture of safety and resilience through teaching about hazards, promoting schools as centres for community disaster risk reduction and empowering children and youth as leaders in disaster prevention.*	SC (2015)	5;6	Children say that they feel safe and protected in schools. Education helps prevent children from roaming on the street and protects them from engaging in child labor or high-risk activities such as crime, or joining armed groups.			

	INEE MS (2010)	54	*Safer education facilities ensure educational continuity, minimising disruption of teaching and learning. They can become centres for community activities and provide services that are critical to reducing poverty, illiteracy and disease.*	Betancourt (2008)	8	Education programmes provide a place where children can be monitored and screened for mental and physical health in a more centralized and systematic manner.		
				Wessells (2015)	9	Education plays a pivotal role in child protection. Eg. participation in education protects children from exposure to other harms (such as sexual exploitation or drug abuse)		
Cognitive Protection (Survival skills/ Literary and Numeracy Skills / Rebuild Livelihood / Risk Reduction)	INEE (PSS & SEL) (2016)	12	*Education can also be a fundamental tool in helping communities rebuild by providing life skills that strengthen coping strategies; by facilitating young people's future employment through, for example, vocational training; and by reducing economic stress.*	IASC (2007)	148	*Well-designed education also helps the affected population to cope with their situation by disseminating key survival messages, enabling learning about self-protection and supporting local people's strategies to address emergency conditions.*	Education and Protection Clusters (2016)	3	*Schools can convey life-saving information and strengthen critical survival skills and children's resilience to cope with different sources of stress.*
	INEE (PSS & SEL) (2016)	11	*In natural disasters, education can play a central role in raising awareness and preventing pathologies such as infant mortality and mother-tochild HIV/AIDS transmission, and also can support local people's strategies for addressing disruptive conditions.*	IASC (2007)	149	*Education serves an important protection role by providing a forum for disseminating messages on and skills in protection within a Violence-free environment.*	Education and Protection Clusters (2016)	2	See Peacebuilding
	SC (2008)	4	Quality education equips children with critical skills and knowledge, such as critical thinking, understanding of human rights, that will help them take a more active role in the community and improve their ability to break the poverty cycle.	SC (2015)	2;10	Education helps children to better cope with future crises, rebuild their lives, and manage their anxiety in uncertain situations.	Education and Protection Clusters (2016)	2	*Supportive, responsive relationships with caring adults as early in life as possible can help prevent or reverse the damaging effects of toxic stress. Addressing toxic stress can prevent the long term impact on a child's cognitive, behavioural, and emotional development. Delayed childbirth and marriage, lower fertiligty rates, higher prenatal care, lower child mortality. The positive effects that education has on threats such as recruitment, abduction, child labour and gender-based violence mitigate the need for responsive services later on.*

		Reyes (2013)	7	Education can mitigate the risks of adversity (such as natural disasters, political crises, health epidemics, pervasive violence and armed conflict) and enhance children's capabilities to succeed despite the adversities.	Betancourt (2008)	8	Education allows children are able to develop vocatoin skills and tools necessary to succeed in the future and therefore helps establish a sense of hope and predictability.	Alexander et al. (2014)	8	Education provides skills and knowledge that are crucial for children to survive and deliver vital messages, such as those concerning health, sanitation, nutrition, HIV/AIDS, and landmine dangers o children, parents, and community members. Basic skills, such as literacy and numeracy, reading skills, and mathematical skills, enable children to gather information about their environments, and manage their household's money. Critical thinking, conflict resoluation and problem solving skills can also help children manage and cope with difficult protection issues they face and make safe decisions during conflicts.
		INEE MS (2010)	2	*Education can convey life-saving information to strengthen critical survival skills and coping mechanisms. Examples include information on how to avoid landmines, how to protect oneself from sexual abuse, how to avoid HIV infection and how to access health care and food... By strengthening problem-solving and coping skills, education enables learners to make informed decisions about how to survive and care for themselves and others in dangerous environments. It can help people think critically about political messages or conflicting sources of information.*	MS CP (2013)	83	*Schools and after-school activities provide opportunities to discuss and share self-protection information with a large number of children. Risk education and information activities can be most effective if designed and delivered by children and youth themselves.*			
					MS CP (2013)	173	*Education serves as an important way of passing on messages, raising awareness, and providing life skills to bolster children's ability to recognise risks and respond accordingly...[It] also supports children's resilience by nurturing their psychosocial and cognitive development.*			

Conflict Resolution/ Peace Building	INEE (PSS & SEL) (2016)	11	Providing a quality education during a conflict can help counter the underlying causes of violence by promoting values of inclusion, tolerance, human rights, and conflict resolution.	SC (2015)	13	A lack of access or equal access to education can generate a sense of injustice, inequalities and grievances within societies and therefore increase the likelihood of conflicts. Quality and equal education can therefore help promote stability and peace. In addition, education can reduce the likelihood of conflict by increasing opportunities for young people as research shows.	Education and Protection Clusters (2016)	3	*Good quality, accessible education can counter the underlying causes of violence, by fostering values of inclusion, tolerance, human rights and conflict resolution.*
	Tebbe (2015)	12	Education plays a role in socio-economic development and renewing social contract. It can increase state legitimacy, help reduce horizontal inequalities, and deliver peacebuilding results along with other social services. Education can serve the abovementioned functions if it ensures equity and inclusion, and if educational authority approaches the issues of content, language of instruction, and curriculum structure with caution.	Betancourt (2008)	8	Participatory education where children, educational staff, parents and community members are engaged in collective action on behalf of children enriches social network and strengthens social support within the community.	Education and Protection Clusters (2016)	2	*Education can do more than patch up the damage caused by conflict; it can help with long-term processes of peace-building, strengthening social cohesion as well as provide essential building blocks for future economic stability.*
	SC (2008)	4	Well-designed educational activities can encourage conflict resolution, tolerance, and respect for human rights. It can also reduce inequality and poverty and, help achieve social cohesion.						
	Reyes (2013)	18	*A case study of the education system in Rwanda after the 1994 genocide found explicit reference to the role of eudcation system in creating a culture of peace, emphasizing positive non-violent national values of justice, peace, tolerance, respect for other, solidarity and democracy.*						
	Burde et al. (2015)	42	A school can create an environment that reduces the stigma associated with conflict.						

	UNESCO (2011)	14	Education plays a crucial role in peacebuilding. When education systems are inclusive and foster attitudes conducive to mutual understanding, tolerance and respect, they can make societies less susceptible to violent conflict.					
	INEE MS (2010)	3	*Quality education contributes directly to the social, economic and political stability of societies. It helps to reduce the risk of violent conflict by enhancing social cohesion and supporting conflict resolution and peace-building...Crises provide an opportunity to teach all members of a community new skills and values: for example, the importance of inclusive education, participation and tolerance, conflict resolution, human rights, environmental conservation and disaster prevention.*					
Gender-related	UNESCO (2011)	5;35;36	Education improves both child and maternal health as it helps women process information about nutrition and illness, and make better choices and take greater control over their lives (empowers women). Maternal education is a strong factor influencing a child's prospect of survival. For instance, in Kenya children born to mothers without completing primary education are twice as likely to die before their 5th birthday as children born to mothers with secondary or higher education.	SC (2015)	7;8	Schools provide a safe environment in which girls are protected from the risk of gender-based violence and sexual exploitation in the village or in a camp. Girls who are enrolled in schools are also less likely to be forced to enter into early marriage or early pregnancy. Interviews with girls indicate that they believe schools shield them from those risks.	Education and Protection Clusters (2016)	2	*Education in itself makes children safer: higher levels of girls' education are associated with delayed childbirth and marriage, lower fertility rates, significantly higher prenatal care and lower child mortality. Children are less likely to be sexually or economically exploited in a safe school.*
				UNICEF (2015)	102	Education can empower women and girls as it can increase literacy among women and girls, help them build essential skills and inform them about their rights. Education on gender equality for men, women, boys, and girls can also help change social norms.			

Psychosocial Protection	INEE (PSS & SEL) (2016)	11	*Education is a major factor in the protection of children and a key psychosocial intervention.*	IASC (2007)	148	*In emergencies, education is a key psychosocial intervention: it provides a safe and stable environment for learners and restores a sense of normalcy, dignity and hope by offering structured, appropriate and supportive activities.*	Education and Protection Clusters (2016)		Allow children to share feelings and put their minds at ease
	INEE (PSS & SEL) (2016)	12	*Receiving an education in a supportive environment builds children's intellectual and emotional competencies, provides social support through interactions with peers and educators, and strengthens children's sense of control and self-worth.*	SC (2015)	9	Schools can provide psychosocial support programs to children and assist children to recover through plays and other creative activities.	Alexander et al. (2014)	6;7	*Establishing a sense of normalcy through structured activities, such as school, play, and sports is crucial to the healing process and wellbeing of children affected by conflict. A child's sense of control over her or his environment, including opportunities for involvement in tasks such as reading, drawing or helping with chores in school or at home, promotes resiliency and coping. The regular routines and opportunities for self-expression offered through schools create familiar and comfortable daily schedules and provide children the chance to engage with peers.*
	INEE (PSS & SEL) (2016)	12	SEL Programs (incorporated into education responses) have positive impacts on child development which help children learn to effectively build intrapersonal and interpersonal relationships and manage emotional responses	Betancourt (2008)	8	Schools play a role in mitigating truama's effect. Early provision of education for children experiencing displacement restores a predictability and social support to children.			
	Burde et al. (2015)	42	The role that education plays in emotionally protecting children remains a core priority.						
stability, a better future)	UN Resolution	3	*Quality education can mitigate the psychosocial impact of armed conflicts and natural disasters by providing a sense of normalcy, stability, structure and hope for the future.*	SC (2015)	2	Education provides children in emergencies a sense of hope for the future. Children say they feel hopeless and anxious when they are unable to return to school.	Education and Protection Clusters (2016)	2	*Safe and free education can help mitigate the impact of conflict and disasters by giving children and families a sense of normalcy, stability, structure and hope for the future.*

Sense of Hope (normalcy, future)	INEE (PSS & SEL) (2016)	11	*If properly delivered, education can offer learners a safe, stable environment, and help restore a sense of normality, dignity, and hope by providing both some structure and supportive activities.*	Betancourt (2008)	8	The opportunities to study and develop vocational skills provide children with a sense of predictability, security, and a sense of hope.	Alexander et al. (2014)	10	Education restores a sense of hope in the prospect of a better future. Educational goals such as finishing homework, preparing for exams or acquiring a school certificate provide children with achievable short-term and long-term objectives. Regular school attendance also demonstrates confidence in the future.
	SC (2008)	4	Education can provide a secure environment in which children can be children and receive psychosocial support. It can also help minimize the disruption of education on children's emotional and social development.	MS CP (2013)	149	*Child-friendly spaces (CFSs) may provide educational and psychosocial support and other activities that restore a sense of normality and continuity.*			
	Burde et al. (2015)	42	Education systems can help strengthen children's resilience and coping mechanism in violent environments, and the routines and rituals provided by schools support resilience and a sense of consistency.						
	INEE MS (2010)	2	*Education opportunities also mitigate the psychosocial impact of conflict and disasters by providing a sense of routine, stability, structure and hope for the future.*						
...at/ Protect Education From Attack)	GCPEA (2015)	2	*The short-term impacts of attacks on education include death, injury, and destruction of educational infrastructure. The long-term impacts include disruptions in attendance, declines in student enrolment, diminished quality of education and learning, and reductions in teacher recruitment—all of which can prevent countries from fulfilling the right to education and other rights, as well as achieving education and development goals.*	IASC (2007)	57	As non-protection specialists, such as educators, must learn about protection risks to children and how to make education safe. Their work should build upon the work of protection specialists by (1) learning what protection threats have been identified (2) Talking with protection specialists before initiating social protection (3) learning what channels exist for reporting protection issues (4) assessing any dangers related to asking questions to interviewers, interviewees, aid workers or the local population.	Education and Protection Clusters (2016)	1	*Child protection concerns can prevent children from accessing education or diminish educational outcomes.*

Protection Risk (Pose Threat)								
INEE (PSS & SEL) (2016)	12	*Learning environments are not always safe places for children, as abuse and exploitation can become a reality of school life, particularly in situations of displacement and armed conflict, where cycles of violence, abuse, and exploitation can easily be perpetuated within the learning environment.*	Inter-Agency Guiding Principles (2004)	49	Education should be organized in a way that does not encourage or prolong child-family separation. *The provision of all forms of education should be avoided at centres providing interim care since this can prompt parents to place their children in centres. Separated children should attend local schools where available.*	Alexander et al. (2014)	12;13	*Schools have now become objects of attack, and the fact that children and parents expect schools to be safe increases the shock and traumatic impact of attacks on school. The attacks also create potent anxiety that there will be additional attacks and that no place is safe. In a climate of fear and anxiety, education can become devoid of the positive developmental, psychosocial, and protective value that it is intended to have.*
Tebbe (2015)	12	Education can contribute to grievances if it perpetuates existing inequality, promotes certain political agendas that benefit a segment of the society, and if educational provision and content are politically manipulated.	SC (2015)	8;9	Children and parents tend to value protection over education. Children are less likely to attend schools when schools are unsafe or when travelling to and from school is dangerous, especially in active conflicts. Poorly-constructed schools in disaster-prone areas and health crisis, such as Ebola, can also render education dangerous and prevent children from attending school.			
UNESCO (2011)	14	Education has the potential to promote peace, reconciliation, mutual respect, tolerance, critical thinking, and conflict prevention. However, it can also fuel violence, reinforce disrespect, intolerance and prejudice. In addition, schools are on the front line of armed conflicts today, children and teachers face growing risks attending or giving classes.						

	INEE MS (2010)	3	*Education can contribute to conflict if it reinforces inequities and social injustice by denying access to education for some learners, or if curricula or teaching practices are biased. Education facilities can be targeted during conflict or students and education personnel can be attacked on their way to and from school. Well-designed education reform, which can start soon after an emergency, is necessary to help ensure the protection of education systems and set conflict-affected societies on paths to sustainable peace and development.*						
Well-being	Akram et al. (2012)	11	Students tend to drop out of school in times of emergency when schools remain closed for a long time, learning spaces and materials are damaged or unsafe. The fact that the school is unsafe and friends drop out takes an emotional toll on some children. With continuation of education in emergencies, children feel more hopeful, less stressed about failing exams, and enjoy their learnings.	Inter-Agency Guiding Principles (2014)	49	*Pre-school children should be brought together for structured play during the day. Relationships forged with carers during this time may help the children to communicate information that will assist with tracing, as well as promote their well-being and development.*	Alexander et al. (2014)	9	*Education can partially substitute for poor child–adult interactions in the family, a role which is less important for most children in normal times. In addition, education provides opportunities for students, families and communities to begin the process of coming to terms with difficult life experiences, to acquire useful livelihood skills, and to learn skills and values for a more peaceful future.*
	Reyes (2013)	11	A school has the power to serve as a "protective shield" for students when it redefines its culture and builds its vision around three critical factors of resilience - reciprocal caring, respectful, and participatory relationships.	SC (2015)	9	*Being in school can help children recover from shock and trauma and cope with stress and anxiety.*			
	Winthrop (2011)	135	Children indicate that their well-being in school and their learning experience in school should not be seen as separate issues. Learning takes multiple forms and is essential to ensure their wellbeing, allows them to acquire knowledge and skills to enter a profession of their choice, and learn about social norms and behaviours.	Krueger et al. (2014)	49	Education is perceived as a priority factor by some community members in West Africa to ensure child protection and wellbeing.			

	INEE MS (2010)	2	*In emergency situations through to recovery, quality education provides physical, psychosocial and cognitive protection that can sustain and save lives.*	MS CP (2013)	114	*Economic recovery interventions and education interventions can contribute to tackling the root causes of the WFCL in the emergency.*			
				MS CP (2013)	173	*For survivors of violence, exploitation, abuse or neglect, education is critical both as a right and because of the important role it plays in supporting these children in re-joining their peer groups.*			

		DOCUMENT	AUTHOR	YEAR
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10	INEE Guide (Disabilities) (2010)	INEE Pocket Guide to Supporting Learners with Disabilities	INEE	2010
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12	INEE (PSS & SEL) (2016)	INEE Background Paper on Psychosocial Support and Social and Emotional Learning for Children and Youth in Emergency Settings	INEE	2016
13	Reyes (2013)	What Matters Most for Education Resilience: A Framework Paper	Reyes, J.	2013
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22	MS CP (2013)	Minimum Standards on Child Protection in Humanitarian Action	CPWG	2013
23	Inter-Agency Guiding Principles (2004)	Inter-agency Guiding Principles on Unaccompanied and Separated Children	ICRC, IRC, SCUK, UNICEF, UNHCR, WVI	2004

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