**Concept Note for Protection Issue Mapping and Position Paper**

**INEE Advocacy Working Group**

**PURPOSE**

Build a collaborative understanding of the protective role of in education in emergencies for INEE AWG, to design strategic and focused advocacy.

**OBJECTIVE**

Conduct an issue mapping to identify critical intersections between child protection and education with a view to developing a 2-4 page position paper with core recommendations, around which the INEE Advocacy Working Group (AWG) and other parts of the Network can conduct strategic and focused advocacy to strengthen quality of education response in emergencies. The position paper could also be distributed to relevant policy and decision-makers, and network membership for use in EiE protection-related advocacy, as well as to key protection actors.

**PROCESS**

**Phase I – Issue Mapping**

Research question

*Primary:* What are the critical intersections between child protection and education?

*Sub-research question*: What are the protective elements of education according to the child protection field? How does the education field claim to be protective? What are the core ingredients for creating/strengthening protective learning spaces for children and youth?

Methodology

*Research and analysis:* Through a review of the literature, conduct an issue mapping to identify debates, emerging trends, key concepts and theories, also in the context of emerging global issues (e.g. mass population displacement, global security agenda). The issue mapping can be plotted along three key areas: 1) access - includes barriers to education, 2) quality - includes learning (academic and social emotional learning), psychosocial and cognitive protection, meaningful participation, and 3) system strengthening/ability to thrive - includes child safeguarding that supports children and youth to “thrive”. The mapping will also uncover child protection issues that are interconnected between all three areas and reinforce each other.

*Criteria for document selection*: Universe of literature should be representative of the CP and EiE fields today, and useful to show interconnection of themes. Methods include key word searches in education research databases and critical assessment of further pieces through snowballing. Members of AWG will be invited to contribute documents for review. The final body of literature under review should include academic research, foundational documents that frame the CP and EIE fields (their latest iterations), and framing documents/position papers from other major players, grey literature, and standards and guidelines.

*Suggested structure for issue mapping*: The final issue mapping could discuss the linkages between protection and global development commitments, movements, and emerging issues, identify the key issues and critical intersections between CP and EiE, and present current strategies, interventions, and policies to strengthen the quality of education response in emergencies (where we are at).

Deliverables

1. Reading log - for each article include key findings, relevant theme and/or sub-themes, and examples if applicable
2. Excel mapping of themes, sub-themes and references
3. Methods overview - 1-2 pages
4. Issue mapping - narrative analysis of above

**Phase II – Position Paper**

Tasks

1. Review options for technical support to develop a position paper drawing from the issue mapping, targeted for INEE or other advocacy effort
2. Build reference group made up of AWG or other INEE members to feed into Phase II process

**TIMELINE**

Phase I

* Week of 6 February: Guidance and orientation on project (Andrea/Anna); document collection (Rita)
* Week of 20 February: Selection of documents for final review; Research and analysis (Rita)
* Week of 13 March: Outline of issue mapping, sent to AWG members for comments (Rita)
* 31 March: Draft of issue mapping and other deliverables (Rita)

Phase II

* TBD

**PARTICIPANTS FOR PHASE I**

Lead - Andrea Diaz-Varela, Right To Play

Researcher - Rita Lo, Columbia University

Support - Anna Freyer, INEE volunteer (TBC)