STANDARD 20
Education and child protection

Quality education – where education is available, accessible, acceptable and adaptable – contributes to the safety and wellbeing of children before, during, and after emergencies. For children affected by conflict, disasters or displacement, and for child survivors of violence, exploitation, abuse or neglect, education is critical both as a right and because of the important role it plays in supporting these children in re-joining their peer groups, improving their access to information, influence and hope for the future, as well as a safe and protective environment. In terms of risk prevention, education serves of passing on important messages, raise awareness, and develop life skills to bolster children’s ability and confidence to recognize unsafe situations and learn helpful behaviors, including how and where one can report and seek help. Education supports children’s resilience by nurturing their psychosocial and cognitive development, and, during times of crisis and emergency, it may help restore a sense of normalcy, dignity, and hope by offering the chance to participate in structured, age-appropriate activities in a safe, nurturing environment.
An integrated sector approach is a model based on inclusion, coordination and complementarity, valid for all sectors, and should be systematically applied.

Standard

Child protection concerns are reflected in the assessment, planning and design, implementation, monitoring and evaluation phases of education programmes. Children of all ages, gender identities, and backgrounds can access quality, child-centered, relevant, and protective learning opportunities in a safe, nurturing, and inclusive environment.

Key actions

**KEY JOINT ACTIONS FOR EDUCATION & CHILD PROTECTION ACTORS**

All Key Actions should be done collaboratively and in consultation between education and child protection actors to the extent possible. The below actions, following the programme cycle, are particularly important as shared interventions.

20.1. Consider joint, multi-sector assessments that adequately address gender, protection, and inclusion;

20.2. Agree on appropriate indicators for tracking progress on quality, safe/protective, and inclusive education according to the context and emergency phase;

20.3. Identify which pre-existing forums (e.g. coordination meetings) are most useful for regular reviews of information on child protection and education during the strategic process;

20.4. Ensure child-centered, multi-sector referral systems are available and accessible, including means of supporting children out of school and/or not attending regularly to promote continuous access to formal or informal education;

20.5. Promote psychological first aid, social and emotional learning, or other psychosocial support fundamentals in teacher training curriculum to support educational personnel in identifying child protection risks and children struggling to cope as well as how to promote healing, nurturing classrooms and relationships;

20.6. Where appropriate, establish shared objectives that promote linkages between education and child protection and lobby for resource allocation for established shared goals and outcomes to promote greater impact and more efficient, effective use of resources;

20.7. Jointly plan and organize early childhood development and child-friendly spaces and/or temporary learning spaces – when such facilities are appropriate – making sure they complement and do not compete with existing or planned educational interventions (see Comment [PM2]).
Depending on resources and where contextually appropriate, joint facilities or centers may be appropriate;

Agree on roles and responsibilities relating to the monitoring and reporting of educational facility attacks/use by military;

Coordinate in mapping educational facilities at risk of being attacked or used by military forces, that are close to military groups, or that may be contaminated with explosive remnants of war (ERWs). Mapping should also include educational facilities at risk of being damaged by various disasters and/or possibly used as temporary communal shelters (e.g., as part of a contingency plan) to ensure such use is limited and to locate safe and suitable alternate facilities for educational continuity;

Jointly train communities and members of child and youth clubs on how to identify and report child protection risks in and around educational facilities;

Review periodically whether education and child protection actions may inadvertently be contributing to conflict, and take appropriate actions;

Collect examples of challenges and success stories, including children’s, families’, and teachers’ accounts, to demonstrate the positive effects of quality and inclusive education interventions on children’s safety and wellbeing as well as areas for improvement.

**ADDITIONAL KEY ACTIONS FOR CHILD PROTECTION ACTORS**

**Preparedness/prevention**

Ensure child protection workers know the fundamentals of education and early childhood development (ECD) in emergencies;

Set up child-centered, multi-sector referral systems and ensure education staff are trained in referral mechanisms and aware of existing services so those working in education facilities can safely, ethically, and quickly refer children with protection needs;

Support education workers in training on, or promoting, a code of conduct that adequately addresses child safeguarding, including sexual exploitation and abuse, which is signed by all active educators and other education personnel

**Response**

Present child protection assessment information to those working on education and ensure time is taken to discuss the implications of assessment analysis for education actors. It is important to share assessment findings and analysis with families and communities to further accountability;

Promote child and family participation in project design by incorporating questions about education in age-appropriate group discussions and invite education workers to attend these community discussions. Discuss the situations of both girls and boys in different care arrangements (for example, girls and boys in residential care, child-headed households, those unaccompanied, separated or living on the street, children with disabilities).
ADDITIONAL KEY ACTIONS FOR EDUCATION ACTORS

Preparedness/prevention

20.18. [34] Ensure code of conduct and school policies adequately address child safeguarding and sexual exploitation and abuse prevention, reporting, and investigation / response mechanisms;

20.19. [35] Ensure those working in education, as applies to all humanitarian actors, have committed to, signed, and been trained in a code of conduct and/or other policy covering child safeguarding (see also Standard 2);

20.20. [36] Regularly promote accountability to affected populations and monitor the child protection situation in schools, including the interaction of education personnel with children, emphasizing monitoring of referral pathway usage and code of conduct violations, such as corporal punishment, other cruel or degrading punishments, and/or sexual exploitation and abuse;

20.21. [37] In collaboration with CP sector develop and use child protection messages in classrooms and with Parent-Teacher Associations (if existing) and to run preparedness, risk-reduction and resilience education activities (e.g., on issues such as family separation, mine and ERW risks, health, hygiene, and disaster-related hazards, etc;

20.22. [38] In collaboration with CP sector monitor provision of private, safe, and dignified sanitation facilities in schools, taking into consideration the specific gender- and diversity-related needs of children;


Response

20.24. [40] Make sure education data is disaggregated by age, sex, and disability to facilitate effective child protection responses and accessible, supportive environments for each child. [41] Collaborate with the Ministry of Education to ensure the Education Management Information System (EMIS) reflects data disaggregation by age, sex, and disability;

20.25. [42] Include the safety and well-being of the affected population as part of each education intervention objective;

20.26. [43] When planning education response, ensure that the protection of children regardless of age, gender, ability, or background is considered throughout all aspects;

20.27. [44] Ensure education staff are trained in child protection and gender-based violence referral mechanisms and existing services so that those working in education facilities can safely, ethically, and quickly refer children with protection needs; ensure referral systems address particular needs for children who are out of school and/or not attending regularly to promote their safety, wellbeing, and continuous access to formal or informal education;

20.28. [45] Consider flexible, alternatives to schools where it is unsafe for children to travel to school or have children in large groups;
20.29. Work with child protection workers to find or move educational facilities away from protection threats such as military or militant zones, areas contaminated with ERW and natural hazard areas, and establish them in safe areas and close to population centers;

20.30. Ensure school and classroom design is disaster resilient, inclusive, and accessible for all girls and boys, including children with disabilities and minority or marginalized children, promoting each child’s safety and dignity. Adapt learning methods for children with learning and other disabilities to the extent possible;

20.31. Work with other child protection and education organisations, including the Ministry of Education, community education committees, Parent Teacher Associations (PTAs), parents/families, CP actors, etc., to ensure the content of the curriculum and pedagogical approaches are inclusive, acceptable (e.g., contextually-sensitive), and non-discriminatory, promoting a safe, protective learning environment;

20.32. Ensure communities, including children and their families, are aware of the education code of conduct and have access to safe, user-friendly, and responsive feedback and complaints mechanisms;

20.33. Ensure there is balanced hiring and retention of female and male education personnel and train teachers on inclusive, gender- and diversity-sensitive approaches to teaching;

20.34. In collaboration with the MoE or other relevant actors, increase educational personnel’s knowledge and practice of positive, safe, and respectful discipline and work with relevant actors to reduce and end corporal punishment and other cruel or degrading punishments;

20.35. Introduce the teaching of skills that support independent and productive lives and promote resilience, tolerance, respect for diversity, social cohesion, and inclusion. Include important protective messages in education to support children’s ability and confidence to recognize and respond to threats;

20.36. Make sure that the periodic and structured training for teachers called for by the INEE Minimum Standards also tackles wider child protection concerns, such as preventing and mitigating risks of children in education facilities from child labour, early marriage, recruitment and use of children by armed forces/groups, etc;

20.37. Coordinate with child protection actors during campaigns for universal access to education opportunities, including reduction of barriers to enrolment and retention, such as lack of documents or other requirements, child labour, recruitment, early marriage, and other child protection risks;

20.38. Coordinate with health, nutrition, WASH, food security, and other sectors to improve formal and informal educational facilities to enhance children’s continued and safe access to education (e.g, through separate, private latrines accommodating children of all abilities, identities, and needs (including menstrual hygiene management), school feeding, or conditional cash transfer programming, etc.). Raise awareness related to these sectors, e.g. on cholera, malaria (and other communicable diseases), prevention and risk mitigation, proper sanitation and hygiene promotion, immunization, first aid, safety rules for specific hazards, early warning systems and evacuation procedures;

20.39. Monitor girls’ and boys’ attendance and retention within each classroom and per level to identify children who may be at risk, highlighting potential barriers to continuing
education and trends over time; collaborate with child protection and other relevant sectors to address concerns to the extent possible;

20.40. [58] Invite child protection workers to relevant trainings, retreats or workshops;
20.41. [59] Review use and effectiveness of feedback and complaints mechanisms to promote accountability to affected populations;

Measurement

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<thead>
<tr>
<th>OUTCOME INDICATOR</th>
<th>OUTCOME TARGET</th>
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<tbody>
<tr>
<td>20.1. [50]Percentage of assessed formal and informal learning environments that are considered safe for boys and girls of different ages</td>
<td>100%</td>
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<tr>
<td>20.2. [51]Percentage of children of all gender identities, different ages, and abilities able to access schools and other safe learning opportunities</td>
<td>To be determined in country</td>
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<tr>
<th>ACTION INDICATOR</th>
<th>ACTION TARGET</th>
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<tr>
<td>20.3. [52]Percentage of active-duty educators trained on child protection threats and strategies to tackle them</td>
<td>90%</td>
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<td>20.4. [53]Percentage of surveyed active-duty education personnel who have signed the adopted code of conduct</td>
<td>100%</td>
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<tr>
<td>20.5. [54]Percentage of formal and informal education environments that are regularly monitored with the aim of deciding whether both girls and boys are protected from abuse, neglect, exploitation and violence in that environment</td>
<td>100%</td>
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<tr>
<td>20.6. [55]Percentage of educational facilities identified as unsafe that were moved to a safe area</td>
<td>90%</td>
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<td>20.7. [56]Number of at-risk children who are referred to CP case management staff by education staff each month</td>
<td>To be determined in country</td>
</tr>
<tr>
<td>20.8. [57]Number/percentage of formal and informal education facilities reported as attacked and/or used by military as reported by Education Cluster Members to Child Protection Actors</td>
<td>No Target</td>
</tr>
<tr>
<td>20.9. [58]Percentage of cases of barriers to enrolment removed through joint Child Protection – Education efforts (out of total number of cases)</td>
<td>No Target</td>
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Guidance notes

20.1. Flexibility, relevance, and quality:

[59] Making education available, accessible, acceptable and adaptable for all children of various gender identities, ages, and abilities is an obligation shared by all humanitarian actors. [60] Flexibility and adaptability in setting up education is essential in order to meet learners’ and teachers’ protection needs. [61] The means of delivering education need to be adapted to meet the needs of each child (for example, by providing reasonable accommodation to children with disabilities) and to the context. [62] This process may include changes to class schedules and yearly timetables to meet the needs of particular groups of learners. [63] Organising classroom space to promote interaction,
self-study, distance learning, catch-up classes and accelerated learning or different modes of learning may be relevant, depending on the context. A choice, in collaboration with local and national authorities and families/communities, needs to be made regarding location, affordability and/or costs (if any and taking into account where children who may attend school might have been contributing to household income), and temporary or permanent classrooms and educational facilities based on criteria for various displaced populations and the potential fragility of temporary constructions. See also, INEE Minimum Standards Domain 3: Teaching and Learning.

20.2. Administration:
Waiving the requirement for documentation normally needed to enter schooling (such as age or birth certificates) is recommended if done in partnership with the necessary authorities, education organisations and community groups. Coordination should make sure the process is clear and make sure the proposed changes are recognised and put into practice consistently in the host state and state of origin. Cross-border coordination on education and child protection issues, including certifications, curricula, etc may also be necessary to reduce potential challenges to students if they return home. See also INEE Minimum Standards Domain 2: Access and Learning Environment.

20.3. Equity:
Not having fairness in education can cause harm. Concrete examples of ways to tackle unfairness in educational content include reviewing the curriculum, providing teachers support on methods to involve and engage children, and offering student lessons on critical thinking, emotional health and resilience, social networks and supports, helpful communication, respect for diversity, and other life skills to help them deal with past and/or present issues. If safe and appropriate depending on the context, reviewing content in textbooks and the presentation of information within the curriculum could be useful for making sure there is a balanced presentation of historical events. See also, INEE Minimum Standards Domain 2: Access and Learning Environment.

20.4. Teachers and other education personnel:
Support for teachers and their wellbeing should be included as a protective measure. Teacher support includes training teachers on how to identify children’s needs, child-centred learning strategies, psychosocial support, inclusive education practices and ways to make sure there are clear ways of reporting protection concerns in the classroom. Limiting class size and reducing unrealistic expectations placed on teachers is crucial in making sure teachers are protected, and not just protectors. Where teachers have been or are directly affected by a traumatic event, it is essential that they have access to mental health and psychosocial support services, so they are better placed to assist affected children in their classrooms. See also, INEE Minimum Standards Domain 4: Teachers and Other Education Personnel.

20.5. Protective and inclusive environments:
Help to create protective and supportive environments in and around education, firstly by adapting education facilities and secondly by strengthening pre-existing child protection and social support systems. Adapting the structure, design, content and construction of education facilities protects and provides psychosocial support and promotes the well-being and dignity of each learner.
and educator. For example, children’s access to educational facilities should be free from physical risks (e.g. road and river crossings), and learning structures need to take into account learners’ physical disabilities. Activities need be organised according to a locally realistic class size. Waste pits for solid waste should be available, as well as drainage facilities such as soak pits, and adequate water for personal hygiene, with clean, separate, male and female toilets that can be locked from the inside. Water and sanitation facilities are adapted to potential risks (e.g. rain-fed and lined latrines) and should promote private, proper hygiene and waste management, including for menstrual hygiene management (See also Standard 23). See also, INEE Minimum Standards Domain 2: Access and Learning Environment.

6. Abuse:

As with all humanitarian actors, teachers and other education personnel can abuse and exploit children. There can also be bullying and child abuse committed by other children in schools. Measures for prevention of and response to violence should be in place, including safe reporting, referral pathways and measures to train communities (through parent-teacher associations, child protection networks, peer-to-peer approaches, etc.) on where and how to prevent, report, and respond to teacher- or student-led abuse. Communities, including children and their caregivers, should be aware of the Education Code of Conduct and have access to a user-friendly, responsive feedback and complaints mechanism.

7. Attacks:

Schools can also be targets for violence, attacks, and/or recruitment of children to be used by armed forces/groups. If these risks are present, the initial assessment and protective strategies for schools must include making sure schools and learning spaces are in areas where violence is less likely. In some cases, this will mean trying to move the threats and not just the schools – for example, through clearing landmines in or near schools. Risks of physical harm or sexual assault on the way to/back from school, which might discourage girls and boys from attending, should also be regularly monitored and mitigated with the support of parent committees.

8. Messaging:

Education activities are an important method of passing on not only academic knowledge, but also practical knowledge, awareness and life skills that can help children care for and protect themselves and their peers. Important messages and activities that should be included in education activities can include:

- Risk reduction, such as prevention of family separation, disaster risk reduction (what to do when a natural disaster, such as earthquake or tsunami, hits), dangers and injury prevention (see Standard 7)
- Life skills, such as how to deal with risk taking behaviour (such as substance abuse), non-violent conflict resolution skills, communication skills, managing one’s own emotions and behaviors, etc.

References
Education Cluster (2012). Protecting Education in conflict-affected countries
INEE (2010). Child protection and education toolkit
www.ineesite.org
http://www.right-to-education.org/