



**THE ALLIANCE - INEE  
ROUNDTABLE**

# Roundtable report

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**A Framework for Collaboration  
Between Child Protection  
and Education in  
Humanitarian Contexts**

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**Nairobi, Kenya  
15-16 October 2018**

**INEE**



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



## Table of Contents

Foreword.....	2
Acknowledgement.....	3
Abbreviation.....	5
Overview of the Roundtable.....	6
<b>01 Opening .....</b>	<b>8</b>
Welcome and Opening Remarks.....	9
Overview of CPHA and EiE Functions and Their Current Links .....	11
Overview of the Bottleneck Analysis and Rationale for Bringing the Two Sectors Together.....	12
<b>02 Voices from the Field .....</b>	<b>14</b>
Plenary Session: Models of Collaboration at Global and Regional Levels .....	15
Parallel Session 1: Children Affected by Armed Conflict .....	17
Parallel Session 2: Collaboration Within Existing Programmatic Approaches .....	19
Parallel session 3: Non-Formal Education and Safety in School .....	21
<b>03 Shared Vision of Collaboration .....</b>	<b>23</b>
Defining Collaboration: Examining What We Mean by Collaboration.....	24
Where Do We Want to Be in 5 Years? How Do We Get There? .....	25
<b>04 Closing: The Way Forward.....</b>	<b>27</b>
<b>Appendices .....</b>	<b>29</b>
Appendix 1: Roundtable Programme .....	30
Appendix 2: Abstract Summary .....	32
Appendix 3: Participant List .....	33
Appendix 4: Feedback from Participants .....	40

## Foreword

In 2016, it was estimated that 263 million children and youth were out of school.<sup>1</sup> For the school year ending in 2016 an estimated 535 million children were living in countries affected by conflict or disaster.<sup>2</sup> These figures, combined with shrinking humanitarian space, the protracted nature of large scale emergencies, and limited humanitarian funding, make it ever more necessary for Education in Emergencies (EiE) and Child Protection in Humanitarian Action (CPHA) actors to join forces where and when possible. Evidence from a range of disciplines tell us that systematic collaboration across these two sectors can lead to more sustainable outcomes.<sup>3</sup> By working collaboratively towards our shared goal of child well-being, child protection and education professionals can deepen the impact of their work for children living in incredibly challenging circumstances - and could potentially do so in a more cost-effective way. In other words, through collaboration, the whole of our collective work will be greater than the sum of our individual efforts to protect and educate children.

The complementary nature of the work of the two sectors has often been recognized. Education can be protective and child protection actors can support children and youth to access education and improve educational outcomes. However, this has not fully translated in systematic articulation of common outcomes and development of joint programs at the field level. Hence, the full potential that working in a collaborative approach across these two sectors could offer to children and youth is yet to be fully exploited.

The Alliance for Child Protection in Humanitarian Action (Alliance) and the Inter-agency Network for Education in Emergencies (INEE) are committed to supporting practitioners in improving the quality of collaborative programming between the two sectors. The Roundtable in Nairobi (15-16 October 2018) was a starting point that we hope will lead to the development of a practical, yet ambitious framework for collaboration across the two sectors. 250 practitioners, researchers, donors and policy makers from all around the world joined the Roundtable to discuss obstacles and opportunities for collaboration. We were heartened to see that the idea of strengthening collaboration resonated well with actors at different levels. We were particularly excited about **the emerging consensus that both sectors are working for the same ultimate outcome of child well-being and healthy development.**

With this report, we hope to continue the conversation around integrated programming between Education in Emergencies and Child Protection in Humanitarian Contexts and move this agenda forward towards a better future for children and youth affected by humanitarian crises.



Audrey Bollier

Coordinators of the Alliance and INEE



Dean Brooks



Hani Mansourian

<sup>1</sup> UNESCO Institute for Statistics (2018). [Fact Sheet No. 48: One in Five Children, Adolescents and Youth is Out of School.](#)

<sup>2</sup> UNICEF (2016). [Nearly a quarter of the world's children live in conflict or disaster-stricken countries.](#)

<sup>3</sup> Bennouna, C., Fischer, H., Wessells, M., & Boothby, N. (2018). [Rethinking Child Protection in Emergencies. International Journal of Child Health and Nutrition.](#) 7.2(May), 39–46.

# Acknowledgement

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Andrea Diaz-Varela (Right to Play)	Joan Lombardi (FXB Center for Health and Human Rights, Harvard University)
Anita Queirazza (Plan)	Jonas Habimana (BIFERD)
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Zeinab Hijazi (UNICEF)

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## Abbreviation

CAAFAG	Children Associated with Armed Forces and Armed Groups
CFS	Child Friendly Space
CPHA	Child Protection in Humanitarian Action
CPMS	Child Protection Minimum Standards
EiE	Education in Emergencies
INEE	Inter-agency Network for Education in Emergencies
MS	Minimum Standards
NFE	Non-Formal Education
NGO	Non-governmental Organisation
The Alliance	The Alliance for Child Protection in Humanitarian

## Overview of the Roundtable



The Alliance for Child Protection in Humanitarian Action (The Alliance) and the Inter-agency Network for Education in Emergencies (INEE), in partnership with Elevate Children Funders Group and International Education Funders Group, held a joint meeting in Nairobi, Kenya on 15 and 16 October 2018. The theme for this two-day roundtable was “*A Framework for Collaboration Between Child Protection and Education in Humanitarian Contexts.*” The event convened 250 practitioners, researchers, donors, and policy makers from both sectors and built on previous efforts, including a joint annual meeting of the Global Education Cluster and Child Protection Working Group in October 2013.

Roundtable discussions centred on identifying obstacles and generating practical recommendations and concrete next steps for collaboration. The various sessions featured field-based success stories and rich group discussions around a shared, child-centric vision and way forward.

The **opening remarks and keynote speeches** set a tone of cooperative problem-solving and marked the beginning of a process that both networks hope will lead to more systematic collaboration between education and child protection at the field and global levels. A constant theme was that integration and coordination are not ends in and of themselves; they are pathways to increased child well-being in humanitarian contexts.

In the brief **overview of CPHA and EiE functions**, natural linkages between education and child protection in the sectors’ respective standards were emphasised. Child protection actors can assist educators in realising the protective potential of education for individuals and communities. The ultimate goal of integrated programming is that healthy child development will be the starting point for action, with sectoral differences being used to meet that goal.



The Roundtable's framing paper outlined **opportunities and challenges for joint and integrated education and child protection programming** in humanitarian action. The findings were based on desk research and interviews with key informants and confirmed the conviction that child protection and education should be working together. In practice, however, actors in both sectors report unsatisfactory and unsystematic levels of collaboration. Collaboration was noted as being more prevalent at field level than at headquarters, but there is still room for vast improvement.

The **plenary session** of the **Voices from the Field** brought together a series of speakers to discuss examples of education/child protection collaboration at global and regional levels. Successful collaborations range from inter-governmental political commitments to community-based Child Friendly Spaces (CFSs). Improving children's well-being, including their access to education, requires the concerted efforts of donors, UN agencies, NGOs, governments, communities, families, and individuals. The Voices from the Field session confirmed the mutually-reinforcing relationship between quality education and a protective environment.

Participants broke into smaller groups to hear presentations and engage in discussion on three topics: **Children Affected by Armed Conflict**, **Collaboration Within Existing Programmatic Approaches**, and **Non-Formal Education (NFE) and Safety in School**. A common theme emerging from all sessions was the importance of collaboration in integrated programming, collaboration with parents, communities, government entities, and other sectors.

This facilitated discussion resulted in '**working definitions**' of key terms involved in collaboration: coordination, mainstreaming, joint programming and integrated programming. Participants assessed the terms according to the presence, degree, and quality of key programming components such as: information sharing, shared decision-making, common assessment/analysis, common strategic outcome and response planning, joint resource mobilization, joint implementation, and joint monitoring/evaluation. Discussions addressed both what *does* happen and what *should* happen in humanitarian settings.

In the Roundtable's final session, participants shared **collective goals for Child Protection and Education** over the next 5 years and **strategies for achieving them**. The general consensus was that a holistic understanding of **child rights** and **child well-being** should be the organizing framework for both sectors. Participants emphasized the need for a shared theory of change with associated objectives and indicators, a flexible cross-sectoral funding pool, and a focus on locally-owned integrated programming. Rather than supporting a specific model, some practitioners advocated for freedom to work within and between a range of contextually-relevant collaborative options.

Roundtable attendees demonstrated clear, cross-sectoral buy-in for a shared vision of joint education/child protection programming that puts child well-being, health and development at the centre of humanitarian action, with different sectors acting in concert to achieve that goal. The INEE and Alliance will be the platforms from which practitioners, researchers, policy makers, and donors can build on existing mechanisms and frameworks for collaborations that support overall child well-being.



# 01 Opening



### Welcome and Opening Remarks

#### SPEAKERS

**Marygorett Mogoka, Ms.**

Deputy Director,  
Department of Children's Services  
Kenya

**Bo Viktor Nylund, Ph.D.**

Deputy Regional Director,  
UNICEF East and South Africa  
Regional Office

**Yasmine Sherif, LL.M.**

Director,  
Education Cannot Wait

**Jonas Habimana, M.A.**

Executive Director,  
Bureau d'Informations, de  
Formations, d'Échanges et de  
Recherches pour le développement,  
Democratic Republic of Congo

**Joan Lombardi, Ph.D.**

Director,  
Early Opportunities and  
Visiting Scholar,  
FXB Center on Health and Human  
Rights, Harvard University

**Bornwell Kantande, B.A.**

Head of Office  
UNHCR Regional Service Center  
Kenya

#### MODERATOR

**Cornelius Williams**

Associate Director & Global Chief of  
Child Protection  
UNICEF

**Cornelius Williams** served as moderator for the opening session. He maintained that a guiding principle of the Roundtable was to determine how the two sectors could “work together to promote inclusion of displaced persons into national systems.” This strengthening is not to be considered in the abstract but in the concrete, looking towards specific results for the protection and education of children.

**Marygorett Mogoka** officially opened the Roundtable. Kenya is prone to natural disasters and conflicts over resources, so integrating education and child protection into emergency preparedness, response, and recovery activities is a priority. Ms. Mogoka summarized the connections between education and child protection: “Education has been recognized as key in prevention and response efforts for children at risk and for all those undergoing abuse, neglect, exploitation, and violence...child protection has been instrumental in ensuring that such children access education.” To maximize these mutual supports, both Education and Child Protection are members of the National Council for Children’s Services, the body entrusted with policy formation and guidance on child rights in Kenya.

**Bo Viktor Nylund** advocated integration as a means of finding solutions that are more at-scale and efficient. The solutions need to be evaluated by their potential for replication, sustainability, and growth. Without intentional assessment, he said, “We tend not to learn.” Education offers a potential platform to address child protection concerns such as early marriage and child pregnancy, provided the existing education system is strong enough to support the added responsibility. He supported a bottom-up approach to strengthening the system that enable teachers to influence and respond to curriculum reform so the platform can gain strength as it serves more purposes.

## OPENING

**Yasmine Sherif** maintained that, “Education and protection are foundational for anything we want to do to bring an end to conflict and crisis or to prevent it.” Sustainable development goals, livelihood strengthening, gender equality, and other objectives rely on the interplay between child protection and education. Ms. Sherif cited three main areas of protection that are necessary to ensure a quality education that is not susceptible to sudden disruption. *Physical Protection* provides a safe educational environment for all students. *Legal Protection*, which is established in multiple international frameworks, must be upheld by all parties. *Political Protection/Will* includes the maintenance of peace and security. These protection principles both support and flow from a vibrant educational sector.

**Jonas Habimana** applauded the potential of integrated programming to “achieve doubled results” with limited funds and personnel. A current barrier is the lack of common tools, technical guidance, and partnership models between the two sectors of education and child protection. He expressed a hope that the Roundtable would result in “a common understanding of a harmonized working approach based on collaboration, programming, and operations” that would meet the best interests of the child. He advocated for the active engagement of local NGOs in the process, given their information and expertise on the context.

**Joan Lombardi** presented integration as an imperative. “Why collaborate?” she asked. “We have no other choice.” Speaking from an early childhood perspective, Ms. Lombardi compared sectoral integration to the human self in which the social, emotional, cognitive, and physical domains are deeply intertwined. Coordination should not be viewed as the *goal* but as a *means* to achieving the common goal of healthy child development. She presented four recommendations for realizing better whole-child outcomes: Focus on family and social protection, engage in systematic reform that begins addressing needs even before birth, develop cross-sectoral leadership, and philanthropic communities to incentivise and model effective cross-sectoral collaboration.

**Bornwell Kantande** made a case for involving refugees in service delivery for fellow refugees, including education. Refugee teachers often eventually leave education for sectors that pay better: “That system where the teacher is not recognised and a sanitation worker is recognized more is not sustainable.” In order to increase the number of refugee children accessing education, Mr. Kantande suggested five key strategies: Advocate for donors to allocate more funding to refugee teachers, expand influence beyond camps and into towns and cities, incorporate language learning into other educational endeavours, increase freedom of movement for refugees so they can access sustainable employment, and foster increased community participation.

### Overview of CPHA and EiE Functions and Their Current Links

#### SPEAKERS

##### Dean Brooks

Director  
International Network for Education in  
Emergencies (INEE)

##### Hani Mansourian

Coordinator  
Alliance for Child Protection in  
Humanitarian Action (The Alliance)



According to **Dean Brooks**, natural linkages between education and child protection can be found in the sectors' respective standards: the Child Protection Minimum Standards (CPMS) and the INEE Minimum Standards (MS). A review of resources vetted by both child protection and education actors showed that both sectors believe in "the protective value of education in terms of the physical, the psychosocial, the cognitive aspects." Education can also contribute to larger outcomes such as social cohesion, conflict resolution, and peace building. On the other hand, Mr. Brooks noted, "Education...can often be the least protective place." Child protection actors are helping educators to redress these important issues.

**Hani Mansourian** placed the current Roundtable in a historical context. When the two sectors first convened in 2013, the focus was on sharing ideas and developing cross-coordination. The intervening years have seen progress in multi-sectoral coordination, and this Roundtable is the next step. Mr. Mansourian observed that coordination strategies still approach issues from the perspective of individual sectors. He hoped the Roundtable was "the beginning of a long process" that would make healthy child development, rather than sectoral differences, the starting point for action.

### Overview of the Bottleneck Analysis and Rationale for Bringing the Two Sectors Together

#### SPEAKERS

**Manuela de Gasperi and  
Serena Zanella,**  
Independent consultants



Independent consultants Manuela de Gasperi and Serena Zanella presented the Roundtable's framing paper that outlined opportunities and challenges for joint and integrated education and child protection programming in humanitarian action. The paper was based on desk research and interviews with key informants.

In humanitarian settings around the world, teachers and education staff work side-by-side with child protection professionals to respond to the needs of children and youth affected by emergencies and forced displacement. Practitioners know that education has a vital protective function. They also know that effective and holistic child protection can support access to education and improve educational outcomes.

However, the consultants found that the potential of a collaborative approach across education and child protection has yet to be fully explored. Key informants interviewed agree that child protection and education should be working together. But in practice, both child protection and educational practitioners report unsatisfactory levels of collaboration. They tell us that they work together in a patchy and unsystematic way. Collaboration is more prevalent at field levels than at headquarters, but there is still room for vast improvement. Why is this? Obstacles cited include the architecture of the humanitarian system, the lack of a rigorous evidence base, limited mutual understanding, and inadequate funding. A defining similarity between Education in Emergencies and Child Protection in Humanitarian Action is the struggle for recognition in the wider humanitarian community. Evidence and experience show that both education and child protection save lives, now and later. Nonetheless, there is an ongoing struggle for acceptance.

## OPENING

The way in which the two sectors typically work in humanitarian contexts also presents some potentially challenging differences. For example, not all countries have national-level child protection services with shared case management systems, whereas every country has a Ministry for Education or its equivalent. This means that the entry points for the two sectors are often different, with child protection activities focused primarily at the individual and community levels.

Where are **opportunities** for improvement? The framing paper highlighted several important ways in which education and child protection can work together more effectively. In prevention and preparedness, protection messaging can be incorporated into lessons. Schools can play an essential role in preventing multiple child protection risks, including child recruitment, child labour, and harmful traditional practices. Furthermore, schools can promote essential Disaster Risk Reduction messaging and peace education.

During the response phase, child protection and education need to work together to make learning environments safer and more protective. The education system has a crucial role to play in the reintegration of children formerly associated with armed forces and armed groups (CAAFAG), but this requires expert support from child protection colleagues. Working together, education and child protection professionals need to reinforce and clarify referral pathways. It is also important that this collaboration continue both in and out of the physical school environment. We know that children outside of the formal education system are among the most at-risk. In addition, protection issues that occur off the school grounds (e.g. sexual violence on the way to school) often go unreported and can have serious impacts on educational outcomes.

The final report will be available in early 2019.



# 02 Voices from the Field





### Plenary Session: Models of Collaboration at Global and Regional Levels

#### SPEAKERS

**Diya Nijhowne**

Executive Director,  
Global Coalition to Protect  
Education from Attack

**Mark Chapple**

Head of No Lost Generation,  
No Lost Generation & World Vision  
Syria Response

**Vanessa Saraiva**

Child Protection Technical  
Specialist,  
World Vision

**Sarita Fritzler**

Associate Director,  
Save the Children USA

#### MODERATORS

**Mary Mendenhall**

Associate Professor of Practice,  
Teachers College, Columbia  
University

**Ibrahim Sesay**

Senior Child Protection Specialist,  
UNICEF

**Diya Nijhowne** discussed the Safe Schools Declaration, an inter-governmental political commitment to protect education during armed conflict. An increasing number of endorsing states have taken concrete steps to implement the Guidelines. The UN Department of Peacekeeping Operations updated its child protection policies and strengthened its policy preventing military use of educational facilities. Sudan's armed forces issued a military directive prohibiting the use of schools and is evacuating schools under military use. The Education in Emergencies Working Group in Nigeria is working to mainstream the Declaration at federal and state level. In Somalia, a number of educational facilities have been rehabilitated, cleared of unexploded ordnance, and returned to civilian use.

**Mark Chapple** presented the No Lost Generation initiative, a concerted effort by donors, UN agencies, NGOs and governments to advocate for intensified programme interventions that would ensure children and young people affected by the crises in Syria and Iraq have access to education, protection, and opportunities to engage positively in their community and society. Overarching objectives are the promotion of access to a quality, certified education and the fostering of a protective environment for children, including adolescents.

**Vanessa Saraiva** asked, "What is needed to further improve the quality of child-friendly spaces?" To answer that question, World Vision and IFRC developed an evidence-informed Toolkit for CFS in Humanitarian Settings. It aims to improve children's protection and psychosocial outcomes and to strengthen informal systems by safely engaging communities and caregivers in child well-being. It includes materials to assist managers and facilitators in designing and implementing quality CFSs, such as practical, evidence-based guidance and training for managers on activities, structure, processes, and monitoring and evaluation.

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## VOICES FROM THE FIELD

**Sarita Fritzier** presented a framework for supporting integrated programming. Save the Children recently developed *Return to Learning*, a rapid response education programme that enables forcibly-displaced children to return to learning within the first phase of the crisis. The programme prevents delays in learning by bringing education to CFSs. It strengthens CFS programming by enhancing community volunteers' capacity to roll out education activities in literacy, numeracy, and social-emotional learning within CFS. One key lesson learned was that some activities should not be used unless all facilitators are trained on psychosocial support and specialized services are accessible.

### Parallel Session 1: Children Affected by Armed Conflict

#### SPEAKERS

##### **Olivier Semivumbi**

Executive Director,  
Comité d'Appui à l'Autopromotion  
(CAAP) -Tujitegemee

##### **Simon Kangeta**

Executive Director,  
Youth Association for Integral  
Development - Kalundu  
(AJEDI-KA)

##### **Henry Waitindi**

Dadaab Team Leader,  
AVSI Foundation Kenya

##### **Sylvester Morlue**

Child Protection Specialist,  
UNICEF Sudan



#### MODERATORS

##### **Janis Ridsdel**

Protection Officer,  
UNHCR

##### **Marina Anselme**

Chief Technical Officer  
RET International

*Three common themes emerged from this session:*

- *Joint protection/education increases access to and school retention of at-risk children and former CAAFAGs and assists in identifying and referring those who need specific services.*
- *Coordination between Clusters at the field level addresses diverse needs of children in conflict.*
- *Questions remain about the potential for scaling up and replicating these approaches in other contexts as well as the sustainability of programmes that don't also address community vulnerabilities that facilitate the forced recruitment of children and adolescents into armed groups.*

#### **Olivier Semivumbi, Support Framework for Education and Protection Integrated Programming in North Kivu, DRC**

The Education and Protection project, financed by Humanitarian Pool Funds, aimed at strengthening access to an inclusive and quality education and preventing/decreasing the protection needs of affected communities. Former CAAFAGs now access the appropriate resources for demobilization, reintegration, and education. Experience has shown the value of efficient partnerships and community engagement centred around the best interests of the child and supported by a good understanding of education and protection guidelines.

#### **Simon Kangeta: Educate a Girl Formerly Associated to Armed Groups: Effective Way of Contributing to Community Acceptance (DRC)**

The project *Educate a Girl Formerly Associated to Armed Groups* has provided over 200 girls formerly associated with armed forces/groups with access to formal and informal education and medical care

with an eye towards creating financial independence. Access to education has proven to promote girls' acceptance by the community and help prevent re-recruitment and further exploitation. Educating the community and dialoguing with armed actors are important goals of the programme.

### **Henry Waitindi: School-Based Integrated Child Protection Approach: Dadaab Refugees Primary Schools Case (Kenya)**

A school-based model for refugees in Dadaab, Kenya is providing teachers with training on child protection so they can serve as community focal points. The teachers' activities extend beyond the school itself to external groups such as Child Rights Clubs and Boy/Girl Scouting. School-based approaches provide the "best opportunity for a multi-sectoral approach in integrated protection practices." Local police are invited to participate in activities to demystify their role in child protection.

### **Sylvester Morlue: Child Protection and Education Integration in Sudan**

This programme in Sudan is designed to help conflict-affected children access and use integrated services to develop resilience and reduce vulnerability. Education-led integration was sometimes hindered by lack of staff, financing, and valuation of child protection interventions. Joint programming can be an effective use of funding and personnel, but funders do not always place equal importance on education and protection. Building child protection capacity of teachers and community-based front line workers is a priority.



### Parallel Session 2: Collaboration Within Existing Programmatic Approaches

#### SPEAKERS

**Annalisa Brusati**

Senior Technical Advisor for Child Protection,  
International Rescue Committee

**Haysam Osman**

Co-Founder,  
Children of One World

**Naama Gorodischer**

Senior Director of Program,  
IsrAID

**Katherine Roberts**

Regional Child Protection Specialist,  
Plan International Jordan

**Andrea Diaz-Varela**

Education Specialist,  
Right to Play



#### MODERATORS

**Joy Cheung**

Child Protection Specialist,  
World Vision

**Ikali Karvinen**

Country Director,  
FInn Church Aid

*Four common themes emerged from this session:*

- *The importance of working with teachers;*
- *The need for multi-professional cooperation, particularly around specialized services;*
- *The critical role of parents and the need to find new ways to address issues that arise with parents and the community; and*
- *The necessity for using clear terminology, particularly when speaking with children and their families.*

**Annalisa Brusati: Education, Case Management, and Capacity Building (Iraq)**

In Iraq, IRC is implementing an integrated education and child protection programme model for both host community and displaced children in a formal school setting. Preparation, including programme design, is key to success. Collaborating with local government agencies can help clarify mutual expectations and target existing programming gaps. School counsellors and teachers need opportunities to appreciate their complementary roles and build their capacity to identify and refer students who are at-risk in both education and protection.

**Haysam Osman: Cash, Education, and Child Protection (Turkey)**

In humanitarian contexts, integrated programming across two or more sectors (i.e. cash support for orphans, education catch-up programme, and child protection programme) can result in efficient and timely response actions. Local NGOs have a unique opportunity to empower and support local communities. The types of activities that have had success in integrated programming include establishing Child Friendly Spaces (CFSs), teacher training on minimum standards (i.e. CPMS and INEE MS), and parenting skills trainings.

### **Naama Gorodischer: Shelter and Disaster Risk Reduction (Dominica)**

The Safe School Programme in Dominica was implemented as part of the emergency response to Hurricane Maria in September 2017 to support safer schools and education systems and to strengthen child protection mechanisms on both community and national levels. Partners provided technical support and supplies to education and child protection authorities in the form of tents, schools-in-a-box, recreational kits, and Early Child Development kits. By December 31, all school-aged children in Dominica had regained access to education.

### **Katherine Roberts: Child Labour and Education (Jordan)**

This project provided integrated education and child protection services to tackle child labour among Syrian refugees living in Jordan. Community-based social centres are one way of mobilising communities and gaining the trust that is needed for an effective response. The use of local actors to supply multi-sectoral services can help reach the most excluded children. Caregivers in the project showed more engagement on child protection issues, improved knowledge of parenting skills, and a commitment to advocate for their children.

### **Andrea Diaz-Varela: Life Skills, Host and Refugee Communities, and Youth (Ethiopia)**

The project entitled 'Building Resilience Through Sport and Play In Dollo Ado Refugees' engaged refugee and host community children and youth using sport and play. Evaluation findings revealed increases in educational attendance rates, socio-emotional competency scores for out-of-school children, the number of youth with high leadership skills, and youth-initiated community events. Community members reported a significant decrease in fear of youth-led violence.

### Parallel session 3: Non-Formal Education and Safety in School

#### SPEAKERS

**Lucia Castelli**

Senior Child Protection Advisor,  
AVSI Foundation

**Timira Abdirahman**

Child Protection Officer and

**Jeffrey Dow**

Senior Regional Education Advisor,  
Save the Children

**Bethan McEvoy**

Child Protection Coordinator,  
Norwegian Refugee Council

**Auxiliadora Alvarado**

Director of Operations,  
World Vision Nicaragua



*Three common themes emerged from this session:*

- *How do we ensure that joint child protection and education programmes conducted within large organizations have both personal buy-in at field level and organizational buy-in in terms of funding and staffing?*
- *What different methodologies and approaches are successful when interacting with faith-based communities on child protection issues?*
- *How can we improve communication around the types of resources and tools that are available and/or being developed to minimize duplication?*

**Lucia Castelli: How to Increase Preventive Measures for Protection in Educational Centers Providing NFE Programmes for Syrian Children (Lebanon)**

Educational Centers provide integrated services to children in Lebanon. In order to create “safe learning spaces” for children, all personnel working in the center (i.e. bus drivers, people designing the center, teachers, etc.) receive training in key protection issues. Teachers and educational assistants are trained to identify and refer children most at risk and to provide support to the family. Psychosocial support interventions and linkages between formal and informal education programmes offer continuity and support educational outcomes.

#### MODERATORS

**Bukeni Waruzi**

Executive Director,  
Watchlist

**Sonja Anderson**

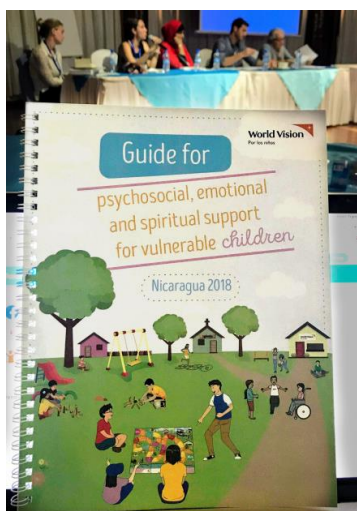
Evidence for EiE Coordinator,  
FInn Church Aid

**Timira Abdirahman and Jeffrey Dow: Safe Schools in Conflict Settings (Somalia)**

Save the Children’s Safe Schools Common Approach provides guidance on reducing violence, hazards, and attacks on education in and around school. The concept of “safe schools” varies with the context and is complicated by the degree to which professionals understand policies and standards related to child protection and education. Lack of linkages between ministries of education and child protection can further hinder actions to make schools safe. Contextualizing guidelines is essential to making schools safer for all children.

### **Bethan McEvoy: Protection Risks in Schools (Afghanistan)**

The Norwegian Refugee Council (NRC) is shifting towards organization-wide integrated programming. They conducted a risk analysis in Afghanistan to respond to the lack of evidence available on child protection and to explain why they need to prioritize integration; why donors need to fund it; and why practitioners need to advocate for it. In response to the report, NRC has rolled out a teacher training package on child safeguarding, allocated funds for integrated programming, developed WASH and Shelter standards, and more.



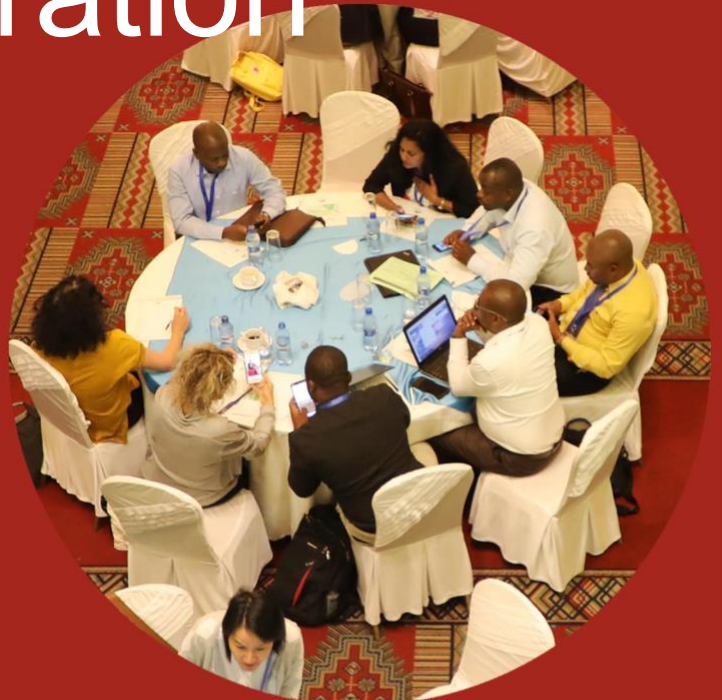
### **Auxiliadora Alvarado: Emotional Resilience in Childhood and Adolescence in Conflictive Environments (Nicaragua)**

Since 18 April 2018, Nicaragua's socio-political crisis has exposed children to violence, cessation of school activity, family separation, and grief. To address the resultant psychosocial crisis, they established CFSs and worked with community leaders (particularly religious leaders) to provide support that combined spiritual and emotional elements. They plan to replicate the initiative in border territories and to expand it to assist adolescents to access education and/or develop life and business plans.





# 03 Shared Vision of Collaboration



## SHARED VISION OF COLLABORATION

*The second day of the roundtable was dedicated to defining models of collaboration, constructing a shared vision of collaboration, and identifying the steps to achieve it.*

### Defining Collaboration: Examining What We Mean by Collaboration

#### FACILITATORS

##### Sara Lim Bertrand

Knowledge Management  
Focal Point,  
The Alliance

##### Andrea Diaz-Varela

Education Specialist,  
Right to Play International



The attempt to strengthen collaboration between the child protection and education in emergencies is accompanied by the challenge of sifting through differing understandings of collaboration-related terms. The goal of this session was to identify essential components and construct ‘working definitions’ of the following: coordination, mainstreaming, joint programming, and integrated programming.

These terms were assessed according to the presence, degree, and quality of key programming components: information sharing, shared decision-making, common assessment/analysis, common strategic outcome and response planning, joint resource mobilization, joint implementation, and joint monitoring/evaluation.

Roundtable participants agreed upon the following working definitions:

- **Coordination** includes information sharing and, potentially, shared decision-making, common assessment/analysis, and common response planning/response.
- **Mainstreaming** uses information sharing and joint implementation to ensure that child protection concerns inform all aspects of programming.
- **Joint programming** is to be understood as a programme executed by separate agencies that negotiate the degree of collaboration on every element on the matrix, not as a single, unified, integrated programme. If joint programming is an aspiration, discussions on degree of collaboration must be conducted from the beginning.
- **Integrated programming** includes nearly all components, but joint research mobilization and joint implementation play less prominent roles. At all times, integrated programming should put the well-being of the child and associated shared outcomes at the centre, with both individual systems adapting as needed.

Discussions covered both what *does* happen and what *should* happen in humanitarian settings.

## SHARED VISION OF COLLABORATION

### Where Do We Want to Be in 5 Years? How Do We Get There?

FACILITATORS	
<b>Group 1:</b> Judit Barna, Ghazal Keshavarzian Josephine Gitome Tasha Gill	<p><i>“There is a real appetite to go out and do something practical together now towards integrated Education/ Child Protection programming. If we can have two or three themes that we will work on collaboratively and concretely over the next five years, what should they be? Child labour? Early marriage? Mine risk education? We can develop workplans and start working together. We want to build on to the momentum in the room and do something concretely.”</i></p> <p><i>Joanna Wedge, CPHA Practitioner</i></p> <p>At the final session in the roundtable, participants shared insights that can inform future collaboration. The morning discussion was dedicated to agreeing on a shared vision, and the discussions evolved around the four following questions:</p> <ul style="list-style-type: none"><li>• What models of collaborations should be promoted and implemented?</li><li>• What kind of change in the sectoral approach would you like to see?</li><li>• What kind of change in funding structures and mechanisms would you like to see?</li><li>• What kind of innovative approaches to collaboration would you like to see?</li></ul> <p>In small groups, participants discussed what concrete steps need to be taken to overcome the bottlenecks and to implement solutions that will contribute to the stated vision. After the discussion, participants came together to summarize their group’s ideas.</p> <p>While a single shared vision was not easy to reach, there was general agreement that child rights and child well-being should be the organizing framework across both education and child protection, with a holistic understanding of the child at the centre. All four groups emphasized the need to create a shared Theory of Change with shared objectives and indicators between the two sectors and highlighted the importance of linking</p>
<b>Group 2:</b> Diya Nijhowne, Bronwen Magrath Alison Wright Mark Canavera	
<b>Group 3:</b> Marie Diop Caroline Keenan Hellen Nyangoya Gerhard Pulfer	
<b>Group 4:</b> Joanna Wedge Marco Grazia Mia Jeong Elena Ahmed Kamela Usmani	
MODERATORS	
<b>Michael Gibbons</b> Programme Director, Wellspring Philanthropic Fund	
<b>Charlotte Bergin</b> Education Adviser, Save the Children UK	

## SHARED VISION OF COLLABORATION

it with a localized agenda. Locally-owned integrated programming was identified as a key element in future collaboration.

Some practitioners challenged the idea of a single, defining model for collaboration, insisting that they can work most effectively when the **two sectors are able to move between the range of collaborative possibilities**, from integrated to joint to mainstreamed to collaborative programming depending on contexts and needs. Collective definitions of these various models are also needed to ensure that all practitioners are speaking the same language.

While at the global level INEE and Alliance may be convinced of the value of this initiative, both networks must also engage in advocacy and in the development of joint policies. **Existing frameworks or mechanisms** can support the transition to a more collaborative approach between the two sectors (e.g. the Sustainable Development Goals, the Grand Bargain and the localization agenda, INSPIRE, and No Lost Generation). Additional suggestions included developing case studies of effective joint programming and “what works,” shared talking points, common branding, and high-level endorsement.

Participants requested the development of a **shared competency framework** that could eventually lead to joint learning and development. Joint needs assessments would provide the basis for joint programme cycle management, harmonized data collection, and evidence-based advocacy. Joint education/child protection staffing should become a systematic option.

Both Child Protection and Education have robust **minimum standards** for their sectors: the CPMS and INEE MS, respectively. Participants suggested taking advantage of the ongoing CPMS revision process and the anticipated revision of the INEE MS to identify areas of overlap, gaps in guidance, and opportunities for frontline workers to access clear cross-sectoral guidance and indicators. Both sectors’ strategic plans should be developed with a view to promoting a more collaborative approach and speaking a common language.

**Flexible cross-sectoral and pooled funding** is required to enable this shift towards richer collaboration. One suggestion was for both Education and Child Protection to work more strategically with a broad spectrum of donors. For example, donors who provide small yet flexible grant could be brought in at the assessment and project development stage and then hand the baton to larger donors to carry the work forward.

It’s clear that much needs to be done to move beyond rigid sectoral boundaries and towards a mutually-satisfying collaborative framework. But in the words of one participant, *“With this many child protection and education actors in the room and this much good will, anything is possible!”*



# 04 Closing: The Way Forward



## CLOSING

### SPEAKERS

#### Dean Brooks

Director

INEE

#### Hani Mansourian

Coordinator

The Alliance

#### Audrey Bollier

Coordinator

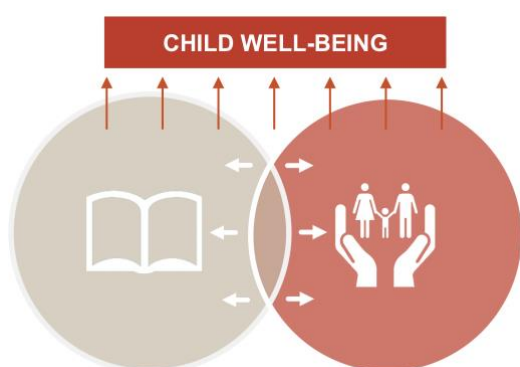
The Alliance

**Audrey Bollier** shared her observations that the Roundtable had enabled Education and Child Protection practitioners to “put down some barriers” by building “common bridges” and identifying “common interests.” The most foundational of those is the knowledge that both sectors “have the child at the centre of our work.”

**Dean Brooks** followed up with the question, “Who is the next generation that is going to take on our work?” He affirmed that training the next leaders in education and child protection is essential. The Alliance and INEE serve as professional organizations that are platforms for learning and advocacy. In conclusion, he reminded participants that this was not the end rather the beginning of critical collaborative efforts.

The Roundtable offered the parties a common vision of child wellbeing and healthy development that served as a foundational point of agreement. “We absolutely buy into this common vision,” **Hani Mansourian** said. “It’s just how to get there.” To that end, Mr. Mansourian urged attendees to keep that vision in all aspects of work: advocacy, planning, etc. As an outcome of the Roundtable, a joint working group will be formed to develop a work plan against which funds can be raised and upon which concrete actions can be taken.

Mr. Mansourian asserted his belief that, while the two sectors were working towards more integrated programming, there would always be a place for single-sector interventions. He showed a Venn diagram where Child Wellbeing was the ultimate goal, and it was supported by education interventions, child protection interventions, *and* integrated interventions. The ultimate goal of integrated programming and closer collaboration will be expanding the intersection for better “contribution to wellbeing.”





## APPENDICES

### Appendix 1: Roundtable Programme

#### Day 1: Monday, October 15, 2018

WELCOME AND OPENING REMARKS	8:30-9:00	Registration
	9:00-9:30	Welcome–INEE & Alliance and Government Officials
	9:30-10:45	Official Opening–Keynote Speakers Cornelius Williams with Bo Viktor Nylund, Yasmine Sherif, Jonas Habimana, Joan Lombardi and Bornwell Kantande
	10:45-11:00	Coffee/Tea
MORNING SESSIONS	11:00-11:30	Opening Presentation– <i>Overview of CPHA and EiE functions and their current links</i> (The Alliance-INEE)
	11:30-12:30	Opening Presentation– <i>Overview of the Bottleneck Analysis and rationale on bringing the two sectors together</i> (Manuela De Gasperi and Serena Zanella)
	12:30-13:30	Lunch
PLENARY	13:30-15:00	Voices from the Field– <i>Featured presenters*</i>
	15:00-15:30	Coffee/Tea
PARALLEL SESSIONS	15:30-17:00	Voices from the Field– <i>Session 1–Featured presenters*</i>
		Voices from the Field– <i>Session 2– Featured presenters*</i>
		Voices from the Field– <i>Session 3–Featured presenters*</i>
CLOSING	17:00-17:30	Recap and Closing



## Day 2: Tuesday, October 16, 2018

<b>OPENING</b>	8:30-10:00	Recap of Day 1 Discussion
<b>ROUNDTABLE DISCUSSION</b>	10:00-10:30	Roundtable: Models of Multi-sectoral collaboration
	10:30-11:00	Coffee/Tea
<b>ROUNDTABLE RECAP</b>	11:00-12:30	Group Discussion: Where do we want to be in 5 years?
	12:30-13:30	Lunch
<b>ROUNDTABLE DISCUSSION</b>	13:30-15:00	Group Discussion: How do we get there?
	15:00-15:30	Coffee/Tea
<b>PLENARY</b>	15:30-16:30	Reporting back from group discussions
<b>CLOSING</b>	16:30-17:30	Closing

### Appendix 2: Abstract Summary

As part of the CPHA and EIE collaboration initiative, we invited humanitarian actors to share their experiences and/or innovative ideas related to integrated programming across the two sectors in humanitarian/emergency contexts. This resource is a [summary of highlighted abstracts](#) for the roundtable.



**INEE**



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

## THE ALLIANCE - INEE ROUNDTABLE

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### ABSTRACT SUMMARY:

A Framework for Collaboration between Child Protection  
and Education in Humanitarian Contexts



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15-16 OCTOBER 2018 | Nairobi, Kenya

## APPENDICES

### Appendix 3: Participant List

<b>NAME</b>	<b>ORGANISATION</b>
Aasmund Lok	UNICEF
Achieng Kokonya	Alliance
Alessandra Tomirotti	Terre des hommes
Alexandra Shaphren	Plan International
Alison Wright	Plan International
Alyson Michelle Eynon	Child Labour Task Force & CPMS WG
Amy Parker	Relief International
Andrea Diaz-Varela	Right To Play
Andreia Soares	INEE
Anita Queirazza	Plan International
Ann Gathoni	Tushinde Children's Trust
Anna Jaffe	Plan International
Anna Stone	NRC
Annalisa Brusati	International Rescue Committee
Anne Nyuguwa	Plan Pesa
Anne Smiley	FHI 360
Anwar Ahmed	Islam Relief
April Coetzee	War Child Holland
Asmerom Kashay	Govt of Eritrea
Audrey Bollier	Alliance
Auxiliadora Alvarado	World Vision International
Ben Hill	Plan International UK
Bente Sandal-Aasen	INEE
Bernard Njue Kiura	UNICEF
Bernice Akinyi	Alliance
Beryl Auma	World Vision International
Bethan McEvoy	NRC
Bo Viktor Nylund	UNICEF ESARO
Bonventure Otieno	One African Child
Bornwell Kantande	UNHCR Regional Service Center Kenya
Brennan Webert	Danish Refugee Council
Bronwen Magrath	International Education Funders Group

## APPENDICES

NAME	ORGANISATION
Bukeni Waruzi	Watch list
Caroline Keenan	War Child Canada
Caroline Ruon	Plan International
Caroline Veldhuizen	Save the Children
Charlotte Bergin	Save the Children
Christa Crusius	GIZ GmbH
Christine Heckman	UNICEF
Christophe Njoroge	UNICEF
Clare Sadd	People in Need
Colleen Fitzgerald	International Rescue Committee
Constance Ndeleko	Mtoto News
Cornelia Janke	Education Development Center
Cornelius Williams	UNICEF
Danny Labin	Sesame Workshop
Dean Brooks	INEE
Dennis Njoroge	Mtoto News
Dianne Denton	Plan International Canada
Diego Adame	LEGO Foundation
Diya Nijhowne	GCPEA
Donald Anduvateh	Xavier Project
Eddy Bahiga	International Rescue Committee
Edmund Page	Xavier Project
Eileen St. George	Creative Associates
Elena Ahmed	DFID
Elizabeth Wanjiku	Jesuit Refugee Service
Ellen Chigwanda	CARE USA
Elsa Laurin	UNHCR
Else Oestergaard	Oxfam IBIS
Elvira Thissen	Bernard van Leer Foundation
Emeline Marchois	INEE
Emma Wagner	Save the Children
Emmanuel Otoo	Wellspring Philanthropic Fund
Erica Murphy	Right to Education Initiative
Evelyn Wambui	Plan International
Faith Baraka	Alliance

## APPENDICES

NAME	ORGANISATION
Fatemeh salehi shahrabi	SPASDI
fatou niang	UNESCO
Fazle Rabbani	Global Partnership for Education
Fenegehle Tschedze	UNICEF
Fiori Mehari	Ministry of Labour and Human Welfare
Francis Mobett	Save the Children
Francis Sinsai	UNICEF
Frieda Mwebe Mofya	World Vision International
Friedrich Affolter	UNICEF
Gerhard Pulfer	Porticus
Ghazal Keshavarzian	Elevate Children Funders Group
Ghebrehanes Hagos	Govt
GOBY Brigitte	Institut Bioforce
Graham Lang	Education Cannot Wait
Greg St. Arnold	Jesuit Refugee Service
Gurvinder Singh	IFRC
HABIMANA JONAS	BIFERD
Hani Mansourian	Alliance
Hanna-Tina Fischer	Independent
Hared Ibrahim Osman	SEDHURO
Haysam Osman	Children of the world
Helen Kearney	Terre des hommes
Helena Sandberg	Finn Church Aid
Hellen Nyagoya	UNICEF NYHQ
Hendrik Jan Postma	UN Department of Peacekeeping Operations
Henry Waitindi	AVSI
Hilare Mputu	Unesco
Huda Ghalegolabi	Plan UK
Ibrahim Sesay	UNICEF
Ikali Karvinen	Finn Church Aid
Ingvill Morlandstoe	UNHCR
Irene Wali	Save the Children
Jacquiline Wattimah	Intersos
Jael Shisanya	UNHCR
Janis Ridsdel	UNHCR

## APPENDICES

NAME	ORGANISATION
Jared Akama Onyari	Treasure of Life Foundation
Jared Ohyari	TFL Kenya
Jeffrey Dow	Save the Children
Jennifer Kaberi	Mtoto News
Jess Shaver	UNICEF
Joan Lombardi	FXB Center for Health and Human Rights
Joanna Wedge	Alliance / CPMS WG
Jonathan Miller	World Vision International
Jonathan Penson	NRC
Josephine Gitome	Kenyatta University
Joud ALTALFAH	UNHCR
Jovia Tukwasiwe	Hope Springs Haven
Joy Cheung	World Vision International
Ju Mcgiluny	DFID
Judit Barna	European Commission/DG ECHO
Julie Ojiambo	Alliance
Julie Rialet	Girls Not Brides
Juliet Kyoshabire Kotonya	Save the children
Kaberi Jennifer	Mtoto News
Kadzana Matisirira	UNIDOR
Kamela Usmani	Open Society Foundation
Kate Baur	CRS
Katharine Williamson	Save the Children
Katherine Roberts	Plan International
Kelly Loewer	US Department of State
Kevin Anyonge	Mtoto News
Kiruba Murugaiah	International Rescue Committee
Kiyingi Frank	Advocacy for Child Relief
Kristine Mikhailidi	World Vision International
Laura Davison	INEE
Lauren Bienkowski	CP AoR
Lindsay Rogers	Independent
Lindsey Fraser	INEE
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Lisa Sabot-Schmid	Global Education Cluster

## APPENDICES

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Loise Gichuhi	University Nairobi
Lotte Claessens	Plan International
Lucia Castelli	AVSI
Mads Almaas	Plan Norway
Magezi Bashir	Educate Her
Malia Robinson	Plan International USA
Manika Sanduik	UNICEF KENYA
Manuela De Gaspari	independent
Marcello Viola	Street Child
Marco Grazia	World Vision International
Margi Bhatt	INEE
Mari Ullmann	Moving Minds Alliance
Marina Anselme	RET International
Marion Guillaume	Samuel Hall
Mark Canavera	CPC Learning Network
Mark Chapple	World Vision International
Marko Madut Garang	The Organisation for Children's Harmony
Mary Mendenhall	Teachers College, Columbia University
Marygorett Mogoka	Department of Children's Services, Kenya
Matthew Jukes	RTI International
May Massoud	UNHCR Rwanda
Mayanja Ben	United Citizens Child Support Organisation Uganda
Mayawja Bue	UCCSOU
Mia Jeong	Alliance
Michael Deleon	Colombia University
Michael Gibbons	Wellspring
Minja Peuschel	Save the Children
Miriam Jomo	Mtoto News
Monique Nanchen	ICRC
Muriel Gschwend Caron	SDC
Naama Gorodischer	IsraAid
Nadezhna Castellano	JRS/Fordham
Nadia Akmoun	IOM

## APPENDICES

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Natalie McCauley	TDH
Ndeye Marie DIOP	UNICEF
Neelam Fida	Islamic relief
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Olivier Semivumbi	CAAP-TUJITEGEMEE
Or Mor	IsraAID
Paradies Maria	Echo
Patricia Young	Terre des hommes
Paul Frisoli	FHI 360
Peter Hyll-Larsen	INEE
Peter Transburg	INEE
Petra Heusser	CP AoR
Philip Wapopa	DSC- Kenya
Phoebe Marabi	Save The Children
Pia Vraalsen	Independent
Radwa El Manssy	ChildFund International
Rafael Masinde	Mtoto News
Rinske Ellermeijer	War Child Holland
Salim Benaissa	ILO
Salome Nдеми Mullei	World Vision International
Sara Lim Bertrand	Alliance
Sara Skovgaard	UNICEF
Sara VALERIO	Warchild
Sarita Fritzler	Save the Children
Scholastica Pembe	New Hope New Winners Foundation
Serena Zanella	Independent
Shaheen Kassim-Lakha	Hilton Foundation
Sigbjorn Ljung	Plan International
Silvia Diazgranados	International Rescue Committee
Simeon Mwanza	Porticus
Simon Kangeta	AJEDI-Ka
Sonia Gomez	Norwegian Refugee Council
Sonja Anderson	INEE
Suleiman Hassan Yarrow	UNHCR



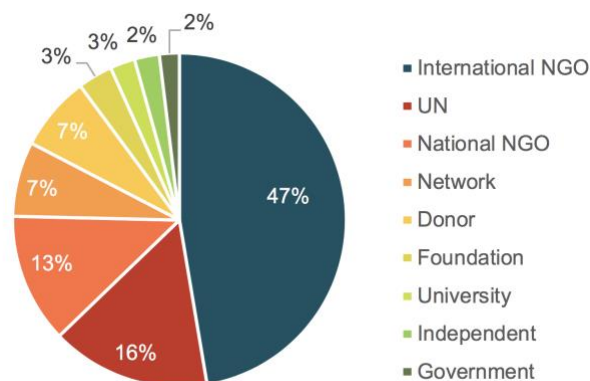
## APPENDICES

NAME	ORGANISATION
Susan Wisniewski	Terre des hommes
Sylvain FOURNIER	Terre des hommes
Sylvester Morlue	UNICEF
Tamirat Mulu Demessie	Save the children
Tasha Gill	UNICEF
Tesfay Bahta	UNICEF
Thorodd Ommundsen	Global Education Cluster
Timira Abdirahman Sheikh	Save the Children
Tina Hyder	Open Society Foundations
Tina Musoke	The Partnership to Strengthen Innovation and Practice in Secondary Education
Titise Kode	Vitol Foundation
Tom Dannatt	Street Child
Tony Wenani	Alternative Child Care Alliance
Tosin Victoria Apiriola-Ajayi	Women and Youth Development Initiative
Tricia Yeus	TDA
Vanessa Saraiva	World Vision Canada
Victor Omondi Omondi	DADREG
Virginia Ntheketha	UNESCO
Yang Fu	Plan Canada
Yasmine Sherif	Education Cannot Wait
Younwa Ghosu	RET International
Zeynep Sondavae	NIRENQI

## APPENDICES

### Appendix 4: Feedback from Participants

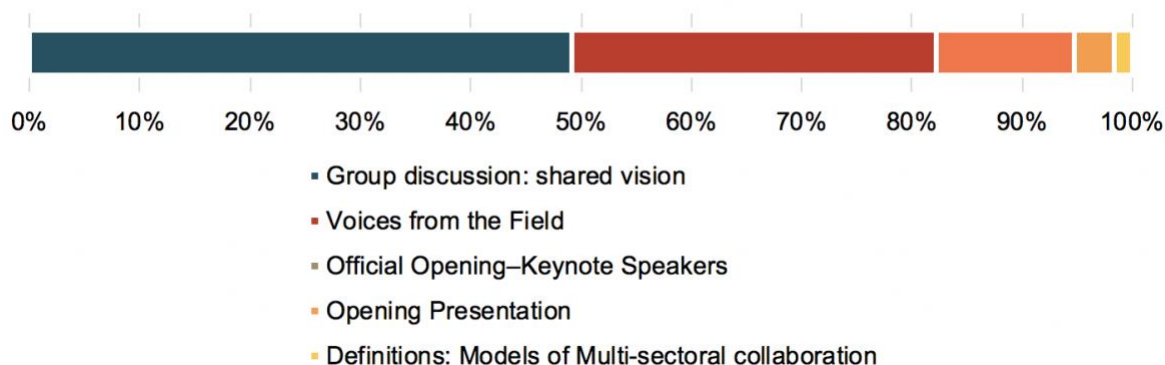
The 2018 Alliance and INEE Roundtable was attended by 250 participants. The biggest group (45%) represented international NGOs, followed by UN agencies (15%); national NGOs (13%); networks (12%); donors (6%); foundations (3%); universities (2%); independent consultants (2%), and government officials (2%).



Out of 250 roundtable participants, 72 participants completed the online post-roundtable survey. Many participants reported the roundtable to be useful in establishing a common foundation and starting point of two sectors' collaborations, but found it challenging to meet everyone's expectations in such a large forum. Some reported disappointment that the overview presentations on INEE and Alliance were skipped due to lack of time. It was suggested that sessions about INEE and the Alliance working groups and task forces would be useful in increasing participants' understanding of the two networks as well as encouraging more linkages between global workstreams.

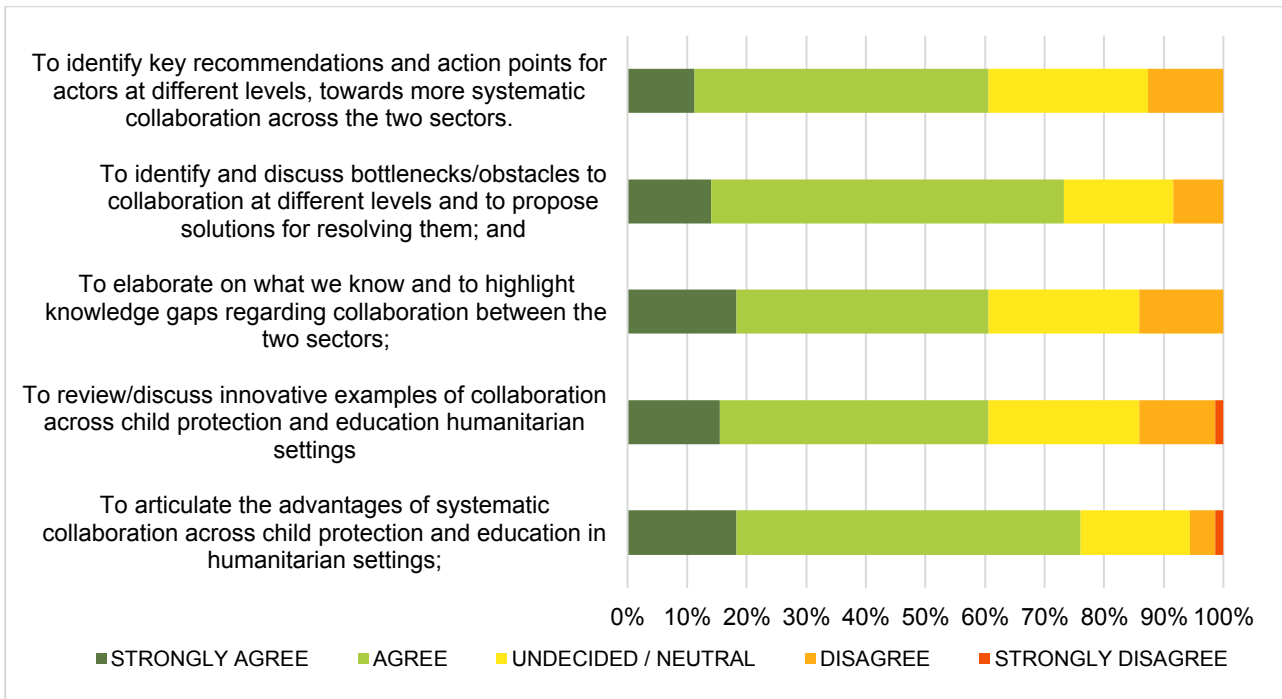
The support for local organization during the roundtable was well-received and there were comments requesting "continued support for more leadership and representation of local, frontline organisations." Some expressed interest in hearing more donor voices. Many practitioners were eager to move beyond the recognition of needs for collaboration and engage in more detailed specific and action-oriented discussions.

About half of survey respondents (49%) found the second day discussion session on a shared vision most useful, followed by Voices from the Field (33%); official opening keynote speakers (12%); opening presentation (4%), and the definition of models of collaboration (2%).

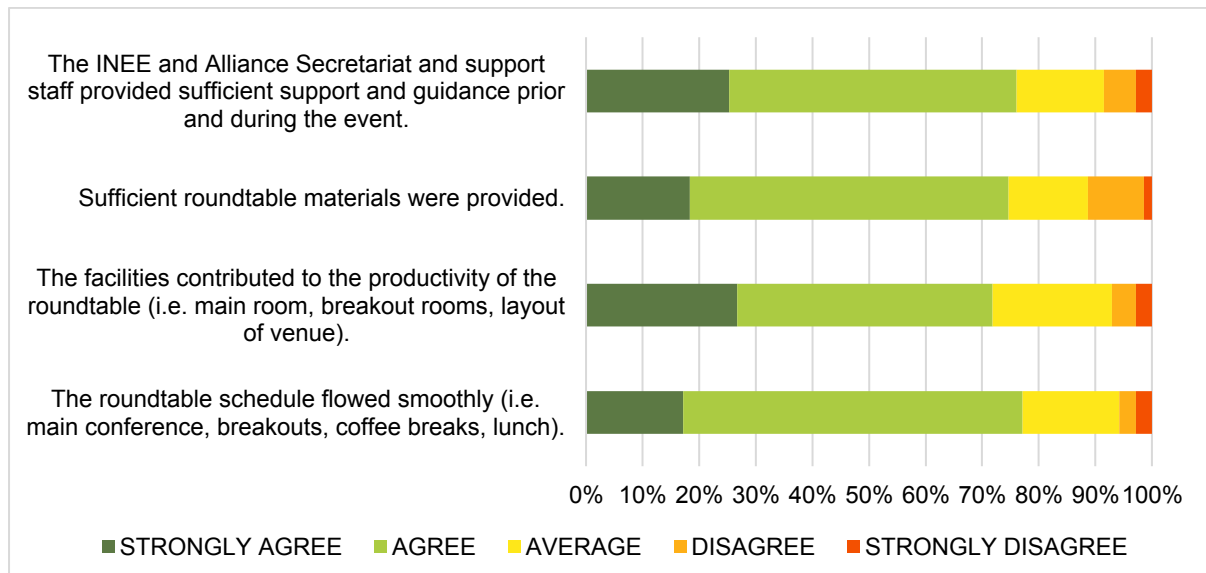


## APPENDICES

Over 60% of respondents agreed that the roundtable met all five objectives.



For the preparation and administrative support of the roundtable, over 70% of respondents reported sufficient support prior to and during the event, including materials provided, facilities, and the flow of schedule.



Besides 250 participants, over 103,533 people saw the Alliance's social media promotions related to the Alliance-INEE Roundtable and the Alliance Annual Meeting. The posts received 8,102 engagements (including likes, shares, comments, etc.) and 8,630 views when there was a video included. A mobile app was custom-designed for the event and was available to

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## APPENDICES

download. The Roundtable was live-streamed, and the Annual Meeting's events were shared through edited videos, articles, and posts on the new Alliance website. Roundtable participants received a roundtable acceptance package, booklet, and a summary of submitted abstracts. Roundtable documents and additional information are available at [the Alliance website](#).

**The Alliance – INEE Roundtable:**

A Framework for Collaboration Between  
Child Protection and Education in  
Humanitarian Contexts

For more information on the Alliance's  
work and joining the network, please visit

<https://www.alliancecpha.org>

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For more information on the INEE's  
work, please visit

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IN HUMANITARIAN ACTION