**Executive Summary of the Issue Mapping Project**

**1. INTRODUCTION**

The objective of this project is to conduct an issue mapping identifying critical intersections between child protection and education. This will be used to inform 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 the quality of education response in emergencies. The mapping will also be used to build a collaborative understanding of the protective role of education in emergencies (EiE).

We identified two research questions to help guide the research project as well as the selection of literature for review.

**Primary research question:** What are the critical intersections between child protection (CP) and education?

**Sub-research question:** What are the protective elements of education according to the CP field and according to the EiE field? What are the core ingredients for creating protective learning spaces for children and youth?

We then decided to narrow the focus of the sub-research question to identifying the “protective role” of education in emergencies, and eliminating the identification of “core ingredients,” due to time and resource limitations. This paper is a summary of the findings and analysis on the selected literature from both the CP and EiE fields.

**2. METHODS**

We conducted a desk study to identify and build an understanding of the protective role of education. The project lead, with submissions from members of the INEE AWG and the Child Protection Alliance for Humanitarian Action, identified a preliminary list of literature containing 17 sources with academic literature, grey literature, standards, and guidelines. The inclusion of a wide range of literature is to ensure that research, policies and practices are considered and also to highlight the value of academic articles and the critical role of grey literature in the emergency sector. We conducted further research by using a snowballing technique, reviewing the reference list in each article, and related article searches via academic journals. All documents selected were published after 2004 to reflect current practices, changes in approaches and new research findings. 58 articles were identified, including 24 articles on standards and guidance, 17 academic research articles and 17 grey literatures.

Given the time and resources allotted to the project, the final list of articles had to be narrowed further. The final selection of documents was made with the following criteria:

1) Include a wide range of thematic areas – as inclusive as possible

2) Include a wide range of geographic areas and types of literature

3) Prioritize latest documents

4) Equal representation of both the child protection and education sectors

From the 58 articles, 32 were selected. This list was circulated for validation to members of the INEE AWG and the CP Alliance for approval. From this vetting process, three more documents were suggested and included in the final list for review, which brought the total list of articles to 35. This includes 17 pieces of standards and guidelines, 10 pieces of academic literature and 8 pieces of grey literature.

The preliminary list of 17 pieces of literature – particularly INEE Minimum Standards and Minimum Standards on Child Protection in Humanitarian Action – was used as guidance on identifying a broader thematic approach. Some themes identified include psychosocial wellbeing, conflict-sensitivity, inclusion, and gender-responsiveness.

Two researchers undertook issue mapping through reviewing literature, summarizing articles, identifying key components and noting emerging themes. At first, we created an excel table based on three key areas: “access” to education, “quality” of learning, and “system strengthening” to identify major concepts, theories, and emerging issues in both CP and EiE literature (plotting key areas on the x-axis and corresponding literature on the y-axis). However, the three key areas presented a challenge to interpret CP literature and did not allow us to quickly identify a linkage between CP and EiE. Therefore, we decided to restructure the mapping along the emerging themes, which include access to other services, child safeguarding, cognitive protection, conflict resolution/ peacebuilding, gender-responsiveness, psychosocial protection, sense of hope, wellbeing, and protection risk. Filling the table is a repetitive process, as it requires reviewing articles, identifying issues, analysing emerging themes, and re-reading articles to incorporate more detailed findings in the corresponding theme and category of literature.

**3. MAIN FINDINGS & ANALYSIS**

The protective role of education is recognized within both the EiE and CP literature. However, there is still a lack of evidence, assessment, and rigorous research suggesting what approaches are necessary and most effective in supporting quality education and children’s wellbeing in the long term (Burde et al., 2015; Wessells, 2009). Different documents suggest different approaches and critical elements that should be put in place to ensure a quality education, such as community engagement, psychosocial support, and building resilience. Each also provides a variety of guidance and strategies on how educational 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 emergencies.

**3.1 Major Themes Identified: Why Education is Protective**

Both the EiE and CP fields claim education is protective because it: 1) provides physical, psychosocial and cognitive protection; 2) gives children a sense of hope and stability; 3) provides children access to other critical, life-saving 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, the skills to empower themselves; and, 6) enhances children’s wellbeing in the long term. Despite the positive impacts of education in emergencies, most literature suggests that education is not by definition protective and that it can pose potential risks. Education can be used to fuel intolerance and prejudice and exacerbate existing injustice and discrimination. Educational infrastructure can also be used for military purposes, making schools prone to attack (Tebbe, 2015; UNESCO, 2011). In addition, schools can be places where sexual and labor exploitation of children takes place, and routes to school can subject children to violence and injury. Rigorous prevention and protection measures are therefore necessary to create a safe learning environment for all students to continue quality education in times of emergencies.

Below is a summary of the protective role of education in crisis-affected contexts.

**1) Physical, Psychosocial & Cognitive Protection**

Education is pivotal in child protection; it can provide children with immediate physical, psychosocial and cognitive protection in emergency situations in various ways. Firstly, formal or informal learning spaces can provide safe physical spaces to prevent all forms of violence, including sexual violence, rape, exploitation, abuse, trafficking in persons, child labor, recruitment into organized crime or armed violence. As school keeps children busy during the day, they are less likely to be exposed to risks on the street, be forced into early marriage, or engage in child labor or other high-risk activities. Regular routines and structured activities offered through school also establish stability and a sense of normalcy for children. (Alexander et al., 2010; CPWG, 2013; GCPEA, 2015; Global Education Cluster, 2016; IASC, 2007; ICRC et al., 2004; INEE, 2010(a); Save the Children, 2008; Save the Children, 2015; Tebbe, 2015; UNGA, 2010; UNICEF, 2012; Wessells, 2009; Wessells, 2015).

Secondly, educational activities can provide children with life-saving and awareness-raising information, which can reduce the risk of physical harm, disease and death, and strengthen children’s coping strategies and survival skills. Children who receive such information can in turn discuss with and educate their peers, as many studies have suggested that children respond best to messages shared by their peers. Examples of these messages include the dangers of landmines, general self-protection skills, disaster risk reduction measures, and promotion of health and hygiene practices and knowledge, such as infant mortality and mother-to-child HIV/AIDS transmission. Through structured activities children 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, 2010 (a); INEE, 2016; Save the Children, 2008; Save the Children, 2015; Winthrop, 2011; UNESCO, 2011).

Thirdly, educational programs teach children and youth basic skills, including literacy, numeracy, and reading skills, enabling 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 anxieties in uncertain situations, and better cope with future crises. Critical-thinking and problem-solving skills can also help children think about 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, 2010(a); INEE, 2016; Reyes, 2013; Save the Children, 2008; Save the Children, 2015; Winthrop, 2011).

Lastly, a supportive learning environment helps children build their emotional and intellectual competencies, develop healthy intrapersonal and interpersonal relationships, mitigate traumatic effects, and restore predictability, especially for children who experience displacement. The positive impact that education can bring reduces the need for responsive services at a later time. (Bentacourt, 2008; CPWG, 2013; Global Education Cluster, 2016; INEE, 2010(a); INEE, 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, 2010(a); INEE, 2016; Reyes, 2013; Save the Children, 2008; Save the Children, 2015; Tebbe, 2015; UNESCO, 2011; UNGA, 2010; UNICEF, 2012; Wessells, 2009; Wessells, 2015; Winthrop, 2011)

**2) Hope, Stability & Predictability**

When in school, students are expected to finish their homework on time, attend and engage in class, prepare for exams, and acquire a school certificate or degree. These tasks and structured activities establish routines and consistency for students when their lives are otherwise disrupted and provide them with 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, therefore, mitigate the negative psychosocial impact of natural disaster and armed conflict by restoring a sense of stability, normalcy, dignity, and structure into the lives of children and youth. It can also strengthen their resilience and coping mechanisms in adverse environments and build confidence for the future. (Akram et al., 2012; Alexander et al., 2010; Betancourt, 2008; Burde et al., 2015; CPWG, 2013; GCPEA, 2015; GCPEA, 2016; Global Education Cluster, 2016; IASC, 2007; INEE, 2010(a); INEE, 2016; Reyes, 2013; Save the Children, 2008; Save the Children, 2015; UNGA, 2010).

**3) Access to Essential Services**

Schools and other learning spaces can also facilitate access to other essential and lifesaving services for children and youth and their families that are beyond the education sector, such as protection, nutrition, and water, sanitation, and health services. 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. supervision by teachers and school administrators), and trainings in security measures and healthy living. (Alexander et al., 2010; CPWG, 2013; Global Education Cluster, 2016; IASC, 2007; INEE, 2010(a); INEE, 2010(b); Reyes, 2013; Save the Children, 2015).

Schools can also provide a safe physical space where educators or social workers can identify vulnerable 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. In addition, educational activities and adult supervision make it easier to monitor and screen children in need of special assistance in a systematic manner. As education allows access to basic supplies and services, it can prevent deliberate child-family separation (instances where families give away their children to orphanages, child centers, or friends believing their children could receive better care that way). (Alexander et al., 2010; Bentacourt, 2008; CPWG, 2013; ICRC et al., 2004; INEE, 2010(a); INEE, 2010(c); UNICEF, 2012).

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

**4) Peacebuilding & Conflict Resolution Efforts**

A lack of access or equal access to quality education can often generate a sense of injustice, inequality and grievance within communities thereby increasing the likelihood of conflict. Well-designed and accessible quality education, which ensures equity and inclusion, can help counter the underlying causes of violence and enhance social cohesion by promoting positive, non-violent values of inclusion, tolerance, justice, peace, human rights, solidarity, respect, and conflict resolution. A case study on the education system in post-1994 Rwanda found clear reference to the education system’s role in “creating a culture of peace, emphasizing positive non-violent national values of justice, peace, tolerance, respect for other, solidarity and democracy” (Reyes, 2013). (Other citations: GCPEA, 2016; IASC, 2007; INEE, 2010(a); INEE, 2010(b); INEE, 2013; Reyes, 2013; Save the Children, 2008; Save the Children, 2015; Tebbe, 2015; UNGA, 2010; UNESCO, 2011).

When education systems foster mutual understanding, tolerance and respect, they 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 to participate in gang violence or armed groups. However, to create an inclusive education that supports peacebuilding efforts it is critical that educational authorities approach the issues of content, language of instruction, and curriculum structure with caution and stringent review processes. (Global Education Cluster, 2016; INEE, 2009; INEE, 2010(a); Reyes, 2013; Tebbe, 2015; UNESCO, 2011; Winthrop, 2011).

Schools, therefore, can be an opportunity for the community to create an environment that mitigates stigma associated with conflict (Burde et al., 2015). Participatory education where parents/caregivers, children and youth, educational 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; INEE, 2010(a); INEE, 2010(b); INEE, 2013; Reyes, 2013; Save the Children, 2008; Save the Children, 2015; Tebbe, 2015; UNGA, 2010; UNESCO, 2011; Winthrop, 2011)

**5) Gender Equality & Empowerment of Women and Girls**

Education is protective when it is gender-responsive and addresses the specific needs of and difficulties facing women, girls, boys, and men. It provides skills and supports that help individuals to strengthen their ability to rebuild lives in 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, 2010(d)).

Undisrupted education in times of emergency can foster opportunities for women and girls to support the development of their literacy skills, inform them about their rights and choices, and enable them to develop essential skills. It also helps women process information about health-related issues, and take greater control over their lives. Studies have shown that maternal education is a strong factor influencing a child's prospect of survival: higher levels of girls’ education are associated with delayed marriage and childbirth and lower child mortality (UNESCO, 2011). In addition, schools can provide a safe environment in which women and girls are protected from the risks of gender-based violence and sexual or economic exploitation. Girls who are enrolled in schools are less likely to be forced into early marriage or early pregnancy. In the literature, interviews with girls indicate that they believe schools protect them from those risks. (Global Education Cluster, 2016; INEE, 2010(d); Save the Children, 2015; UNESCO, 2011).

(Citations: Global Education Cluster, 2016; INEE, 2010(d); Save the Children, 2015; UNESCO, 2011)

**6) Children’s Wellbeing**

A school, or an informal learning center, can serve as a protective shield, offering physical and psychosocial protection for students and providing a safe space, when it continues in times of emergencies. With continued access to education, children tend to feel more hopeful, less stressed about upcoming examinations, and enjoy learning new materials. Schooling is particularly important for survivors of violence, exploitation, abuse or neglect, as it supports these children to rejoin their peer groups, restores a sense of normalcy, and provides essential skills to cope 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 useful skills 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; Save the Children, 2015; Winthrop, 2011).

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

**3.2 Sub-Themes Identified: Core Components to Make Education Protective**

In addition to the main themes, we have also identified a number of sub-themes, teasing out core ingredients of and strategies to create protective educational interventions. As it is not the focus of this summary, we will not go into detailed description.

We found that both the EiE and CP literature identified the following as core elements that are indispensable to ensure that education is protective:

* A safe, physical learning space: it 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, 2010(a); Save the Children, 2008; Save the Children, 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, 2010(a); INEE, 2010 (c)).
* Access to other critical services: health, food, nutrition, water, psychosocial and mental health support, and other social services. (Alexander et al., 2010; CPWG, 2013; GCPEA, 2015; GCPEA, 2016; Global Education Cluster, 2016; IASC, 2007; INEE, 2010(a); INEE, 2010(b); Save the Children, 2015; UNESCO, 2011; UNICEF, 2012).
* Provision of appropriate psychosocial support and specialized mental health support to students and educational personnel. (Alexander et al., 2010; Bentacourt et al., 2008; CPWG, 2013; GCPEA, 2015; IASC, 2007; INEE, 2010(a); INEE, 2016; Reyes, 2013; Save the Children, 2015; UNCEF, 2012).
* Well-designed curricula that focus on life-saving 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, 2010(a); INEE, 2010(b); INEE, 2010(d); INEE, 2013; INEE, 2016; Save the Children, 2008; Save the Children, 2015; Tebbe, 2015; UNESCO, 2011; Winthrop, 2011).
* Preventive and responsive measures in place to ensure continuity of education despite emergencies and access to quality education for all (such as disaster risk reduction). (Akram et al., 2012; CPWG, 2013; GCPEA, 2015; GCPEA, 2016; INEE 2009; INEE, 2010(a); INEE, 2010(c); INEE, 2010(d); Reyes, 2013; Save the Children, 2008; Save the Children, 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, 2010(a); Wessells, 2009)
* Monitoring or screening efforts to identify key protection threats, both external (such as armed conflict) and internal (such as corporal punishment and bullying), to the educational system. (CPWG, 2013; GCPEA, 2016; IASC, 2007; INEE, 2010(a); INEE, 2010(b); INEE, 2010(d); Reyes, 2013).
* Sufficient trainings 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; INEE, 2010(a); UNGA, 2010; UNICEF, 2012).
* A guiding principle of “Do No Harm.” (CPWG, 2013; INEE, 2010(a)).
* An all-encompassing systematic approach responding to protection concerns in educational settings, meaning the approach must be child-centered, intersectoral, multidimensional and based on the context. (CPWG, 2013; GCPEA, 2014; INEE, 2009; INEE, 2010(a); INEE, 2010(d); INEE, 2016; Reyes, 2013; Save the Children, 2015; Wessells, 2009; Wessells, 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 in the long term. (Akram et al., 2012; Bentacourt et al., 2008; Burde et al., 2015; CPWG, 2013; GCPEA, 2014; GCPEA, 2016; IASC, 2007; INEE, 2009; INEE, 2010(a); INEE, 2010(b); INEE, 2010(d); INEE, 2013; INEE, 2016; Reyes, 2013; Save the Children, 2008; UNESCO, 2012; UNGA, 2010; UNICEF, 2012; Wessells, 2009; Wessells, 2015; Winthrop, 2011).
* Support of local and national governments and educational personnel to ensure that the education system is protective and engaging, and does not fuel violence and intolerance. (CPWG, 2013; GCPEA, 2015; GCPEA, 2016; INEE, 2010(a); INEE, 2010(b); INEE, 2013; Save the Children, 2015; UNGA, 2010; UNICEF, 2012).

**3.3 Similarities in the Two Bodies of Literature**

* There is a shared understanding and acknowledgement of the importance of education and its potential protective role in emergency settings between CP and EiE fields (these similarities are discussed in the previous section). Both fields identify access to quality education as critical for the protection of children and youth but also highly caution the potential threat that education may pose to both learners and teachers. These child protection concerns include corporal punishment, sexual or physical violence and abuse, bullying, discrimination, attacks on schools and educational personnel, and/or a lack of appropriate facilities for certain groups of children (such as children with disabilities, young girls and women). While both EiE and CP literature emphasize the positive and the need to strengthen educational intervention, CP literature tends to also caution the potential negative.
* Both emphasize the importance of building resilience through educational interventions and gender-responsiveness in promoting quality education and protection of children.
* The best interest of the child is placed at the center of the discussion around educational and CP interventions.

**3.4 Differences in the Two Bodies of Literature**

* Despite the similarities mentioned above, CP and EiE fields tend to approach the relationship between education and CP from different viewpoints. CP literature discusses child protection within education settings and *how to strengthen protection through education*; whereas EiE literature focuses more on ensuring access to and *quality of education*, which would itself provide a protective environment for children.
* The premise of much EiE literature is that education is protective and should be a focus in emergencies. Therefore, EiE literature leans towards describing how education is protective and how to design an educational intervention. However, it is not always obvious in the CP literature that education is key to protection, as it often cautions against the potential threats posed by poorly designed educational curricula, structured learning activities, and unsafe learning spaces. Therefore, while CP literature is more likely to examine how protection concerns may prevent children from accessing education or renders education “not protective,” EiE literature examines how education may pose protection concerns within educational setting.
* EiE literature more often maps out concrete strategies and step-by-step approaches on how to create a protective learning environment while CP literature focuses on strategies to strengthen a system-level protection response in emergencies, with education programming/intervention being one of the component responses. Thus, the emphasis of CP literature is not always on education and the protective role of education, however systems thinking in child protection goes above and beyond EiE, exploring holistically the diverse intersecting formal and non-formal services and mechanisms to support children. Similarly, child protection concerns and needs are not always brought up in the EiE literature.
* One major theme identified in this project is that education can play an important role contributing to peacebuilding and conflict resolution efforts. However, this finding is based predominantly on EiE literature, which is more inclined to affirm how quality education – well-designed learning materials and curriculum, carefully-chosen language of instruction, inclusive environment, and well-training educational staff – can improve social cohesion, a component not always mentioned in the CP literature. On the other hand, CP literature highlights psychosocial and mental health support and the specific types of interventions that can be provided to children in educational settings. They include appropriate systems to identify separated and unaccompanied children, assess and refer children who need specialized mental health treatment, support family reunification, and handle child protection concerns at home or in school. However, it is possible that this finding is due solely to the selection of literature and may not represent the differences between the two fields at large.
* CP literature tends to emphasize education’s role in responding to child protection concerns and ensuring children’s wellbeing, such as *responsive* intervention including psychosocial support, family reunification or flexibility in structured activities. EiE literature tends more to emphasize education’s role in building and supporting *prevention* measures, such as disaster risk reduction, and conflict-sensitive, gender-sensitive curricula.

**4. CONCLUSION**

As we finished reviewing the 35 selected articles, certain themes on the role of education emerged. These protective functions identified include the provision of hope, essential services, and physical, psychosocial and cognitive protection; promotion of social cohesion, gender equality and children’s wellbeing; as well as empowerment of women and girls. Despite the differences between CP and EiE fields, there is a definitive mutual understanding between the two fields on why education is protective, especially in emergencies. However, our findings are based on a limited list of documents, which may be insufficient to suggest the existing broader differences, in theory and in practice, between the two fields.

In addition, during our document search, we were unable to identify much literature written from a joint CP and EiE approach - only three pieces were identified (Boothby and Wessells, 2010; Global Education Cluster, 2016; Zimmerman, 2014). In order to build a more comprehensive system to ensure quality protective education, we recommend that practitioners from both fields engage in more joint efforts to identify not only *what* the core requirements are to make education protective but also *how* to deliver successful interventions to create a protective educational system at large (Tebbe, 2015).

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