



Integrating Child Protection and Education in Emergencies - FAQ's

This FAQ document is designed to support practitioners to advocate for joint and integrated programming both externally with donors, governments and other decision makers; and internally with operational teams, technical teams and management.

WHAT IS CPHA-EIE COLLABORATION?

Integrating child protection and education creates a mutually reinforcing cycle that can reduce children's vulnerability in emergencies. A quality education increases children and families' resilience in adversity, empowers children and promotes a protective environment. An environment free from unchecked child abuse, neglect, violence, or exploitation fosters quality education. Integrating child protection and education programmes, policies and minimum standards maximises available resources to better address the multifaceted challenges and risks children face in humanitarian settings (The Alliance, 2018).

Child Protection in Humanitarian Action (CPHA) and Education in Emergencies (EiE) are highly complementary areas of humanitarian response. Conceptually, programmatically, and operationally the two sectors have much in common: both are child focused, both are priorities for affected populations, and, through collaboration, they can reinforce each other's sectoral outcomes.

Collaboration covers a scale from child protection mainstreaming, through joint programming (where sectors work separately but cooperate on certain activities) to integrated programming.

Using a socio-ecological model with a focus on child well-being, cross sector working can improve the overall life chances for children affected by crisis and conflict.

WHY COLLABORATE?

Child Development is multi-dimensional and addressing this holistically requires intersectoral collaboration..

Joint and integrated programming can result in more efficient, better targeted, and more effective programmes that ultimately result in improved outcomes for children and young people.

- Integrating child protection programming into education programmes can help mitigate protection risks, improve overall child well-being, and lead to better educational outcomes.
- Bringing an education focus to child protection programming can increase enrollment and retention in education programming and ensure we are reaching the most vulnerable, out of school children.
- Joint and integrated programming supports and encourages a child-centred approach to humanitarian response which can prevent children and young people 'slipping through the gaps' between services.
- Joint and integrated programming can maximise the impact of multiple sector interventions.
- Joint and integrated programming can be cost effective and prevent duplication in some contexts.

WHAT DOES INTEGRATED CPHA-EIE PROGRAMMING LOOK LIKE?

Collaboration and cooperation between the sectors should happen at every stage in the programme management cycle, as well as through coordination mechanisms such as the cluster system.

Programmatic collaboration covers a wide range of activities as detailed in the graphic below. More information, guidance, resources and examples can be found in the [Supporting Integrated Child Protection and Education in Humanitarian Action Guidance Note](#) and on the new [web portal](#). All activities should be grounded in the Minimum Standards for [Education](#) and [Child Protection](#).

For more information on collaboration in coordination for cluster coordinators and members see the [Education in Emergencies-Child Protection Collaboration Framework](#)



Empowering Change



Capacity strengthening for education & child protection workforce

Foundational Areas of Work

- Meaningful Child Participation
- Community Participation
- Coordination
- Monitoring, Evaluation, Accountability, and Learning

Enabling Interventions and Approaches

- Crisis-sensitivity, Context Sensitivity and Peace Building
- Inclusivity (Combatting Discrimination and Exclusion)
- Child Safeguarding, Feedback and Reporting Mechanisms
- Multi Sectoral Referral Mechanisms
- Non-Formal, Alternative and Flexible models of Education
- Cash & Voucher Assistance to Support Access

Safe Access and Protective Learning Environments

- Safe Learning Environment and Access Routes
- Protecting Education from Attack, Military Use, and Other Uses of Force
- Mental Health and Psychosocial Support (MHPSS) and Social Emotional Learning (SEL)
- School-Related Gender-Based Violence (SRGBV)

Wellbeing support for caregivers, education & protection personnel

- Caregivers
- Professional Development and Technical Support
- Well-being and Support Systems

Children Who are at Risk

- Adolescents and Youth
- Younger Children (Early Childhood Development and Education)
- Children with Disabilities
- Gender
- Children on the Move: Refugee/IDP/Stateless/Migrant
- Unaccompanied and Separated Children (UASC)
- Harmful Cultural Practices
- Children in Contact with the Justice System
- Child Labor
- Children Associated with Armed Forces and Groups (CAAFFG)

WHAT TYPE OF IMPACT CAN WE SEE FROM JOINT AND INTEGRATED PROGRAMMING?

Through integrated and joint programming implementing agencies can help address a number of challenges faced by children and young people in crises. These include barriers to educational access and attainment, and safety, security and well-being. Effective programming can support:

- Increased enrollment and retention in education, alongside reduced drop-out rates.
- Educational outcomes - academic improvement and cognitive development
- Social and emotional outcomes - improved well-being, socialisation and sense of safety
- Improved safety and reduction in exposure to child protection risks

WHAT CAN WE DO TO SUPPORT CPHA-EIE COLLABORATION?

- Advocate with donors for funding instruments and response plans that support integrated CPHA-EiE funding (noting that separate budgets can sometimes prevent this),
- Advocate to operational managers to encourage greater collaboration between field teams, including joint planning, field visits, programme design, delivery and monitoring
- Advocate to national and local authorities to develop strategies, policies and procedures that support joint and integrated programming.

Additional advocacy resources, and evidence on the impact of collaboration, can be found on the [website](#).