



# GUIDANCE NOTE

## Supporting Integrated Child Protection and Education Programming in Humanitarian Action



**The Inter-agency Network for Education in Emergencies (INEE)** is an open, global network of members working together in humanitarian and development contexts to ensure all persons the right to quality, safe, and relevant education. For more information and to join INEE, visit [inee.org](http://inee.org).

**The Alliance for Child Protection in Humanitarian Action (The Alliance)** is a global network of operational agencies, academic institutions, policymakers, donors, and practitioners. It supports the efforts of humanitarian actors to achieve high-quality and effective child protection interventions in all humanitarian contexts. For more information and to join, visit [alliancecpha.org](http://alliancecpha.org).

Both networks are actively working together to promote integration and collaboration across Education in Emergencies (EiE) and Child Protection in Humanitarian Action (CPHA).

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**Cover image:**

A 6 years child playing with numbering tins during the breaktime in Tanzania. 2021.  
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*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 maximizes available resources to better address the multifaceted challenges and risks children face in humanitarian settings.*

*- The Alliance, 2018*

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The content and structure of the Guidance Note was informed by the Alliance's Child Protection Minimum Standards (2019), INEE's Minimum Standards (2010), and the Collaboration Across Child Protection in Humanitarian Action and Education in Emergencies Position Paper (2020).

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Considerable work has been undertaken between CPHA and EiE in past decades across a range of contexts. We acknowledge the efforts of many national offices, organizations, and communities who saw the need for and created collaborative interventions. Those interventions and experiences inform the Guidance Note to benefit CPHA and EiE practitioners. We welcome and encourage practitioners to share experiences and lessons learned for future revisions and products under this initiative. Please share with [child-protection@inee.org](mailto:child-protection@inee.org).

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# Acronyms

<b>AE</b>	Alternative Education
<b>CP AoR</b>	Child Protection Area of Responsibility
<b>CPHA</b>	Child Protection in Humanitarian Action
<b>CPMS</b>	Child Protection Minimum Standards
<b>CVA</b>	Cash and Voucher Assistance
<b>EiE</b>	Education in Emergencies
<b>EMIS</b>	Education Management and Information System
<b>FE</b>	Formal Education
<b>IDP</b>	Internally Displaced Person
<b>INEE</b>	Inter-agency Network for Education in Emergencies
<b>GEC</b>	Global Education Cluster
<b>MEAL</b>	Monitoring, Evaluation, Analysis and Learning
<b>MHPSS</b>	Mental Health and Psychosocial Support
<b>MS</b>	Minimum Standards
<b>NFE</b>	Non-Formal Education
<b>OOSCAY</b>	Out of School Children, Adolescents, and Youth
<b>SEL</b>	Social Emotional Learning
<b>SGBV</b>	Sexual and Gender Based Violence
<b>SRGBV</b>	School-Related Gender Based Violence
<b>SSW</b>	Support Service Workers
<b>TPD</b>	Teacher Professional Development

# Introduction to the Guidance Note

*“Children and their protection must lie at the heart of each humanitarian action”*

- The Alliance, 2021a

Child Protection in Humanitarian Action (CPHA) and Education in Emergencies (EiE) are natural partners in humanitarian response. The two sectors have much in common: both are child-focused, are priorities for affected populations, and, through collaboration, they reinforce each other’s sectoral outcomes. Mainstreamed, joint, and integrated programming across CPHA & EiE adds value to affected populations, service providers, and donors. Working together can create more efficient, better targeted, and more effective programmes that result in improved outcomes for children and young people (Alliance/INEE, 2021b).

This Guidance Note supports the [Alliance](#) and [INEE](#)’s CPHA-EiE Joint Initiative<sup>1</sup> by orienting both sectors to opportunities for program integration. Through collaboration, both sectors aim to deliver on the Sustainable Development Goal 4 to provide/ensure “inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030. They lift up the centrality of children’s protection and well-being in humanitarian responses. All children, including refugees, internally displaced, stateless, and migrant children, have the right to appropriate sustainable solutions in accordance with their best interests.

## **What impact do we want to have with integrated programming**

- Improve child well-being and healthy development
- Improve learning outcomes through holistic support to well-being
- Prevent and mitigate certain protection risks while improving access, retention, and success in learning
- Prevent children “slipping through cracks” between sectors by centering the child in multi-sectoral, integrated programming
- Contribute to efforts to transform humanitarian delivery, support the localization agenda, and the New Way of Working for stronger systems and communities in crises

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<sup>1</sup> A collaboration between the INEE and The Alliance. Both networks work actively together to promote integration and collaboration across the two humanitarian sectors. This joint work was taken forward under the guidance of a multi-agency Advisory Group.

Child protection and education work in the same communities, together with other sectors, and aim to meet protection and learning needs of the same children. Although there are some sector specific goals, there are many overlapping and complementary goals which are the focus of this Guidance Note. Each benefits from the expertise, presence, and approaches of the other even though the two sectors may lead interventions in different socio-ecological spaces. For the purpose of this Guidance Note, the operational spaces are grouped around **Learning Environments** and **Beyond Learning Environments**.

## Who should use the Guidance Note?

This guidance aims to support the Child Protection and Education practitioners who respond to the needs of children in humanitarian crises. This includes relevant government line ministries, national civil society organizations, community and faith-based organizations (C/FBOs), (I)NGOs, UN agencies, other implementing organizations, and donors.

Child protection and education practitioners play an important role in supporting close collaboration and integration between relevant line ministries, local coordination systems, and national and local preparedness/response plans. Implementing agencies have a moral prerogative to ensure local systems and structures are strengthened and expanded, achieved in large part by focusing on capacity strengthening efforts.

The nature of humanitarian architecture and our collective ability to analyze, finance, and respond to crises continues to evolve. As such, the Guidance Notes is used to inform sustainable solutions for impacted communities through simultaneous and complementary focus on systems strengthening and resilience building in addition to direct programming across all phases of intervention - from Prevention, Risk Reduction, Preparedness, Participatory Action through the initial Response, and during the transition to a protracted situation to Recovery. Much of the content is applicable across the humanitarian-development coherence.<sup>2</sup>

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<sup>2</sup> The Alliance and INEE acknowledge the expanding global dialogue towards Humanitarian-Development-Peacebuilding Nexus. For clarity, the term Humanitarian-Development Nexus continues to be used, although there is an intention that integrated programming informs best practices for sustainable and peaceful outcomes for children.



# What is in the Guidance Note?

The Guidance Note is organized by programmatic areas. Programmatic areas<sup>3</sup> align with the domains and standards from both the Alliance's [Child Protection Minimum Standards](#) (CPMS) and INEE's [Minimum Standards for Education](#) (INEE MS).

[INEE MS Domain 2: Access and Learning Environment; Standard 2: Protection and well-being](#) and [CPMS Pillar 4 Standard 23 Education and Child Protection](#) are the most commonly referenced.

## Each section includes:

1. **Overview:** A shared vision for integrated child protection and education programming in humanitarian responses.
2. **Guiding Questions:** Initial questions to initiate discussions between the two sectors. Questions are organized against the Socio-Ecological Model. Your discussions are guided by the specific circumstances of your context.
3. **Indicators:** Sample list of indicators to determine impact, outcome, or outcome. These may contribute to the development of robust Monitoring, Evaluation, Analysis, and Learning (MEAL) plans. The list draws from CPMS [indicators](#), INEE MS [indicators](#), and other relevant programmatic resources and is organized against the Socio-Ecological Model. All sources are listed in the table below. MEAL plans must fit the specific objectives and context of each intervention. Many national line ministries and authorities have standard indicators which should be referenced when possible.
4. **Resources:** Key resources that support integrated programs selected through a consultative process with sector practitioners. Adaptation or contextualization of resources to the realities of communities, systems, and structures impacted by crisis is essential. Additional resources should be selected through a consultative process.
5. **Examples:** Spotlight examples of integrated programming in practice. Please email [child-protection@inee.org](mailto:child-protection@inee.org) to share additional examples.

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3 Determined by the Advisory Group for the Position Paper and adapted during the drafting of the Guidance Note.

The sources of indicators and how they are referenced in the Guidance Note are noted in the table below:

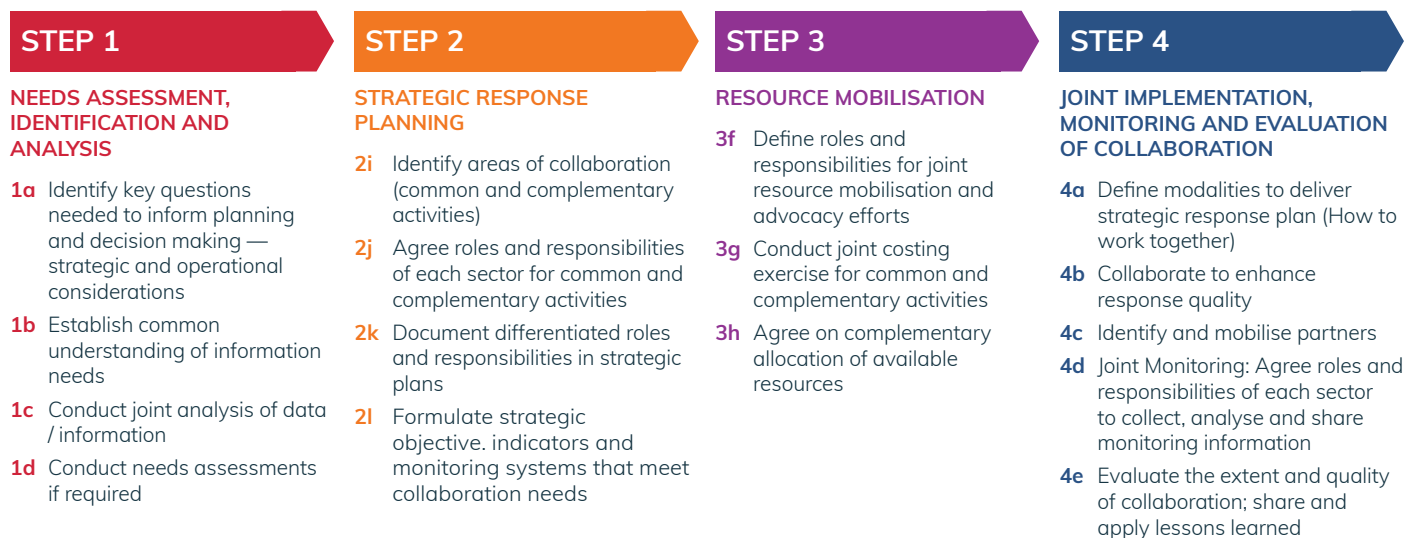
RESOURCE TITLE & ORGANIZATION	HOW INDICATORS ARE REFERENCED
<a href="#">INEE Minimum Standards Indicator Framework</a> (INEE)	INEE (followed by the domain and standard, e.g. INEE 3.11)
<a href="#">The Enhanced CPMS Indicators Table</a> (Alliance)	CPMS (followed by the standard, e.g. CPMS 23.2.2)
<a href="#">Accelerated Education Programme Monitoring &amp; Evaluation Toolkit</a> (Accelerated Education Working Group)	AEWG (followed by the objective and indicator number, e.g. AEWG 0.1.ai)
<a href="#">INSPIRE Indicator Guidance and Results Framework Ending Violence Against Children: How to define and measure change</a> (UNICEF)	UNICEF
<a href="#">Contextualizing and Measuring Child Well-Being in Humanitarian Action</a> (Alliance)	Alliance
<a href="#">A Whole School Approach to Prevent School-Related Gender-Based Violence: Minimum Standards and Monitoring Framework</a> (UNGEI)	UNGEI
<a href="#">Minimum Operating Standards - Protection from Sexual Exploitation and Abuse by own Personnel</a> (IASC)	IASC
<a href="#">Conflict Sensitive Education Indicators</a> (ECCN)	ECCN
<a href="#">Comprehensive School Safety Goals, and Draft Targets and Indicators</a> (GADRRRES)	GADRRRES (followed by the Pillar and indicator number, e.g. GADRRRES C1)
<a href="#">Indicator Registry</a> (UN OCHA)	OCHA
<a href="#">CAAFAG Programme Development Toolkit Guidelines</a> (Alliance/CAAFAG)	CAAFAG
Gender-responsive EiE Indicator Framework (INEE) <sup>4</sup>	INEE Gender

<sup>4</sup> To be published in late 2022

# How to use the Guidance Note

Integrated work is challenging, despite shared good intentions, because of the changes required in ways of working across the project cycle. The following overview from the CP-EiE Collaborative Framework (GEC, CPAoR 2020) demonstrates key “touch” points that Child Protection and Education teams need to consider. Touch points exist across the entire project cycle and are essential in the assessment and planning steps of a response. Although collaboration is recommended from prevention and preparedness stages, both sectors may coordinate and collaborate at any point in a response whether it is Day 1 or Day 101. The following is not a complete list and teams are encouraged to add and adapt. The CP-EiE Collaborative Framework provides additional guidance on the process of collaboration.

**Figure 1: Overview of the collaboration process**



Source: Global Education Cluster and Child Protection Area of Responsibility, 2020

# What structures and resources support collaboration?

The Guidance Note is a complementary tool that provides guidance to initiate and strengthen programming and must be used together with other sector tools within relevant technical and coordination systems. The reader should:

STEPS	CORE RESOURCES AND STRUCTURES TO SUPPORT INTEGRATION	EXAMPLES OF ACTIONS TO TAKE
<p>Be familiar with <b>relevant sector specific standards</b> at national and global levels.</p>	<p>National standards drive longer-term strategic goals and programming. The Guidance Note assumes that the reader is familiar with core national standards as well as relevant global standards for their sector, specifically the <a href="#">Child Protection Minimum Standards</a> and the <a href="#">Minimum Standards for Education: Preparedness, Response, Recovery</a>.</p>	<ul style="list-style-type: none"> <li>• Create “cheat sheets” of relevant national policies and standards for your Education or Child Protection colleagues and counterparts</li> <li>• Conduct mini-workshop on Minimum Standards for integrated Education and Child Protection teams/groups</li> <li>• Take the e-learning course</li> <li>• Invite your Education or Child Protection colleagues to sit in/participate in response strategy discussions</li> </ul>
<p>Be familiar with and operate within relevant <b>Coordination Systems</b>.</p>	<p>National coordination systems should drive responses. IASC or Refugee Response Coordination systems may be established to either support or fill gaps in crisis-specific national coordination systems. The <a href="#">CP-EiE Collaboration in Coordination Framework</a>, a collaboration between the Global Education Cluster (GEC) and the Child Protection Area of Responsibility (CP AoR), provides steps for strengthening coordination between the two sectors to support stronger responses. National and sub-national clusters and working groups are encouraged to reference this framework at every stage of preparedness and response.</p>	<ul style="list-style-type: none"> <li>• Encourage local coordination systems to invite and encourage participation from other sectors (e.g. invite education authorities to a child welfare coordination meeting and vice versa)</li> <li>• Ensure both education and social service representatives are invited to disaster/crisis management/response coordination meetings</li> <li>• Attend your Education or Child Protection counterpart’s Cluster or Working Group meeting</li> <li>• Support the actualization of the GEC/CP AoR Collaboration Framework</li> <li>• Offer to support multi-sectoral assessment design, data collection, analysis</li> <li>• Support cross-sectoral identification of common programming areas and support sub-group meetings/actions</li> <li>• Document process and impact of collaboration and coordination</li> </ul>

STEPS	CORE RESOURCES AND STRUCTURES TO SUPPORT INTEGRATION	EXAMPLES OF ACTIONS TO TAKE
<p>Be familiar with and apply sector specific <b>Competency Frameworks</b> to strengthen essential capacities within your organization and program.</p>	<p>The <a href="#">Child Protection in Humanitarian Action</a> (CPHA) and <a href="#">Education in Emergencies</a> (EiE) Competency Frameworks articulate a set of required, valued, and recognized competencies to inform staff recruitment, learning and professional development, and other key aspects of support. <b>Annex II of the Alliance and INEE Competency Frameworks includes competencies to support Collaboration Across Child Protection and Education in Emergencies and was co-created by the Alliance and INEE.</b></p>	<ul style="list-style-type: none"> <li>• Encourage completion of CPMS e-module on Standard 23 (e-learning)</li> <li>• Draft organizational-level training plans drawing on competency frameworks and using existing Alliance, INEE, other training modules</li> <li>• Draft coordination-level training with representation from both sectors to identify core competencies, drawing on local expertise as well as global training resources</li> </ul>
<p>Be familiar with or know how to access relevant <b>Technical Tools and Resources.</b></p>	<p>Additional technical resources and platforms provide guidance on specific areas of programming and will provide expanded and deeper technical guidance to meet crisis-specific needs. Core resources are listed in each section in this Guidance Note.</p>	<ul style="list-style-type: none"> <li>• Develop and facilitate integrated training on specific issues for integrated program teams</li> <li>• Create a combined library of child protection and education resources in your office</li> <li>• Choose one issue to research together with your child protection or education counterpart</li> </ul>

# Principles and Supporting Frameworks

## Principles for CPHA-EiE Integration

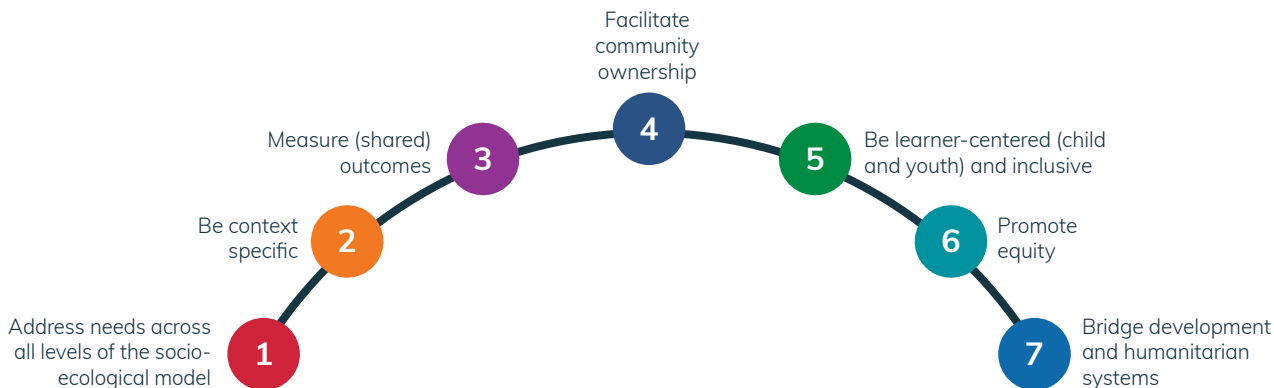
The principles<sup>5</sup> which guide integrated CPHA-EiE programming include:

1. **Be context specific** - Interventions, response and planning are based on the context. This takes into account analysis, mapping and a contextual understanding of specific protection factors and risks with the aim of fostering resilience and well-being, and building on the systems that ensure a safe and quality education.
2. **Address needs across all levels of socio-ecological model** – Each level is equally important and reinforces a child's healthy development and well-being.
3. **Measure (shared) outcomes** – Design programming with the intention to measure change in learning and protection outcomes for children and young people. Both sectors are committed to continuous learning possible through collective gathering, sharing, and disseminating of knowledge and learning.
4. **Facilitate community ownership** - Ensure parents/caregivers and communities are involved in all stages and prioritize local organizations and systems.
5. **Be learner-centered (child and youth) and inclusive** – Interventions are designed in collaboration with, and to the benefit of, those who are most marginalized by the dominant groups, especially children, using developmentally-appropriate interventions.
6. **Promote equity** - The approaches seek to create more equitable access to services and power sharing to benefit those marginalized and made more vulnerable by crises.
7. **Bridge development and humanitarian systems** -Interventions seek to contribute not only to the emergency response, but also to long term solutions at systems, services, and community levels.

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5 Adapted from The Alliance for Child Protection in Humanitarian Action (2021). Primary Prevention Framework for Child Protection in Humanitarian Action.

INEE and the Alliance bring these principles and approaches together in a [Collaboration Framework](#) which outlines a set of programming components that can be incorporated into joint and integrated programming. The Framework diagram locates programming components<sup>6</sup> within the socio-ecological model, which helps us understand how and where to focus our work.



**Figure 2: Principles for Effective CPHA-EiE Programming**

## Integration through Collaboration

Although this Guidance Note largely focuses on Integrated Programming, Child Protection Mainstreaming and Joint Programming are important aspects of collaboration which may prove effective to meet specific needs of children, their caregivers, and supportive systems. An overview of the types of collaboration are defined in Table 1 as they appear in the Child Protection Minimum Standards (CPMS) Pillar 4.

<sup>6</sup> Components selected by CPHA-EiE Advisory Group and included in the CPHA-EiE Position Paper, page 12.

## Types of Collaboration

WAYS OF WORKING	SECTOR IMPLICATIONS	DEFINITION	EXAMPLE
<b>Child Protection Mainstreaming</b>	Sector-specific: actions taken within a specific sector.	To promote a safe, dignified, and protective environment and to improve the impact of all humanitarian actors by applying the do no harm principle and proactively reducing risks and harm.	Age, gender (see Box 1 as example), and disability status considered when designing education interventions.
<b>Joint Programming</b>	Sectors maintain their own sector's objectives while jointly planning and implementing certain aspects of their programmes.	To achieve a protection outcome alongside outcomes for other sectors while optimizing resources, access, operational capacity, etc.	Child Protection and education actors jointly establish a safe space and deliver MHPSS, case management, and education interventions in a coordinated programme.
<b>Integration (Integrated Programming)</b>	Favoring collective over sector-specific planning, implementation, monitoring and evaluation. A holistic understanding of child well-being is the starting point for action, with sectoral specialties being used to meet that goal.	To achieve collective outcomes for children through deliberate, integrated assessment, goal setting, planning, implementation and monitoring across sectors.	Co-create teacher training curricula including Psychological First Aid, Psychosocial Support, and Social Emotional Learning to mitigate the negative impacts that sustained traumatic events/exposures have on child well-being and learning outcomes.

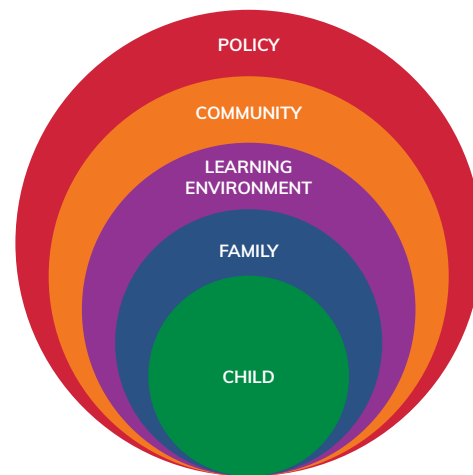
### Using the Socio-Ecological Model to Guide Integrated Approaches

The Socio-Ecological Model (The Psychology Notes Headquarters, 2019) provides a way to orient our work to the interconnected levels that influence child development and well-being. This model allows practitioners to look at an entire situation to (a) identify all the different elements and (b) understand how they relate to and interact with each other. Rather than looking at a single protection issue or a specific education issue on its own, systems thinking considers the full range of problems the child faces, their root causes and the solutions available at all levels. It promotes flexible, cross-sector programming that integrates new learning and adapts accordingly throughout implementation. Using a socio-ecological approach places the child at the center of a response, creating an anchor for more holistic and integrated responses to meet the needs of all children.



## Using the Socio-Ecological Model

- Children actively participate in education/learning and the protection and well-being of **themselves**, their peers, and members of their community.
- Children are mostly raised in **families**, but sometimes this layer includes other close relations and caregivers. Families may need guidance and support to understand and respond to context and crisis-specific protection and education issues.
- Children attend **schools (or other learning environments)** and other education institutions. Schools should be bolstered as protective spaces where children can equitably participate in quality education. This requires sufficient support to education staff to ensure they are prepared to meet children's learning and well-being needs.
- Families are nested in **communities**. Communities affected by crises and/or harmful practices need support to better assess and respond to protection issues impacting children and their ability to access and participate in quality education.
- Communities form part of the wider societies and are affected by the **policies** and societal norms that shape them. Crises expose and alter the realities and needs of a country's population. Policies are the structural and systemic arrangements adopted by the national government or local authorities to guide the delivery or support a course of action. They should be guided by actual needs. Policies include global policies and strategies that influence national policies and introduce another level of accountability. Policy makers need support to respond to evolving expectations and needs of communities. (adapted from [CPMS](#))



**Figure 3: Program Areas Across Socio-Ecological Levels**

## **The Approach<sup>7</sup> to Holistic CPHA and EiE Integrated Programming**

This model focuses on the areas of programming most common in integrated CPHA and EiE Programming. It acknowledges the shared vision, intersectionality and operational spaces of integration. It acknowledges spaces where one sector often takes the lead. This model builds on the understanding that all programming must :

- Build on existing evidence and promising practices created by both sectors across diverse responses.
- Develop an agreed understanding of and response to children's healthy development and well-being.
- Align approach and programming with national policy frameworks and standards while reflecting global principles.
- Address the immediacy of protection risks and create pathways to address patterns over time.
- Cover all vulnerable and high-risk groups.
- Remain child-centered with active and regular consultation with diverse groups of children.
- Empower caregivers and sector leaders (from teachers, social service workers, to senior policy makers) to support the complex needs of children in crises and establish strong foundations for sustainable work.

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<sup>7</sup> This model is an adaptation of UNGEI's [Whole School Approach to Prevent School-Related Gender-Based Violence: Minimum Standards and Monitoring Framework](#)



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# 1. Capacity Strengthening

Quality programming is supported by a strong, well-qualified, and well-supported workforce. Meeting the needs of children and their families requires strong, resilient systems and organizations/practitioners who are prepared and able to support affected communities through protracted responses.

Integrated programming requires practitioners to understand and demonstrate some of the key competencies of each sector. Although it is not expected that staff from one sector are trained as experts in another sector, it is necessary to establish a common understanding of sectoral goals, practices, and become familiar with relevant tools available to support a variety of interventions and levels of collaboration. Managers should reference both Competency Frameworks, in light of identified programmatic priorities, and be aware of competencies required to properly support those programs.

**The Competency Framework, developed by The Alliance and INEE, articulates the diverse set of competencies required of child protection and education staff working towards sector-specific goals and should be used in conjunction with national standards as cornerstones for any capacity strengthening initiative.** The objectives of both Competency Frameworks are to operationalize Minimum Standards, harmonize and professionalize capacity strengthening for the respective sectors. Both include sections on the competencies required to support mainstream, joint, and integrated programming to prevent/mitigate child protection risks, prepare for, and respond with protective programming. It is understood that each context is different and will require understanding needs to design an appropriate learning experience to connect staff to the available learning opportunities/resources.

Capacity strengthening may be undertaken at the national or inter-agency level, through existing coordination systems and under the guidance of national, regional, and global technical advisors. It may also be taken at the level of an individual organization.

➔ In preparation for this work, it is recommended that you

- Use relevant competency frameworks to identify learning needs and strength to plan capacity strengthening initiatives.
- Identify resources and opportunities to continuously advance through competency levels. Resources are available on the Alliance's [Training and E-Learning](#) webpage, INEE's [Capacity Building](#) webpage, and The Humanitarian Leadership Academy-KAYA for [child protection](#) and [education](#).

The [Alliance](#) and [INEE](#) Competency Frameworks highlight key competencies necessary to support CPHA-EiE collaboration as shown below:

COMPETENCY DOMAIN: 5. WORKING ACROSS SECTORS			
Competencies	Indicator - Level 1	Indicator - Level 2	Indicator - Level 3
5.4 Integrating CPHA and education	Identifies tools, standards, and potential for integrated education-CP programming, and assessment	Conducts and promotes joint CPHA-education training, assessment, planning, prevention, preparedness, response, and recovery actions	Ensures that CP concerns are included in the assessment, design, monitoring, and evaluation of education programmes
	Facilitates joint, coordinated, and/ or complementary CPHA, EiE, and MHPSS programming in child-focused settings	Initiates collaborations on MRM, CAAFAG, and reintegration with CPHA and EiE actors, the Ministry of Education, Social Affairs, and other stakeholders	Ensures that children can access safe, high-quality, child-friendly, flexible, protective, and relevant learning opportunities and environments
	Shares the results of CP assessments and their implications for education with communities and education actors	Establishes referral and monitoring systems so education staff can efficiently monitor CP risks in schools and refer children with protection needs	Ensures joint training of CPHA and EiE staff (or cross-training in each other's specialisations)

#### INEE MS EiE Competency Framework

Domain/Topic	Competency	Competency Level 1	Competency Level 2	Competency Level 3
2.2.1 Protection	Protection risks identified and programme responses implemented to promote physical and emotional safety of learners accessing and attending education activities	Collaborate with Child Protection to identify protection risks facing learners attending education activities. Use relevant referral pathways	Collaborate with Child Protection to apply strategies which seek to reduce protection risks facing children and improve learners' physical and emotional safety. Use referral pathways for children who may need specialist care	Collaborate with Child Protection to evaluate and design strategies which reduce protection risks facing children and improve learners' physical and emotional safety. Validate that effective referral pathways are in place for children who may need specialist care
2.2.2 Well-being	Psychosocial support and social-emotional learning programmes provided to promote well-being of learners	Explain the role of psychosocial support and social emotional learning programmes in promoting student wellbeing	Identify and implement relevant psychosocial support and social emotional learning programmes which seek to promote student wellbeing	Design and train others on specialized psychosocial support and social emotional learning programmes which seek to promote student wellbeing

**COMPETENCY DOMAIN: 2. ENSURING A QUALITY RESPONSE**

Competencies	Indicator - Level 1	Indicator - Level 2	Indicator - Level 3
2.1 Coordinating a quality CPHA response	Engages in coordination with actors in the Child Protection in Humanitarian Action coordination mechanism or other working group	Assumes a specific supportive role within Child Protection in Humanitarian Action coordination mechanism	Leads the coordination of CPHA efforts for harmonised, timely, tailored, effective preparedness and response actions

**COMPETENCY DOMAIN: 4. DEVELOPING ADEQUATE CHILD PROTECTION STRATEGIES**

Competencies	Indicator - Level 1	Indicator - Level 2	Indicator - Level 3
4.1 Developing a socio-ecological approach to child	Identifies CP systems' safeguarding policies, access to assistance, protection mechanisms, rights-fulfilment, and resilience	Strengthens CP systems' safeguarding policies, access to assistance, protection mechanisms, rights-fulfilment, and resilience	Promotes the information flow about and adherence to CP systems' safeguarding policies, access to assistance, protection mechanisms, rights-fulfilment, and resilience
	Identifies possible partners for relevant CP and cross-sectoral service delivery at child, family, community and society level	Strengthens the establishment of up-to-date referral pathways at child, family, community and society level	Advocates for the establishment of and access to up-to-date referral pathways at child, family, community and society level
	Maps and analyses the capacity, influence, and gaps of formal and informal civil and CP mechanisms and systems to address risk and abuse	Strengthens civil society actors and management systems to cooperate on identifying and responding to child protection risks	Engages society actors and organisations to collaborate, coordinate, and harmonise CPHA-related policies, laws, capacity, and response
4.2 Developing group activities for child well-being	Engages children in identifying and exploring their skills, support systems, perspectives, needs, and risks to set up group activities appropriately	Promotes CP group activities that create a predictable and stimulating environment for children to be safe, to learn, to express themselves, to make connections and to feel supported	Ensures that CP group activities provide a sense of normalcy and are carried out based on relevant inter-agency guidelines
	Identifies, supports and strengthens existing spaces, services and activities before developing additional group activities	Designs group activities based on needs and protection risk assessment and advocates for inclusive, ethical and accessible group activities that building children's resilience	Supports an inter-agency definition among CP stakeholders of what constitutes culturally, gender-, and age-sensitive group activities

INEE MS EIE Competency Framework

Domain/Topic	Competency	Competency Level 1	Competency Level 2	Competency Level 3
<b>COORDINATION</b>				
<b>1.2.1 Coordination mechanisms</b>	Comprehensive education responses coordinated with humanitarian and development actors	Describe IASC Cluster system and UNHCR refugee coordination model. Participate in Education Cluster or Working Group meetings.	Participate in the development of response strategies lead by the Education Cluster or Working Group, including the HRP, HNO, RRP processes	Lead relevant coordination mechanisms (e.g. Education Cluster or Working Group)
<b>1.2.2 Cross-sectoral collaboration</b>	Collaboration across sectors to ensure effective, efficient and integrated response	Describe cross sectoral approaches and their relevance to EIE response	Participate in and coordinate with clusters and working groups relevant for EIE	Facilitate coordination across sectors for optimal humanitarian response

Organizations, for their own programs or in collaboration with other stakeholders, may create leveled learning pathways to support program objectives. Annex 2 provides an example of how the International Rescue Committee (IRC) approached capacity-strengthening for both sectors supporting the integrated IRC PEACE Project.



Abari learning how to use braille at school in Niger, 2021  
© Mamadou Diop, IRC

## 2. Foundational Areas of Work

Across humanitarian action, there are established best practices to ensure programs are context-specific, culturally responsive, effective, and efficient. Much of that is related to the process stakeholders take to determine the most effective and responsive programming, build relationships and work in a coordinated way with others to support families, schools/learning environment, and communities. Those practices and programming evolve as the context and needs of communities change across the life of a response.

For the sake of this Guidance Note, the following areas of work are highlighted to 1) understand the priorities and capacities of those affected by crises, 2) support integrated programmes at a systemic level, by establishing sector strategies and mobilizing sector stakeholders around a common vision, and 3) present opportunities to learn and build evidence on promising practices and impacts of integrated programming. These areas are elaborated further in the Global Education Cluster (GEC) and Child Protection Area of Responsibility (CP AoR) Collaboration Framework. The protection of affected populations and provisions of basic services are the responsibilities of a country's government. Education and Protection Clusters/coordination mechanisms must consider how their activities strengthen and support the government's immediate and long-term response abilities.

## 2.1 Meaningful Child Participation

The meaningful participation of children in decision making processes that affect their lives is a right enshrined within the Convention of the Rights of the Child. This declares the right of the child to be an active agent of change and reflects the principles that serve as a foundation for both Child Protection and Education sectors. The two sectors offer diverse opportunities to engage children in articulating their challenges and priorities (i.e. [Hear It From The Children](#)) and collaborating in the design, implementation, and MEAL across all child-centered interventions. There are many possibilities to collaborate with children within and to the benefit of integrated programming. Consider whether children are present in decision-making processes; whether all children are empowered, encouraged, and able to actively participate; what power their voices and presence bring; and whether culture, policy, and practices afford children opportunities to continue to participate beyond short-term activities. How do Child Protection and Education contribute to a shift in the way children are both perceived as agents of change and provided opportunities to assume that role across responses?

SOCIO-ECOLOGICAL LEVELS	GUIDING QUESTIONS	INDICATORS
<b>Policy</b>	<p>Do national policies exist that support active child participation in planning, designing, implementing, monitoring, and evaluating their own protection and education-related needs?</p> <p>Are they inclusive of all children?</p>	<p>GADRRRES C4 - Education authority has needs assessment, strategy, and implementation plan to develop staff and student capacity for participation in school based disaster risk reduction and management, at necessary scale.</p>
<b>Community</b>	<p>Have Child Protection and Education actors created opportunities and space for all children to effectively collaborate in identifying and responding to needs as agents of change?</p> <p>Have these actors used age-appropriate, protection-sensitive methodologies and processes?</p> <p>What processes are in place to promote accountability to children?</p>	<p>CPMS 17.2.1 - Percentage of child protection or multisectoral assessments that document community capacities and limitations to support children's well-being.</p> <p>CPMS 17.2.2 -Percentage of actions within community action plans or strategies that are planned, led and implemented by the community.</p> <p>CPMS 17.2.3 - Percentage of community members who report increased confidence in their ability to prevent and respond to child protection risks.</p>



SOCIO-ECOLOGICAL LEVELS	GUIDING QUESTIONS	INDICATORS
<b>Learning Environment</b>	What internal structures, policies, and practices exist to support consistent and meaningful participation of children in school management?	INEE 3.11 - Percentage of teachers whose training included methods for how to engage all students equally and in a participatory way.
<b>Family</b>	Are families/caregivers supportive and understanding of children's right to participate? Do family cultures and practices promote the meaningful participation of children in decisions and actions?	Alliance - Percentage of caregivers who report the child's ability to express ideas and preferences. INEE MS 1.1 - Percentage of parents actively participating in the conception and implementation of education in emergencies services. INEE MS 1.2 - Percentage of parents satisfied with the quality and appropriateness of response at the end of the project.
<b>Child</b>	Are children and youth provided meaningful opportunities to be advocates for themselves? Are intentional steps towards engaging children as partners (in planning, designing, implementing programs and policies) being taken?	Alliance - Percentage of children who feel a sense of responsibility to serve or contribute to the betterment of their community. Alliance - Percentage of children who report feeling listened to and understood by at least one other person. IASC - Number of focus group discussions organized with affected girls, women, boys and men that have been used to influence decisions made on design of assessments, programmes, standards, selection criteria, etc.

## Resources

TOOL NAME	RELEVANT SECTIONS	PUBLISHER	YEAR	LANGUAGES
Funders' Toolkit for Child and Youth Participation		Elevante Children	2022	<a href="#">English</a>
Moving Toward Children as Partners in Child Protection in COVID-19 Guide: From Participation to Partnerships	Module 4: Meaning Child Participation in Covid-19	CPCNetwork	2020	<a href="#">English</a>

TOOL NAME	RELEVANT SECTIONS	PUBLISHER	YEAR	LANGUAGES
The Nine Basic Requirements for Meaningful and Ethical Children's Participation	9 Basic Requirements and a Quick Reference Planning & Evaluation tool (pg. 12-14)	Save the Children	2021	<a href="#">English</a>
Engaged and Heard! UNICEF Training on Adolescent Participation and Civic Engagement	Online course for Implementing Agencies (140 minutes)	UNICEF	2020	<a href="#">English</a>
Young People's Participation in Peacebuilding: A practice note	Section 3: Promising Practices in Policy and Programs	<a href="#">IANYD, UN, PeaceNexus Foundation</a>	2016	<a href="#">English</a>
Global Education Cluster - Child Participation and Child Safeguarding in Joint Education Needs Assessments (JENA) package		GEC (and partners)	2022	<a href="#">English, French</a>
A Toolkit for Monitoring and Evaluating Children's Participation: Measuring the creation of a participatory and respectful environment for children.	Booklet 2	Save the Children UK	2014	<a href="#">English, French, Spanish</a>

## 2.2 Community Participation

Community participation in child-centered programming is essential during crises. Communities are composed of the families, neighbors, and local leaders who are intimately aware of pre-existing and increased protection risks and implications for missed learning opportunities. When established community life is disrupted during crisis and/or displacement, new communities are formed. Tapping into the strengths and capacities of those communities is essential to understand the evolving realities of children, creating equitable and sustainable support systems for children, and monitoring harmful practices that may create barriers in children's access to basic and protective services such as education and health, among others. National structures and practitioners rely heavily on the active participation of diverse community members to successfully support national policies (e.g. to support

School Disaster Management and ensure education continuity in crises), protect education investments and learning communities (e.g. protection in schools through programs like Save the Children’s Schools and Zones of Peace), and provide individualized support to children in high risk populations (e.g., through alternative education for child laborers) among others.

Child protection and education practitioners have the unique opportunity to support a wide and diverse range of child-centered and protective interventions through formal and non-formal community-based programs. There is an obligation to lead by example in practicing inclusive, equitable processes that mitigate tensions, promote the strengthening of local structures, and directly address harmful practices and protection risks.

SOCIO-ECOLOGICAL LEVELS	GUIDING QUESTIONS	INDICATORS
<p><b>Policy</b></p>	<p>Do national policies exist that support active community engagement in planning, designing, implementing, monitoring, and evaluating their own protection and education-related needs? Are they inclusive of all communities?</p> <p>Do programs explicitly include working with local and national authorities to strengthen and create sustainable links between communities, child protection systems? Do they strengthen longer term services in an integrated manner?</p> <p>Have principles of conflict/context sensitivity been integrated?</p>	

SOCIO-ECOLOGICAL LEVELS	GUIDING QUESTIONS	INDICATORS
<b>Community</b>	<p>Are participatory methods used to assess (changes in) the root causes of child protection risks, social norms, protection capacities, structures and processes? Are both child protection and education sectors engaged in the process?</p> <p>How are the sectors collaborating on the engagement of the education community, in particular of children, caregivers and education personnel?</p> <p>What processes are in place to promote accountability to children</p>	<p>CPMS 17.2.1 - Percentage of child protection or multisectoral assessments that document community capacities and limitations to support children's well-being.</p> <p>CPMS 17.2.2 - Percentage of actions within community action plans or strategies that are planned, led and implemented by the community.</p> <p>CPMS 17.2.3 - Percentage of community members who report increased confidence in their ability to prevent and respond to child protection risks.</p> <p>INEE 1.3 - Analysis of opportunity to use local resources is carried out and acted on</p> <p>CPMS 6.2.4 - Percentage of participants who actively engaged in design of the child protection monitoring system who are local actors.</p>
<b>Learning Environment</b>	<p>Are structures connecting learning environments to the larger community (e.g., Parent Teacher Associations (PTA), School Management Committees (SMC)) using participatory, inclusive and consultative processes?</p> <p>Are there opportunities for the sectors to strengthen connections and collaborations between the processes of participation undertaken at school-level and at community-level?</p>	<p>INEE 1.1 - Percentage of parents actively participating in the conception and implementation of education in emergencies services</p> <p>INEE 1.2 - Percentage of parents satisfied with the quality and appropriateness of response at the end of the project</p>
<b>Family</b>	<p>What is the impact of school disruptions, school closures, and re-openings on families, children and communities?</p> <p>Are caregivers and family members active participants in children's learning? Are caregivers and family members involved in schools/learning spaces through participation in PTAs and other forums?</p>	<p>INEE 1.1 - Percentage of parents actively participating in the conception and implementation of education in emergencies services</p> <p>INEE 1.2 - Percentage of parents satisfied with the quality and appropriateness of response at the end of the project</p>

SOCIO-ECOLOGICAL LEVELS	GUIDING QUESTIONS	INDICATORS
Child	Are children of all ages, genders, abilities and representing all groups within the community meaningfully engaged in age-appropriate participatory processes? How are child protection and education actors supporting participation across the community and learning environments?	IASC - Number of focus group discussions organized with affected girls, women, boys and men that have been used to influence decisions made on design of assessments, programmes, standards, selection criteria, etc.  IASC - Percentage of women/girls and percentage of men/boys satisfied with the quality and appropriateness of response at the end of the project

## Resources

TOOL NAME	RELEVANT SECTIONS	PUBLISHER	YEAR	LANGUAGES
A Reflective Field Guide: The Community-Level Approaches to Child Protection in Humanitarian Action	Reflective Field Guide - Guidance Note 11 <a href="#">Key Considerations</a>	The Alliance	2022	<a href="#">Arabic</a> , <a href="#">English</a> , <a href="#">French</a> , <a href="#">Spanish</a>
Operational Guidance on Accountability to Affected People (AAP)	Sections on Participation & Inclusion, Communication & Transparency	UNHCR	2020	<a href="#">English</a>
Child-centered Multi-risk assessment toolkit	Planning, implementing, and following up child-centered multi-risk assessments, including child-centered assessment tools (pg 26-58)	Plan International	2018	<a href="#">English</a>
Strengthening Community-level Child Protection in Humanitarian Action: Capacity-Building Package	Capacity-Building Package Facilitator's Guide, Sample Agenda, Pre-Test Handout, Post-Test Handout	The Alliance	2020	<a href="#">English</a> , <a href="#">French</a> , <a href="#">Spanish</a>

TOOL NAME	RELEVANT SECTIONS	PUBLISHER	YEAR	LANGUAGES
Community Volunteer Toolkit and Training Manual		The Alliance	2022	<a href="#">English</a>
Transforming Approach from Program to Process	Chapter 3	Child Resilience Alliance	2018	<a href="#">English</a>

## 2.3 Coordination

Coordination is critical for collaborative and integrated programming. In humanitarian action, this usually happens through established coordination mechanisms, such as working groups facilitated by line ministries, the cluster system, or sectoral working groups under the Refugee Coordination Model<sup>8</sup>. Coordination groups define strategies for each sector’s humanitarian response by bringing sector partners together to understand the humanitarian needs of the context, prioritize and identify activities required to respond to these needs, and monitor who is doing what programming and where. Through setting the priorities and programmatic approaches for the sector, coordination groups can promote and facilitate inter-sectoral collaboration and impact the way education and child protection stakeholders work together.

Working with colleagues in both sectors’ clusters or refugee working groups is critical to ensure that the principles of collaboration are embedded in the response, particularly when considering joint needs assessments and the humanitarian planning processes. To support this, this Guidance Note should be used in conjunction with the [CP-EiE Collaboration in Coordination Framework](#), a joint initiative of the Global Education Cluster (GEC) and the Child Protection Area of Responsibility (CPAoR). The Framework supports predictable and coherent collaboration between clusters/working groups throughout the Humanitarian Programme Cycle (HPC) to achieve more integration of humanitarian responses. Practitioners should refer to this resource when they attend cluster meetings and participate in cluster activities or equivalent coordination mechanisms (such as refugee working groups).

<sup>8</sup> More information on coordination modalities are in the [Harnessing Humanitarian and Development Architecture for Education 2030](#) report produced by the Initiative to Strengthen Education in Emergencies Coordination published by UNHCR, The Global Education Cluster, and INEE.

## **What can you do as a cluster/working group member to support integration through coordination mechanisms?**

Practitioners can encourage their coordination groups to strengthen and systematize inter-sectoral approaches. For example in:

### **Coordination meetings:**

- Jointly support national and local actors to engage in and lead coordination mechanisms.
- Share examples of your organization's integrated or joint programming to inspire other organizations and to encourage the coordination system to adopt more inter-sectoral approaches.
- Discuss and document the added value of strengthening the collaboration between CPHA and EiE during the HPC Cycle.
- Establish a task team within the coordination group to focus on CPHA-EiE collaboration and develop standards on how to implement certain activities together, such as contextualizing and mapping out delivery of MHPSS (PSS and SEL) school-based interventions, or school-based referral mechanisms.
- Support in identifying the gaps, the successes and opportunities to improve the collaboration between the two sectors.
- Support accountability systems that work across sectoral coordination systems.
- Consider specific pieces of work that require collaborative efforts at coordination level, for example contextualizing and mapping out delivery of MHPSS (PSS and SEL) school-based interventions or school-based referral mechanisms.

### **Needs Assessment and Analysis:**

- When planning for a coordinated (sector-wide or multi-agency) needs assessment, recommend that the other sector participates or provides their key questions.
- Share assessments that your organization prepared or completed.
- Encourage and facilitate systemized data gathering and sharing. Consider joint data collection within and between sectors to mitigate fatigue among communities & program participants.

### **Strategic Planning:**

- When developing sector strategies, ensure that the two sectors work together to develop a clear response to the whole child's needs and a plan on how to work together to deliver these.
- Share existing referral pathway information that your organization uses.

In addition to these steps, you can take many other actions as a member of a coordination group or as a coordinator during resource mobilization, implementation, monitoring, and evaluation. For more information, see the [CP EiE Coordination framework](#) with Promising practices from country clusters and AoRs. These actions are also applicable to strengthened inter-sectoral coordination in refugee responses.

SOCIO-ECOLOGICAL LEVELS	GUIDING QUESTIONS	INDICATORS
<b>Policy</b>	<p>Do the two sectors have a common understanding of how education and child protection needs affect both sectors?</p> <p>Do they plan their responses accordingly to meet shared goals in children’s well-being and healthy development more efficiently and effectively?</p> <p>Do national and sub-national level coordination systems facilitate inter-sectoral communication and collaboration?</p> <p>Are efforts made to ensure that children and families, who are made vulnerable by the crisis, are engaged in designing and conducting assessment of needs and determining potential interventions?</p> <p>What opportunities exist for joint fundraising to support shared goals articulated in plans?</p> <p>How do coordination systems Monitoring, Evaluation, Accountability, and Learning (MEAL) systems facilitate monitoring progress against shared goals and learning about the impact of integrated programming?</p>	<p>IASC - Percentage of members of a coordination body (HCT, ICCGs, Clusters) who are WLO or OPDs and other diversity groups</p> <p>IASC - Number of focus group discussions organized with affected girls, women, boys and men that have been used to influence decisions made on design of assessments, programmes, standards, selection criteria, etc.</p> <p>IASC - Percentage of women/girls and percentage of men/boys satisfied with the quality and appropriateness of response at the end of the project</p> <p>INEE 1.4 - Percentage of regular coordination mechanism (i.e., Education Cluster, EiEWG, LEGs) meetings attended by program lead</p> <p>CPMS 4.2.1 - Percentage of CPHA programmes that build on pre-crisis analysis of the child protection system and actors</p> <p>GADRRRES A2 - Organizational arrangements, leadership, and coordination for risk reduction and resilience is established by senior management, and includes designated focal points responsible at all levels</p>



## Resources

TOOL NAME	RELEVANT SECTIONS	PUBLISHER	YEAR	LANGUAGES
CP-EiE Collaboration in Coordination Framework		Global Education Cluster (GEC) and Global Child Protection Area of Responsibility (CPAoR)	2020	<a href="#">English</a> , <a href="#">French</a> , <a href="#">Spanish</a>
Summary Guide: CP-EiE Collaboration in Coordination Framework		GEC and CPAoR	2020	<a href="#">English</a> , <a href="#">French</a> , <a href="#">Spanish</a>
Harnessing Humanitarian and Development Architecture for Education 2030	Sections 2, 3, and 5	UNHCR, GEC, and INEE	2020	<a href="#">English</a>
Cluster Performance Monitoring		IASC	2014	<a href="#">English</a>
IASC Guidance on Strengthening Participation, Representation and Leadership of Local and National Actors in IASC Humanitarian Coordination Mechanisms		IASC	2021	<a href="#">English</a>

## 2.4 Monitoring, Evaluation, Accountability, and Learning (MEAL)

MEAL is an essential part of the program cycle. In integrated programming, MEAL frameworks can build on foundations established by each sector which create or focus on specific areas of interest related to an issue or population. A commitment to integrated programming requires child protection and education practitioners to focus energy on shared MEAL components or frameworks that are responsive to the crisis and programmatic responses. A longstanding challenge for those working to improve the well-being and healthy development of children in crisis contexts is a lack of data and evidence to guide decision-making. This knowledge gap includes data and evidence about the specific needs of children at the policy and community levels and what impacts interventions have on all intended beneficiaries. Sectors may hold pieces of information but are unable to understand the full needs and impacts without specific measures to bring data together in a consistent and cohesive manner.

**What do the Child Protection and Education sectors want and/or need to know about processes, technical guidance and inputs, as well as engagement across all levels of national systems and communities? What do you, as practitioners, need to know and understand how to best apply in interventions to achieve the greatest impact for children? What decisions will you make based on this data?**

Clarity of purpose and the creation of a shared learning agenda is essential in identifying promising/best practices which in turn inform policy and practice at every level. Robust Monitoring and Evaluation systems create opportunities to understand protection risks and protective factors for children, the degree to which responses met the needs alongside the level to which practitioners were accountable to an affected community. Actively engaging with evaluations and critical conversations of accountability allows the sectors to learn and revise/adjust the direction of programs. The learning piece is crucial in the CPHA-EiE collaboration and advance collective understanding of promising and best practices in integrated programming at country, regional, and global levels.

SOCIO-ECOLOGICAL LEVELS	GUIDING QUESTIONS	INDICATORS
<b>Policy</b>	<p>Are there established opportunities and expectations for the two sectors to co-create and continue to use shared assessment, evaluation, and research/learning tools?</p> <p>How do the sectors systematize analysis of needs and impacts of interventions? Do they include unintended consequences, particularly increased protection risks, challenges to access education and lack of progress towards learning outcomes?</p> <p>Are there central or collective points of data collection that allows for more complex or robust analysis of needs and impacts?</p> <p>Do data collection and management standards include disaggregation by age, sex, disability, and international protection status (at a minimum)?</p> <p>What shared learning objectives specific to integrated programming drive the establishment of Monitoring and Evaluation frameworks?</p>	<p>CPMS 6.2.1 - Percentage of child protection strategies and programme documents that are informed by child protection monitoring findings.</p> <p>INEE 1.7 - Percentage of education needs assessments carried out in defined time period</p> <p>INEE 1.8 - Number of evaluations carried out</p> <p>GADRRRES A5 - Child-centered Risk Assessment is in place at all levels in the education sector</p> <p>GADRRRES A6 - Monitoring and Evaluation for Comprehensive School Safety (CSS) is underway</p> <p>GADRRRES D6 - Monitoring and Evaluation</p>
<b>Community</b>	<p>How are shared learning and protection objectives/agendas created and supported? How are outcomes shared?</p>	<p>INEE 1.5 - Percentage of education needs assessments, carried out by the relevant coordinating body the program has participated in</p> <p>CPMS 6.2.4 - Percentage of participants who actively engaged in design of the child protection monitoring system who are local actors.</p> <p>CPMS 6.2.5 - Percentage of monitoring teams where age, gender, and diversity reflect the characteristics of the community where monitoring is being implemented</p>

SOCIO-ECOLOGICAL LEVELS	GUIDING QUESTIONS	INDICATORS
<b>Learning Environment</b>	<p>Are the sectors coordinating data collection efforts at the school-level?</p> <p>Are the sectors monitoring against joint and/or integrated school-level indicators?</p> <p>Are measures and procedures in place to ensure data protection, including identification of designated individuals to manage the data at the various levels (school, district, etc.)?</p>	<p>CPMS 5.2.1 - Percentage of staff involved in information management that can demonstrate knowledge or confidentiality procedures.</p>
<b>Family</b>	<p>How do parents/caregivers contribute to MEAL?</p> <p>Are parents/caregivers engaged in learning across programming spaces?</p>	<p>INEE 1.9 - Percentages of evaluations shared with parents</p> <p>CPMS 5.2.3. - Feedback mechanism in place in affected communities to share information with children and adults on results of data collection activities.</p>
<b>Child</b>	<p>How are children engaged in voicing their own priorities, aspirations, and their understanding and expectations of programmatic impacts?</p>	<p>Alliance - Percentage of children who report feeling a sense of empowerment and independence.</p> <p>Alliance - Percentage of children who report believing in their ability to make a difference in their community.</p> <p>Alliance - Percentage of children who report that their views are listened to and valued by caregivers.</p>

## Resources

TOOL NAME	RELEVANT SECTIONS	PUBLISHER	YEAR	LANGUAGES
The Enhanced CPMS Indicator Table	Standard 23 on Education and Child Protection	The Alliance	2021	<a href="#">English</a>
INEE Minimum Standards Indicator Framework		INEE	2021	<a href="#">Arabic</a> , <a href="#">English</a> , <a href="#">French</a> , <a href="#">Portuguese</a> , <a href="#">Spanish</a>
INEE Measurement Library		INEE	2022	<a href="#">Arabic</a> , <a href="#">English</a>
Accelerated Education Programme Monitoring & Evaluation Toolkit		AEWG	2020	<a href="#">Arabic</a> , <a href="#">English</a> , <a href="#">French</a> , <a href="#">Spanish</a>
Safeguarding in Monitoring and Evaluation		Save the Children	2019	<a href="#">English</a>
Child Protection in Emergencies Monitoring Toolkit		Child Protection Working Group (CPWG)	2016	<a href="#">English</a>
Safer Learning Environments (SLE) Assessment Toolkit		USAID Education in Crisis and Conflict Network (ECCN)	2018	<a href="#">Arabic</a> , <a href="#">English</a> , <a href="#">French</a> , <a href="#">Spanish</a>
Defining and Measuring Child Well-Being in Humanitarian Action: A Contextualization Guide	Part 2: Child Well-being Measurement Framework, Part 3: Contextualizing the measurement framework	The Alliance	2021	<a href="#">English</a>
INSPIRE Indicator Guidance and Results Framework - Ending Violence Against Children: How to define and measure change	Chapter 3: Core INSPIRE indicators and domains  Chapter 4: INSPIRE core indicators: operational definitions, data sources and sample questions	UNICEF	2018	<a href="#">English</a>



Children participating in the psychological support corner during the summer camps, doing stretching and flexing exercise in Gaza City. 2021 © NRC

## 3. Enabling Interventions and Approaches

Across humanitarian action, there are established best practices to ensure programs clearly address children's protection concerns and mitigate the risk of increased tensions or conflict. Much of this relies on the application of a variety of 'lenses' to analysis, monitoring and evaluation to ensure stakeholders have a deeper understanding of tensions, potential challenges, and opportunities to provide context-specific, relevant support to children and the programs meant to support them.

Each of the sections below were selected because they are essential approaches and interventions in supporting cohesive and responsive integrated programming.

### 3.1 Crisis-sensitivity, Context Sensitivity and Peace Building

Understanding underlying inequalities, disparities, and power dynamics are key to planning and implementing responsive, protective and equitable programming. Crises may both compound and create additional disparities and inequalities for children and their communities. Context analysis lays the foundation to create a path towards intentional planning and programming that mitigates protection risks and puts in place building blocks for more sustainable, equitable and protective education interventions, including peace-building.

Applying crisis-sensitive, context-sensitive, and peace-building lenses enables both sectors to play to their strengths in understanding and addressing the specific needs of children, their families and communities. Through collaborative efforts and engaging with communities and authorities, child protection and education actors can ensure interventions do not stigmatize or endanger children, that the most marginalized are welcomed into protective and sustainable programs, that the provision or allocation of resources builds cohesion and addresses equity, and that policies reflect a shift towards social justice. No less important, curricula and teaching and learning materials have the potential to create or worsen divisions, contribute to extremism in both learners and personnel, or serve to mitigate divisions and promote deeper understanding and acceptance of differences.

Humanitarian responses can inadvertently become an element of the conflict or increase marginalization or discrimination within communities. Likewise, if planned thoughtfully, the transfer of resources and implementation of programs can mitigate tensions and strengthen local capacities for peace. Activities can reduce divisions and sources of tension that may lead to conflict by building on or creating ties that bring communities together. For example, teacher training programs can unite teachers in their professional interest across ethnic divides. More equitable community relations can be promoted through the incorporation of previously marginalized groups.

The immediate and longer-term impacts on community-level reconciliation, improved social justice and equity at community and policy levels, and a move towards sustainable peace begins with cohesive, responsive, and robust interventions that reflect an understanding and commitment to changing cultural and systemic disparities and tensions.

SOCIO-ECOLOGICAL LEVELS	GUIDING QUESTIONS	INDICATORS
<b>Policy</b>	<p>Do child protection and education policies and practices reflect and support crisis- and context-sensitive planning and programming?</p> <p>Do national policies and practices reflect and enable peace-building processes and programs?</p> <p>What opportunities exist to collaborate on advocacy, policy development, and accountability systems?</p> <p>Do policies and practices in teacher recruitment, promotion, professional development, and expected behaviors reflect and incorporate crisis- and context-sensitivity principles?</p> <p>Is there a neutral, diverse, and respected body of professionals authorized to review curricula, teaching and learning materials, supplementary resources, professional development curricula and resources to identify and address potentially problematic content?</p> <p>Do joint and sector-specific MEAL and planning tools have a crisis- and context- sensitive lens? Is data regularly shared and analyzed by both sectors?</p>	<p>ECCN - Number of (new) Education sector policy and planning documents explicitly informed by Rapid Education Risk Assessment (RERA) or similar formal conflict analysis</p> <p>ECCN - Number and percentage of learning materials containing distinct social cohesion/peacebuilding content</p>
<b>Community</b>	<p>Are both sectors using similar disaggregated data (age, sex, disability, and international protection status, at a minimum) to understand specific protection risks, concerns, and barriers/opportunities for children's participation in learning?</p> <p>Do child protection and education teams have the competencies to approach contexts, communities, and programs using a crisis-/context-sensitivity and peace-building lens?</p> <p>Do interventions and opportunities exist to orient child protection and education teams to support crisis/context-sensitive and peacebuilding initiatives?</p>	<p>ECCN - Number of Civil Society Organizations (CSOs) trained on crisis/context-sensitive and/or peacebuilding education</p> <p>INEE 1.6 - Strength of analysis of context, of barriers to the right to education and of strategies to overcome those barriers</p>



SOCIO-ECOLOGICAL LEVELS	GUIDING QUESTIONS	INDICATORS
<b>Learning Environment</b>	<p>Do School/Learning Environments embody crisis-/context-sensitivity and peace-building in all aspects of access and learning?</p> <p>Are there explicit class-based activities that promote competencies and behaviors that enable peacebuilding? Look at <a href="#">Transformative Pedagogy For Peace-Building</a> as an example.</p>	<p>ECCN - Number and percentage of learners reporting positive perceptions from other identity groups</p> <p>ECCN - Number and percentage of classrooms employing teaching materials that emphasize social cohesion/peace-building content</p> <p>INEE 3.11 - Percentage of teachers whose training included methods for how to engage all students equally and in a participatory way</p>
<b>Family</b>	<p>Do all families feel equally supported and engaged in all aspects of analysis and programming?</p> <p>Are families aware of mechanisms to address or redress pre-existing tensions as well as those created by actions during humanitarian response?</p>	<p>Alliance - Number and percentage of parents who perceive school to be safe</p> <p>Alliance - Number and percentage of parents expressing tolerance/acceptance of other identity groups/minorities</p>
<b>Child</b>	<p>Do children feel they have the competencies and opportunities to be agents of change for sustainable peace?</p> <p>Are children protected from community-level tensions?</p>	<p>ECCN - Mean student score on conflict sensitivity/avoidance/peaceful coexistence assessment instrument</p> <p>Alliance - Number and percentage of students who perceive their school as inclusive and safe</p> <p>INEE 3.4 - Percentage of targeted crisis-affected children and youth benefiting from relevant skills development (SEL/PSS/risk awareness/environmental education/conflict prevention)</p>

## Resources

TOOL NAME	RELEVANT SECTIONS	PUBLISHER	YEAR	LANGUAGES
RERA Toolkit: Rapid Education and Risk Analysis Toolkit	Tool 3: RERA Conflict Sensitivity Checklist Tool 10: School Community Fieldwork Tool	Education in Conflict and Crisis Network (ECCN)	2019	<a href="#">English</a>
Overview: Incorporating Safety, Resilience, and Social Cohesion in Education Sector Planning	Systems oriented guidance	UNESCO-IIEP	2015	<a href="#">Arabic</a> , <a href="#">English</a>
Overview: Curriculum enhancement to promote safety, resilience, and social cohesion	Curriculum development and content guidance	UNESCO-IIEP	2015	<a href="#">Arabic</a> , <a href="#">English</a>
INEE Conflict Sensitive Education Pack		INEE	2013	<a href="#">Arabic</a> , <a href="#">English</a> , <a href="#">French</a> , <a href="#">Portuguese</a> , <a href="#">Spanish</a>
INEE Conflict Sensitive Education Whiteboard Videos		INEE	2014	<a href="#">Arabic</a> , <a href="#">English</a> , <a href="#">French</a> , <a href="#">Spanish</a>
Guidance Note: Developing Crisis Sensitive Teacher Policy	Checklist to guide assessment & implementation (pg. 3)	Teacher Task Force	2022	<a href="#">English</a>
Programming Guide: Conflict Sensitivity and Peacebuilding	Guidance on Analysis and Design of Peacebuilding Programs Annex 1: Education and peacebuilding Annex 4: Child protection and peacebuilding	UNICEF	2016	<a href="#">English</a>
Checklist on Conflict Sensitivity	Practical Checklist for assessment and monitoring	USAID	2013	<a href="#">English</a>

## 3.2 Inclusivity (Combating Discrimination and Exclusion)

'We share the definition of inclusion as a transformative process that ensures full participation and access to quality learning opportunities for all children, young people and adults, respecting and valuing diversity, and eliminating all forms of discrimination in and through education. The term inclusion represents a commitment to making preschools, schools, and other education settings, places in which everyone is valued and belongs, and diversity is seen as enriching.' (UNESCO, 2019: 1). Through inclusion, particular attention is geared towards groups of learners who, due to their gender, ability, ethnicity, religion, and social class, among others, are marginalized or are at risk of marginalization (IBE-UNESCO, 2008).

Education and child protection stakeholders may discuss issues of rights, diversity and inclusion, and the importance of reaching out to children and young people who are not taking part in education activities. These discussions are important to ensure that people understand and support the inclusion of all children and the provision of appropriate resource materials and facilities. Groups such as parent- teacher associations, school management and community education committees may be mobilized to help identify barriers to learning and to develop plans to address them at the community level.

Crises often increase and create new protection risks and vulnerabilities for children, adolescents, and youth. They have unique protection risks that may significantly impact their ability to access, fully participate in, and be successful in quality, protective learning opportunities.

The political will and capacity of (social services, education, judicial, legislative, and financial) systems and implementing agencies must be considered through the entire program cycle. High risk populations are typically marginalized by both national systems and the cultures and communities within which children/families live. This poses, therefore, additional political and cultural challenges to ensure children can access, participate, and succeed in protective educational interventions.

Discrimination and exclusion include obstacles imposed because of sex, age, disability, health status (including HIV/AIDS), nationality, ethnicity, caste, religious/spiritual beliefs, language, culture, political affiliation, sexual orientation, socio-economic background, geographic location, international protection status, or specific education needs. Discrimination may be intentional. It may also be the unintentional result of infrastructure that is inaccessible to people with disabilities, or of policies and practices that do not see hidden populations, or do not support learners' participation. Examples of discrimination may include barring pregnant girls or learners affected by HIV from school, costs for school fees, uniforms, books, and supplies. (INEE, n.d.) Although often more evident in barriers preventing access to education, discrimination may create a lack of opportunities and compound protection concerns at the community and family levels as well. Discrimination also increases children's risks of all forms of abuse, neglect, exploitation, and violence. Humanitarian crises and responses can increase discrimination, worsen existing cycles of exclusion, and create new layers of exclusion. (Alliance 2019b)

Discrimination may be an official or unofficial disregard to international law requiring states to respect children’s rights, take proactive measures to ensure equal opportunities for all children, and a call to redress situations of inequality, especially as it relates to inherent dignity, diversity and acceptance of all children. Humanitarian crises and responses can also offer opportunities for positive change when approached with deliberate and dedicated actions. Discrimination and exclusion can be mitigated, prevented, or ended. Child protection and education actors, using conflict sensitivity and peacebuilding principles, are well placed to (a) identify and monitor existing and new patterns of discrimination and exclusion, (b) address them in the design and implementation of the integrated or joint programming within communities and learning centers, and (c) expose and address more established systemic injustices (including historic or (neo)colonial ones for instance) that the education system and curriculum may contribute to or reinforcing (Peace Direct, 2022). Additional collaborative efforts to advocate for the access of all children to child protection systems, education and other services may create more enabling environments for inclusive programming.

SOCIO-ECOLOGICAL LEVELS	GUIDING QUESTIONS	INDICATORS <sup>9</sup>
Policy	<p>Do both sectors collaborate on policy analysis for discriminatory content? How can the sectors support each other in assessing the relevance of policy, adherence to equitable policies, and establishment or maintenance of an accountability system?</p> <p>Do education and other sectors have complementary policies in place that explicitly prevent discrimination and actively seeks equity for all? How might the sectors address discriminatory policies and practices?</p> <p>Has the crisis disrupted and weakened the social services and justice system’s ability to protect children’s rights and respond in the best interests of a child? What are the resulting impacts on a child’s ability to access/participate in education?</p> <p>Do policies and practices support access to protective services and learning opportunities regardless of the availability of identity and status documentation?</p>	<p>INEE 3.11 - Percentage of teachers whose training included methods for how to engage all students equally and in a participatory way</p> <p>INEE 4.1 - Education personnel selection process is transparent, based on selection criteria that reflect diversity and equity</p> <p>ECCN - Number and percentage of education policies/plans incorporating consultations with stakeholders from all main identity groups</p>

<sup>9</sup> All standard access and quality indicators should be **disaggregated** by a representative range of identification. As a minimum level of data disaggregation, CPMS proposes sex, age, and disability data disaggregation. More guidance is included in the glossary.

**SOCIO-ECOLOGICAL  
LEVELS**

**GUIDING QUESTIONS**

**INDICATORS<sup>9</sup>**

If policies and practices discriminate, either deliberately or through omission, what opportunities exist to advocate and support amendments to ensure inclusion of all (learners, teachers, child protection, and community outreach staff, etc.)?

Are national and sub-national data systems collecting disaggregated data based on characteristics of High-Risk Populations? How is that data used across and within sector-specific authorities, coordination systems, and implementing agencies?

What accountability systems exist if issues are identified?

Do professional development opportunities provide guidance and support on meeting the needs of the most marginalized and At Risk children, adolescents, and youth?

Do the FE/NFE/AE curriculum and teaching/learning materials include learning respect for diversity and inclusion?

Do teaching and learning resources accommodate the needs of all learners (e.g. braille, large print or varying font, etc.)?

SOCIO-ECOLOGICAL LEVELS	GUIDING QUESTIONS	INDICATORS <sup>9</sup>
<b>Community</b>	<p>What are the socio-cultural beliefs, attitudes, and power dynamics that enable the stigmatization and discrimination of different children and teachers/ education personnel?</p> <p>If the barriers to protective, educational opportunities are cultural in nature, how are the communities been consulted in identifying and working through cultural barriers?</p> <p>How can the sectors support communities to become agents of change in decreasing and eliminating discriminatory beliefs and practices?</p> <p>How are diverse community members, including children from At Risk Populations, engaged at every point of the program cycle to explicitly understand and address issues?</p> <p>Are communities, and the services that support them, prepared to support the protection and learning of children? Are there gaps or weaknesses in services that can be addressed through integrated programming? How can both sectors support communities advocating for access to opportunities for all children?</p>	<p>ECCN - Number and percentage of schools where there is regular, active participation of children, parents and community members in school management/governance</p> <p>ECCN - Number of civil society organizations (CSOs) trained on Conflict Sensitive Education</p> <p>ECCN - Number and percentage of education policies/plans incorporating consultations with stakeholders from all main identity groups</p>

SOCIO-ECOLOGICAL LEVELS	GUIDING QUESTIONS	INDICATORS <sup>9</sup>
<b>Learning Environment</b>	<p>Do school policies and disaster plans reflect the specific needs of all children?</p> <p>Do teachers and other education personnel have professional development plans and continued support to explicitly address discriminatory practices that limit access for all children? Do professional development plans and continued support to build teacher capacities address specific protection and learning needs in the classroom and school grounds?</p> <p>Are schools and learning spaces able to provide services that allow for a re-integration or integration into school and account for different circumstances (e.g. gap in schooling, disabilities requiring specialized learning materials)?</p> <p>Are school-level practices (including access, teacher codes of conduct, disciplinary codes, etc.) conducive to equitable access, learning and protection for all children, including At Risk Populations?</p> <p>What systems exist to address issues of access, learning, and protection within the school? And together with the community?</p> <p>Are functional monitoring systems collecting disaggregated data to track access, learning, and protection? Who has access to that data and how is it used?</p>	<p>INEE 3.4.6 - Percentage of teachers who show increase understanding of and practice Teacher's Role &amp; well-being: Child Protection, Well-being; Inclusion; Pedagogy; Curriculum &amp; Planning; and Subject Knowledge</p> <p>CPMS 2.2.11 - Number and percentage of staff who come from the beneficiary population</p> <p>CPMS 23.2.1 - Percentage of non-formal or formal learning centers surveyed in target locations that meet 100% of agreed upon safety and universal design standards</p> <p>CPMS 23.2.2- Percentage of education staff who demonstrate knowledge of participatory, inclusive, positive discipline and gender-sensitive approaches</p> <p>CPMS 23.2.4 - Number and percentage of formal and non-formal learning centers that are accessible to children with disabilities</p> <p>INEE 2.7 - Percentage of learning spaces with gender- and disability-sensitive WASH facilities</p>

SOCIO-ECOLOGICAL LEVELS	GUIDING QUESTIONS	INDICATORS <sup>9</sup>
<b>Family</b>	<p>Are parents/caregivers aware of or do they recognize discriminatory policies at school which may affect their children?</p> <p>Do parents/caregivers have a mechanism through which to flag discriminatory policies and practices?</p> <p>Are families oriented to support services, able to access referral mechanisms, and feel empowered to support their children to fully participate in protective learning opportunities?</p> <p>Are families teaching discriminatory or promoting inclusion practices at home?</p>	<p>Alliance - Percentage of caregivers who know where to go in the community to report a concern involving their child(ren) (e.g. if they are hurt or need a doctor)</p> <p>ECCN - Number and percentage of teachers/parents perceiving texts and learning materials to be inclusive</p> <p>ECCN - Number and percentage of parents reporting that parent-school cooperation mechanisms are inclusive</p>
<b>Child</b>	<p>Do children understand the principle of non-discrimination and equality?</p> <p>Have children assisted in designing and leading assessment of protection risks and impact on their ability to access protective learning opportunities?</p> <p>Are children encouraged/supported to promote non-discriminatory practices and take action to flag discriminatory ones (e.g., do they have a trustworthy mechanism to safely flag/report such practices)?</p> <p>Do programs respond to specific needs or circumstances of at risk children?</p> <p>Are their needs explicitly targeted in programs? Or is it assumed that programs accommodate all children?</p>	<p>CPMS 15.2.5 - Percentage of group activities that demonstrate that the views and feedback of children have informed the design of the group activities</p> <p>ECCN - Number and percentage of students perceiving texts and learning materials to be inclusive</p> <p>Alliance - Percentage of children who report a sense of belonging in their community.</p> <p>Alliance - Percentage of children who report that their views are listened to and valued by caregivers</p> <p>Alliance - Percentage of children who know where to report a concern (e.g. to a group activities worker or through a feedback and reporting mechanism in the community).</p> <p>Alliance - Percentage of children who report that their social environment is free from bullying and discrimination</p>



## Resources

TOOL NAME	PUBLISHER	YEAR	LANGUAGES
A guide to preventing and addressing social stigma associated with COVID-19	IFRC, UNICEF, WHO	2020	<a href="#">English</a>
Inclusive Education: towards the inclusion of all learners	Humanity and Inclusion	2022	<a href="#">English</a>
Teaching Respect for All	UNGEI	2014	<a href="#">English</a> , <a href="#">French</a> , <a href="#">Portuguese</a>
Intersectionality in education: toward more equitable policy, research, and practice	Teachers College Press	2021	<a href="#">English</a>
A Guide for ensuring inclusion and equity in education	UNESCO	2017	<a href="#">Chinese</a> , <a href="#">English</a> , <a href="#">French</a> , <a href="#">Portuguese</a> , <a href="#">Spanish</a>

### 3.3 Child Safeguarding, Feedback and Reporting Mechanisms

Child safeguarding policies state an organization's commitment to keep children safe from any possible harm caused by staff, operations, or programs. These policies should be connected to national, mandatory reporting and safeguarding systems, including [Protection from Sexual Exploitation and Abuse](#) (PSEA) reporting systems. All organizations should have a child safeguarding policy, procedures and related implementation plan that aim to prevent staff, operations, or programs from harming children. These policies protect children from harm (do no harm principle), are centered on the best interests of the child, have broad definitions of abuse against children, hold humanitarian workers accountable for their actions, and ensure confidentiality if mechanisms are in place that ensure implementation and accountability.

Understanding child safeguarding, child protection, and Gender-Based Violence (GBV) (including sexual exploitation and abuse) risks in child protection and education programs, allows the design of better quality and more accountable responses. These risks hinder universal access to education and child protection services and jeopardize the achievement of educational and protective outcomes. Knowing where child safeguarding, child protection, and GBV risks are, helps to inform

the development of mitigation measures and thus the prevention of harm and abuse. This approach is in line with safe programming principles. The identification of risks should be conducted through a child participatory process (e.g. through community mapping processes) as children are experts in their own lives. Children should also be involved in the analysis of findings, in order to create effective responses to the issues they identify.

Child safeguarding extends beyond the organization and into programs. For education and child protection sectors, creating and supporting robust feedback and reporting mechanisms is a priority and an essential aspect to ensure that children are protected at every level. It complements programming that is specifically addressing protection risks of children as well as programmatic approaches designed to be sensitive and responsive to crisis affected communities. Both sectors, due to their direct programming with children, are well placed to orient children and their caregivers to policies and reporting mechanisms through collaborative or integrated learning initiatives. Additionally, together, the sectors are well placed to intervene, support reporting processes, and ensure children and their families have access to relevant services through the multisectoral referral pathways. When programs are planned and implemented by multiple organizations between child protection and education, the two sectors can draw on a wide range of expertise and capacity in developing joint safeguarding risk management and implementation plans for the program.

Child safeguarding policies are common across implementing and coordinating agencies. Unfortunately, that does not eliminate abuse of power to the detriment of children in crises. Mandatory reporting frameworks require child protection and education actors to report suspected or known offenses and offenders through appropriate channels and authorities. It must be noted that mandatory reporting poses challenges and protection concerns for survivors and reporters in some humanitarian contexts. Practitioners should always discuss concerns with relevant focal points (e.g. IASC, UNICEF) prior to sharing details.

Survivor-centered assistance must be quick, confidential, holistic, and address needs across socio-ecological levels and in line with the [IASC PSEA Strategy](#).

SOCIO-ECOLOGICAL LEVELS	GUIDING QUESTIONS	INDICATORS
<p><b>Policy</b></p>	<p>What safeguarding policies exist or are needed in relevant line ministries? How are they linked and mutually supported?</p> <p>How can safeguarding mitigation measures be funded? Is there sufficient budget allocation for child safeguarding through national authorities and community structures?</p> <p>Do the global humanitarian coordination systems collaborate with national and local authorities to ensure existing safeguarding and reporting mechanisms are strengthened and expanded for the crisis?</p> <p>Do individual agencies understand how to effectively engage?</p> <p>What accountability system exists that monitors all humanitarian and response stakeholders?</p>	<p>INEE 2.9 - Percentage of targeted learning spaces that offer referrals to specialized health, psychosocial, and protection services</p> <p>INEE 4.5 - Percentage of targeted learning spaces in which a code of conduct (i) exists (ii) is enforced and (iii) teachers and communities are trained in / informed about its application</p> <p>INEE 4.10 - Percentage of targeted learning spaces that have clear disciplinary actions in place for teachers, school leaders, and administrators who have broken the code of conduct</p> <p>CPMS 2.2.2 - Percentage of child safeguarding concerns reported that received an outcome following the existing protocol.</p>

SOCIO-ECOLOGICAL LEVELS	GUIDING QUESTIONS	INDICATORS
<b>Community</b>	<p>What steps can be taken to contribute to capacity strengthening in safeguarding of children jointly by both sectors? Are there any communities of practice that the capacity strengthening efforts could be linked to?</p> <p>Is it possible to link with accountability initiatives that are led by the Education Cluster and/or the Protection Cluster?</p> <p>Are communities, including pre-school/Learning Environments, schools and families, aware of child safeguarding and its relevance to all humanitarian programming and intervention?</p> <p>Are systems of reporting and monitoring clear and effective?</p> <p>Do community-based projects support and promote help-seeking behavior within communities, families, and from children?</p> <p>Are there multiple entry-points to reporting which accommodate needs of C/FBO, NNGOs, service providers who work with families and children who experience multiple forms of inequality and abuse. Are best practices, such as the <a href="#">IASC Best Practice Guide for Inter-Agency Community-Based Complaints Mechanisms</a> used?</p>	<p>CPMS 2.2.2 - Percentage of child safeguarding concerns reported that received an outcome following the existing protocols</p> <p>CPMS 3.2.1 - Percentage of surveyed population in target local that demonstrates an increase in knowledge of a specific child protection issue as a result of awareness-raising campaigns and messaging</p> <p>OCHA - There is guidance provided to the field on how to design the community based complaints mechanisms (CBCM) to ensure it is adapted to the cultural context with focus on community participation.</p>

SOCIO-ECOLOGICAL LEVELS	GUIDING QUESTIONS	INDICATORS
<b>Learning Environment</b>	<p>Can program interventions be tailored to support risk mitigation? For example, what role can children's clubs and Parent Teacher Associations (PTAs) play in contributing to safer learning environments?</p> <p>What specific mitigation measures are needed to safeguard children involved in contributing to safer learning environments?</p> <p>Are teachers aware of and involved in creating and maintaining robust feedback and reporting systems? Is school leadership oriented to the appropriate channels of reporting and focal authorities/ministries?</p> <p>Do learning spaces have gender segregated WaSH facilities and are they accessible to persons living with disabilities?</p>	<p>CPMS 2.2.3. - Number and percentage of child safeguarding focal points at the individual agency level trained to respond to child safeguarding cases.</p> <p>INEE 2.7 - Percentage of learning spaces with gender and disability-sensitive WASH facilities</p>
<b>Family</b>	<p>Are families aware of and using safeguarding and reporting systems?</p> <p>Do safeguarding and reporting systems provide families with updates and support for their claims?</p> <p>Are families confident that their concerns and reports are taken seriously and acted on? Are they provided updates and engaged in follow-up?</p>	<p>Alliance - Percentage of caregivers who know where to go in the community to report a concern involving their child(ren) (e.g. if they are hurt or need a doctor)</p>

SOCIO-ECOLOGICAL LEVELS	GUIDING QUESTIONS	INDICATORS
Child	<p>Are the feedback and reporting mechanisms child-friendly and gender-sensitive? How are they understood by children in integrated programs? Do children understand how to use them?</p> <p>Are feedback and reporting mechanisms designed, implemented, and monitored with inputs from a diverse representation of children?</p> <p>Are children confident that their concerns or reports are taken seriously and acted on?</p>	Alliance - Percentage of children who report that their views are listened to and valued by caregivers.

## Resources

TOOL NAME	RELEVANT SECTIONS	PUBLISHER	YEAR	LANGUAGES
Child Safeguarding		Save the Children	2019	<a href="#">English</a>
Child Friendly Feedback Mechanisms Guide and Toolkit	Part 2: A step-by-step guide to setting up a child-friendly feedback mechanism	Plan International	2018	<a href="#">Bahasa</a> , <a href="#">Indonesian</a> , <a href="#">English</a> , <a href="#">French</a> , <a href="#">Spanish</a>
Operational Guidance on Accountability to Affected People (AAP)	Feedback and Response section	UNHCR	2020	<a href="#">English</a>
Comprehensive Guide and Tools on how to embed CSG in Education Coordination functions across the HPC phases		GEC		<a href="#">English</a> , <a href="#">French</a>
GEC CSG Minimum Actions in Education Coordination Guide		GEC		<a href="#">English</a> , <a href="#">French</a>

TOOL NAME	RELEVANT SECTIONS	PUBLISHER	YEAR	LANGUAGES
Safeguarding Children and Young People from Violence in Schools		End Violence, Safe to Learn, IICRD	2021	<a href="#">English</a>
Role of Children's Clubs in Safeguarding of Children in Schools		End Violence, Safe to Learn, IICRD	2021	<a href="#">English</a>
Safe To Learn Global Programmatic Framework		End Violence, Safe to Learn, IICRD	2021	<a href="#">English</a>
Disability-inclusive Child Safeguarding Guidelines and Toolkit		Able Africa and Save the Children International	2021	<a href="#">English</a>

### 3.4 Multi Sectoral Referral Mechanisms

A referral is “the process of directing a child or family to another service provider because the assistance needed is beyond the expertise or scope of work of the current service provider. Community members, professionals in contact with children (teachers, police, etc.) and other humanitarian actors can direct a child or their family to social services or child protection workers in cases of suspected or actual abuse, neglect, exploitation, or violence against children. Caseworkers in a case management system also make referrals to request formal services from another agency (e.g. cash and voucher assistance, health care, etc.) through an established procedure and/or form.” (CPMS, 2019b)

Referral mechanisms relevant to education and child protection include referrals to local services that support and promote children’s physical, cognitive, psychosocial, and emotional well-being. Additionally, community and family referral systems may support the enrolment, return to learning, or to additional educational support services for children currently out of school or children who are at high risk of dropping out of school. Referral mechanisms are also essential for high-risk populations with specific protection risks and needs (including children formerly associated with armed forces/groups who may need family tracing and reunification support or SRGBV and SGBV survivors who may also need legal, medical, and other support). A clearly mapped out, easy to use and comprehensive referral system to specialized services is an essential component of a strong integrated approach to supporting children.

Education, child protection staff, and Social Service Workforce require orientation to and/or training to understand how to recognize protection risks and abuse in addition to how to navigate the referral mechanism. Examples of guidance for Safe Identification and Referral can be found [here](#).

SOCIO-ECOLOGICAL LEVELS	GUIDING QUESTIONS	INDICATORS
<b>Policy</b>	<p>How can child protection and education actors collaborate to ensure policies exist to establish and safeguard standards of protection within education, are strengthened as needed, are fully funded, and supported by appropriate and well-trained staff at national and sub-national levels?<sup>10</sup></p> <p>Do data systems capture and follow the use of specialized services of children in and out of school? Or of children out of school who return to school? If yes, how is data used and protected?</p>	
<b>Community</b>	<p>Have existing specialized services been mapped, and their cultural relevance and effectiveness assessed? How can child protection and education actors ensure the availability, quality, and responsiveness of protective learning services?</p> <p>What specialized services exist in communities that address risks or protection concerns of school age children, their caregivers, and their teachers? Do they connect or interface with Learning Environments/schools?</p>	<p>CPMS 18.2.5 - Number and percentage of appropriate referrals of children made by CPCPM staff to other sectors</p> <p>OCHA - Number of inter-agency referral workshops (or trainings) conducted</p> <p>CPMS 18.2.4. - Number and percentage of appropriate referrals of children to CPCPM services that are made by community members in target locations</p> <p>CPMS 18.2.5. - Number and percentage of appropriate referrals of children made by CPCPM staff to other sectors</p> <p>OCHA - Number of documented successful referrals (made &amp; received) disaggregated by service, gender and age. Level of satisfaction of people with MHPSS problems regarding the referral/ or referral process</p>

<sup>10</sup> Such policies may include mental health services in schools, policies that allow pregnant students to continue school, young mothers to return to school, or reintegration policies for adolescents returning to school after extended break (due to child labor, engagement in armed forces/groups, mental health issues, contact with the law, etc.).



SOCIO-ECOLOGICAL LEVELS	GUIDING QUESTIONS	INDICATORS
	<p>How can gaps in specialized services be addressed? What alternatives may be provided temporarily through humanitarian actors or as a transition into formal systems?</p> <p>Are communities aware of referral mechanisms and how to access them? Do communities opt to seek support from available services?</p> <p>How can referral mechanisms and specialized services be strengthened to enable more equitable access to learning opportunities?</p>	<p>OCHA - Number of clients (out of the total number of clients) who were successfully referred to other services.</p> <p>OCHA - Number and percentage of referrals received from other service providers. Increase in staff and volunteers' knowledge and capacity to make successful referrals</p> <p>OCHA - Number and percentage of medical facilities, social service facilities and community programmes that have and apply procedures for the referral of people with MHPSS problems</p> <p>UNGEI - Percentage of students (male/female) who know about reporting mechanisms and procedures and are confident in using them.</p>
<p><b>Learning Environment</b></p>	<p>Do referral mechanisms for both children and education personnel exist at the school/learning space level?</p> <p>Are teachers, other education personnel, caregivers, and community leaders aware of the existence and process to refer children to specialized services?</p> <p>Are teachers, other education personnel, caregivers, and community leaders oriented and able to recognize signs of physical or psychosocial distress and other protection concerns? Are they oriented and able to use referral pathways properly? Do teachers know where to refer a child if they are in imminent risk?</p>	<p>INEE 2.9 - Percentage of targeted learning spaces that offer referrals to specialized health, psychosocial, and protection services</p> <p>CPMS 23.2.3 - Number and percentage of safe and ethical referrals of children to child protection services made by education worker</p>

SOCIO-ECOLOGICAL LEVELS	GUIDING QUESTIONS	INDICATORS
<b>Family</b>	<p>Do families seek support from program staff to help understand and respond to the needs of children and caregivers (e.g., support for distress, learning difficulties, eating, or sleeping disorders, social "misbehaviors", etc.)?</p> <p>Are caregivers and family members aware of referral mechanisms and specialized services available to them and how to access them?</p> <p>What barriers remain that prevent children's return to learning or successful participation in learning?</p>	<p>Alliance - Number of caregivers who know where to go in the community to report a concern involving their child(ren) (e.g. if they are hurt or need a doctor)</p>
<b>Child</b>	<p>Do children receive the support needed for their healthy development and well-being that allows them to fully participate in learning opportunities?</p> <p>Are they aware of specialized services available to them? Do children understand how to access them? Are these services child-friendly and gender-sensitive?</p>	<p>Alliance - Percentage of children who demonstrate knowledge about how to avoid risky behavior (such as drug or alcohol use, unsafe sex, etc.).</p> <p>Alliance - Percentage of children who report feeling able to speak openly to a caregiver(s) about matters that are important to them</p> <p>Alliance - Percentage of children who report that they have a caregiver present whom they can rely on.</p> <p>Alliance- Percentage of children who report that their peers are kind and supportive.</p>

## Resources

TOOL NAME	RELEVANT SECTIONS	PUBLISHER	YEAR	LANGUAGES
Integration of Child Protection in Return to School	Includes Referral Pathway and Decision-Making Tree examples (Annex 3)	UNICEF	2020	<a href="#">English</a>
Inter-Agency Referral Guidance Note for MHPSS	Includes overview, forms, and Annex 3: Indicators	IASC	2017	<a href="#">Arabic</a> , <a href="#">English</a>
CONNECT Case Management Model Practitioner Guide	Steps to take to connect community and education (and other sector) support for children	Save the Children	2022	<a href="#">English</a>
Inter-Agency Referral Guidance Note for MHPSS	General guidance, generic forms, and indicators (Annex 3) to guide agencies.	IASC	2017	<a href="#">Arabic</a> , <a href="#">English</a>
Inter-Agency Guidelines for Case Management and Child Protection		Child Protection Working Group	2014	<a href="#">Arabic</a> , <a href="#">English</a> , <a href="#">French</a> , <a href="#">Serbian</a> , <a href="#">Spanish</a>
Case Management Guidelines	Video and Case Management Quality Assessment Framework (and other tools) provide guidance in determining extent to which children's needs are being met.	The Alliance	2019	<a href="#">Arabic</a> , <a href="#">English</a> , <a href="#">French</a> , <a href="#">Spanish</a>

## 3.5 Non-Formal, Alternative and Flexible Models of Education

Children, adolescents and youth who missed out on, or who never entered education, face more protection risks. Learners who are out of school are often from marginalized groups, may be forcibly displaced, and are more vulnerable than their counterparts who are regularly attending formal education. With each missed school year, there is a greater likelihood that these learners are unable to return to formal education, resulting in greater risks to their protection. It is therefore necessary that they have education options that fit their specific needs and aspirations. Working across diverse contexts and meeting the diverse needs of all learners, including those who are most vulnerable, requires a variety of education options: formal (FE), non-formal (NFE), alternative (AE) and flexible approaches.

Formal education (FE) is not always an option for many learners, especially those who are At Risk.<sup>11</sup> It is essential that child protection and education sectors collaborate to best understand the specific protection risks, learning needs, and capacities to support a variety of relevant education programming that both mitigates protection risks and supports educational aspirations and meets the needs of the most vulnerable. The need for child protection and education sectors to collaborate and support holistic wrap-around programming between education programs, communities, and families is even more pronounced for learners who benefit from non-formal education (NFE) and Alternative Education (AE). While many protection risks might be addressed within schools for learners in FE, learners in NFE often present risks that require significant flexibility and support beyond school walls. For example, older learners, learners with children of their own, and child laborers may need additional support that allows regular and focused participation such as childcare, flexible times, content that improves their health and safety as well as employability.

In many contexts, FE may not be safe, accessible or relevant even when available.<sup>12</sup> In other contexts, FE may be too far for learners especially younger children, to access.<sup>13</sup> Providing flexible education options can mitigate exposing learners to protection risks, decrease or mitigate disruptions to learning, offer alternatives to learners who are unable to attend formal education and complement mainstream programs.

For forcibly displaced and migrant learners, it may be necessary to explore additional bridging programs that accommodate language needs or differences in curriculum. Exposure to traumatic events may also call for psychosocial or additional life skills embedded in the curriculum. Continued housing insecurities, policies, and systems that do not explicitly cater to refugees, and pro-

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<sup>11</sup> See Annex 3 for more details on children At Risk of having their protection rights violated

<sup>12</sup> For example, during a pandemic, during active conflict, adolescents who have completed primary and no secondary schools are available, for children who have aged out of formal school -based leveled programs or are unable to attend due to early marriage, displacement, out of school children and youth, those who have never been to school, etc.




<sup>13</sup> For example, in extremely remote or nomadic or pastoralist communities

longed disruptions to learning are some of the additional challenges that expose refugee learners to more protection risks.

Capacities of existing structures and systems from a protection point of view should be considered, such as the holistic needs of children, adolescents and youth or ensuring certification while designing flexible models of education. Ensuring that in any assessment, barriers to education and the inclusion of those learners who are out of school are incorporated helps in the detection of protection issues and supports opportunities for both sectors to create responsive programming.

There is a variety of NFE and alternative programming that can support out of school learners. The [Non-formal Education for Adolescents and Youth in Crisis and Conflict: a Proposed Taxonomy and Background Paper](#) outlines a variety of programmes.

The Accelerated Education Working Group (AEWG) developed the [table](#) below which is helpful when distinguishing which NFE programmes are appropriate for learners:

EDUCATION PROGRAMMES TO SUPPORT MARGINALISED LEARNERS				
	CATCH-UP PROGRAMMES	ACCELERATED EDUCATION PROGRAMMES	REMEDIAL EDUCATION PROGRAMMES	BRIDGING PROGRAMMES
 <p><b>LEARNERS</b> Learners are/were...</p>	<ul style="list-style-type: none"> <li>» Previously attending a formal or non-formal education programme at any stage/grade/level</li> <li>» Missed a couple of months to approximately one year of education due to an education disruption caused by crisis, conflict, or displacement</li> </ul>	<ul style="list-style-type: none"> <li>» Over-age for their grade</li> <li>» Out-of-school (e.g., for 2 or more years) or never attended school</li> <li>» Did not complete primary school</li> <li>» Affected by poverty, crisis, conflict, or displacement</li> </ul>	<ul style="list-style-type: none"> <li>» Currently enrolled/attending an education programme</li> <li>» Require additional support in a specific subject area(s)</li> </ul>	<ul style="list-style-type: none"> <li>» Displaced learners of any age/grade</li> <li>» Previously attending school in their home country where the curriculum was significantly different than the host country curriculum or was taught in a different language</li> </ul>
 <p><b>OBJECTIVES</b> The programme helps learners...</p>	<ul style="list-style-type: none"> <li>» Recover lost learning</li> <li>» Acquire skills they missed during the disruption</li> <li>» Resume education from the point they would be if the disruption had not occurred</li> <li>» Transition back into the same education programme they were in prior to the disruption</li> </ul>	<ul style="list-style-type: none"> <li>» Gain basic literacy, numeracy, and life skills</li> <li>» Complete the primary curriculum and obtain a certificate</li> <li>» Transition into secondary school, vocational training, or livelihoods</li> </ul>	<ul style="list-style-type: none"> <li>» Acquire knowledge and skills in a subject area(s) through additional targeted support</li> <li>» Succeed in the education programme they are currently enrolled in</li> </ul>	<ul style="list-style-type: none"> <li>» Gain skills in the language of instruction or gain other knowledge and skills for success in the host country education system</li> <li>» Transition into the formal education system of the host country</li> </ul>
 <p><b>COVERAGE</b> The programme covers...</p>	<ul style="list-style-type: none"> <li>» Knowledge and skills learners already had but lost when they were out of school</li> <li>» New knowledge and skills they missed during the disruption</li> </ul>	<ul style="list-style-type: none"> <li>» All of lower primary, the entire primary cycle, or the entire basic education cycle</li> </ul>	<ul style="list-style-type: none"> <li>» Subject areas that an individual learner or group of learners are having difficulty with</li> </ul>	<ul style="list-style-type: none"> <li>» A new language of instruction or background knowledge learners need for success in the new education system</li> </ul>

Decision trees for [accelerated education](#) and what [learning platforms/modules are most appropriate for remote education](#) provide guidance on the type of program that meets specific learning needs as well as mitigating and preventing protection risks.

SOCIO-ECOLOGICAL LEVELS	GUIDING QUESTIONS	INDICATORS
<p><b>Policy</b></p>	<p>Do national and local education policies include the needs of vulnerable and marginalized learners, including provision of programmes for learners who have had long disruptions in their learning or are beginning at an older age?</p> <p>How are NFE/AE program development and implementation funded? Are NFE/AE programs developed in response to specific crises funded for multiple-years or is there opportunity to secure funding for multiple years?</p> <p>Does reliable data exist indicating access and retention of at risk and other vulnerable learners? Are learners in these programs captured in Education Management Information Systems (EMIS)?</p> <p>Is learning content relevant, accessible in relevant languages, age-appropriate, leveled, and accessible to learners in the current crisis? Does it reflect gender-sensitive and inclusive education practices? Does it integrate psychosocial well-being and life skills' acquisition in the curriculum to address young people's experiences in crisis contexts?</p> <p>Does current Teacher and SSW Professional Development accommodate staff supporting NFE/AE? Does professional development include relevant pedagogy and practice to best meet the needs of At Risk learners?</p>	<p>NFE and alternative education indicators are found in INEE's <a href="#">Accelerated Education Programme Monitoring &amp; Evaluation Toolkit</a></p> <p>AEWG 0.1.ai - Equity Indicator: Gap in transition rate to formal education, other education, or livelihoods by gender, disability, displacement status, etc.</p> <p>AEWG 3.11.a- Exit and sustainability plans are developed and implemented</p> <p>AEWG 3.17.c - AE funding aligns with MOE policy and national priorities</p> <p>AEWG 3.15.a - Clear policies / procedures established for AE completers to enter formal school system</p> <p>AEWG 2.6.a - Percentage of AE centers operating in accordance with national policy framework</p>

SOCIO-ECOLOGICAL LEVELS	GUIDING QUESTIONS	INDICATORS
<b>Community</b>	<p>What specific barriers exist for children accessing age-appropriate formal center-based education?</p> <p>How is the community involved in identifying and supporting learners?</p> <p>What services exist to support at risk children, including child laborers, young parents, survivors of abuse and neglect, etc.?</p> <p>What opportunities exist to connect those services with NFE/AE opportunities by creating or strengthening flexible support structures to accommodate specific needs?</p>	<p>ECCN - Satisfactory use of rolling conflict assessments for adaptation of programming</p> <p>AEWG 3.10a - Number of community leaders, community members, and parents / guardians trained to support AE learners' education</p>
<b>Learning Environment</b>	<p>Are teachers and paraprofessionals compensated appropriately?</p> <p>What preparations and continued support do teachers need to effectively facilitate alternative education? Do teachers have access to all relevant technologies and teaching resources?</p> <p>How are NFE/AE programs linked with local and national FE systems, including data management, curriculum and teaching/learning resource development?</p> <p>Does the timetable allow for adequate time to cover the curriculum? Does scheduling accommodate specific needs of learners or potential learners</p>	<p>CPMS 23.2.5 - Percentage of identified school-aged children in target location regularly attending school or other centers of learning</p> <p>INEE 3.5 - Percentage of targeted learning spaces utilizing curriculum aligned to national standards</p>

SOCIO-ECOLOGICAL LEVELS	GUIDING QUESTIONS	INDICATORS
<b>Family</b>	<p>How are parents/caregivers expected to support the child (e.g. monitoring distance learning, providing guidance or instructing child, purchasing and maintaining equipment, etc.)? How are they supported?</p> <p>Do the NFE and alternative options align with families' expectations and aspirations?</p> <p>Do families feel specific needs and protection risks are accommodated in program design and content?</p>	<p>ECCN - Number and percentage of parents who perceive the activity/project as inclusive</p>
<b>Child</b>	<p>Are children engaged in designing flexible alternative modalities of learning? Are their educational aspirations reflected in the available programming?</p> <p>Are there reliable, confidential, and easily accessible ways for children to report abuse or neglect and seek support for mental health issues through NFE/AE, including remote learning programs?</p> <p>What additional protection and learning needs of children exist that are unique to remote learning programs?</p>	<p>INEE 3.4 - Percentage of targeted crisis-affected children and youth benefitting from relevant skills development (SEI/PSS/risk awareness/environmental education/conflict prevention)</p>



## Resources

TOOL NAME	RELEVANT SECTIONS	PUBLISHER	YEAR	LANGUAGES
Remote Learning Packs	Resource Pack 1: Introduction  Knowing the learners and their contexts (pg. 8), Defining learning process (pg. 11)  Section 4.1 Access and Equity  Section 4.2 Quality of Learning and Support (including parental and educators)	UNICEF, World Bank	2022	<a href="#">English</a>
Urban Refugee Education (Programmatic Guidance Report)	Guidelines for Key Actors section includes considerations for Education Authorities, School leaders, Teachers, Local Communities (host and refugee), and Community-based Organization	Teachers College, Columbia University	2017	<a href="#">English</a>
Accelerated Education Programme Monitoring & Evaluation Toolkit		AEWG	2020	<a href="#">Arabic</a> , <a href="#">English</a> , <a href="#">French</a> , <a href="#">Spanish</a>
Mobile Child Protection in Urban Settings Case Study		Plan International	2020	<a href="#">English</a>
Toolkit for Designing a Comprehensive Distance Learning Strategy		USAID	2021	<a href="#">English</a>
Distance Education Database		INEE	2022	<a href="#">Arabic</a> , <a href="#">English</a> , <a href="#">French</a> , <a href="#">Portuguese</a> , <a href="#">Spanish</a>

TOOL NAME	RELEVANT SECTIONS	PUBLISHER	YEAR	LANGUAGES
Creating an Enabling Non-formal Education Environment for Adolescents and Youth		INEE	2021	<a href="#">Arabic</a> , <a href="#">English</a> , <a href="#">French</a> , <a href="#">Portuguese</a> , <a href="#">Spanish</a>
Accelerated Education: Guide to the Principles		AEWG	2017	<a href="#">Arabic</a> , <a href="#">English</a> , <a href="#">French</a> , <a href="#">Spanish</a>
Accelerated Education Checklist		AEWG	2017	<a href="#">Arabic</a> , <a href="#">English</a> , <a href="#">French</a> , <a href="#">Spanish</a>
All children back in school! Dropout prevention modules for teachers and school teams		UNICEF	2021	<a href="#">English</a>
Catch-up Programmes: 10 Principles for Helping Learners Catch Up and Return to Learning		AEWG	2021	<a href="#">Arabic</a> , <a href="#">English</a> , <a href="#">French</a> , <a href="#">Spanish</a>

## 3.6 Cash & Voucher Assistance to Support Access

The use of Cash and Voucher Assistance (CVA) is a growing modality for delivering humanitarian assistance and should be used to support interventions outlined in sector-specific minimum standards. CVA is a flexible and cost-effective mechanism for delivery of assistance to help vulnerable populations meet their most pressing needs and reduce negative coping mechanisms such as child labor, transactional sex, or early marriage. When used as part of comprehensive protection interventions, including strong referral mechanisms to case management and psychosocial services, CVA has also shown the potential to contribute to specific protection outcomes that are immediately relevant to accessing quality learning opportunities, including GBV prevention and response, child protection, access to documentation, and supporting access to national services. Although the evidence base is still developing, cash and voucher assistance may help prevent and respond to child protection risks, including barriers to learning. For example, cash and voucher assistance can be used to help families or communities provide for their children's needs, prevent

exploitation, or school dropout, and enable re-enrolment. Child protection and education can address economic barriers to access and attendance through CVA as well as advocate for access to social safety nets for crisis affected children and families.

CVA is typically combined with interventions aimed at reducing or eliminating compounding barriers which are not economic in nature. In integrated interventions this may include:

- communication and sensitization to fight bullying and discrimination and family-level awareness raising of learning opportunities and broader support services,
- support to families to assemble documentation required to enroll in school,
- advocacy with schools to modify administrative or testing requirements for conflict-affected children, and
- interventions aimed at increasing school and staff capacities to be more responsive and equitable.

Child protection and education teams can apply conflict sensitive education processes to mitigate potential risks. Explore and support exit strategies that consider continued access and participation in appropriate, quality learning opportunities to mitigate the risk of future or further protection risks (eg. drop out, child labor, early marriage).


SOCIO-ECOLOGICAL LEVELS	GUIDING QUESTIONS	INDICATORS
Policy	<p>Are CVA or Cash-Based Interventions (CBI) designed to ensure transition into sustainable interventions?</p> <p>What accountability measures are in place to ensure the most marginalized benefit from CVA and CBI?</p> <p>What data is collected to understand the impact on child protection risks and access/retention in education programming?</p>	

SOCIO-ECOLOGICAL LEVELS	GUIDING QUESTIONS	INDICATORS
<b>Community</b>	<p>Are feedback mechanisms child-friendly and easily accessible?</p> <p>How is the community, including education leaders and child protection staff, involved in designing and monitoring CVA and CBI? How are public services connected in monitoring impact on children?</p>	<p>CPMS 17.2.2 - Percentage of actions within community action plans or strategies that are planned, led and implemented by the community.</p> <p>CPMS 17.2.3 - Percentage of community members who report increased confidence in their ability to prevent and respond to child protection risks.</p> <p>INEE 1.3 - Analysis of opportunity to use local resources is carried out and acted on</p> <p>CPMS 6.2.4 - Percentage of participants who actively engaged in design of the child protection monitoring system who are local actors.</p>
<b>Learning Environment</b>	<p>What data is collected at school level (and between school and community levels) to understand whether CVA and CBI recipients are enrolling, regularly attending, and successfully participating in learning?</p> <p>Are there means to decrease or eliminate additional hidden costs in education to mitigate financial barriers?</p> <p>What are educators able to do to ensure the most marginalized children enroll and regularly attend education programs?</p>	
<b>Family</b>	<p>Are parents and caregivers involved in the design and monitoring of CVA and CBI?</p> <p>Do decisions on spending explicitly take into consideration the protection and education of all children in families?</p>	<p>INEE 1.1 - Percentage of parents actively participating in the conception and implementation of education in emergencies services</p> <p>INEE 1.2 - Percentage of parents satisfied with the quality and appropriateness of response at the end of the project</p>

SOCIO-ECOLOGICAL LEVELS	GUIDING QUESTIONS	INDICATORS
Child	Are children involved in age-appropriate design and monitoring of CVA and CBI?	Alliance - Percentage of children who report feeling listened to and understood by at least one other person.
	Do children perceive a benefit to their protection and ability to access and remain in quality education programs?	IASC - Number of focus group discussions organized with affected girls, women, boys and men that have been used to influence decisions made on design of assessments, programmes, standards, selection criteria, etc.

## Resources

TOOL NAME	RELEVANT SECTIONS	PUBLISHER	YEAR	LANGUAGES
Guidance On Promoting Child Protection Outcomes Through Cash-based Interventions	Key actions for cash and child protection focal points, relevant to integrated CVA programming.	UNHCR	2021	<a href="#">English</a> (summary) <a href="#">English</a> (full guidance)
Cash transfer programming in the education and child protection sectors: literature review and evidence maps	Part 2	Cash Learning Partnership (CaLP)	2018	<a href="#">English</a>
The Role of Cash and Voucher Assistance in Increasing Equity and Inclusion for Girls and Children with Disabilities in Education in Emergencies	Section 3 Section 4.1	GEC	2022	<a href="#">English</a>
Monitoring Child Protection Within Humanitarian Cash Programmes		Alliance	2019	<a href="#">English</a>



Recently immigrated Rawam and Ayoub in their classroom in Essen, Germany. 2020 © Maik Reichert, IRC

## 4. Safe Access and Protective Learning Environments

Safe physical learning spaces encompass a broad range of interventions that include both the presence of protective infrastructure and the absence of protection risks. These include being safe from attack, recruitment into armed forces and groups, trafficking, abuse, harassment, corporal punishment, and bullying. Safe learning spaces promote the general well-being of learners and education personnel and enable learners to fully engage in the learning process. Determining potential hazards and protection risks is achieved through collaborative or complementary assessments that allow for essential information gathering to inform joint or integrated interventions. Interventions may address the:

- **physical space** to mitigate protection issues, increase safety for all, and ensure infrastructure is resilient to future shocks (example: site selection, accessibility of site for all, provision of gender-segregated water and sanitation facilities) and
- **policies, practices, and behaviors** (example: supporting positive discipline, disciplinary policies updated and inclusive of SGBV, bullying, etc.) that reduce harm or potential risks to learners and education personnel.

Safe access and protective learning environments is inclusive of all center-based programming with shared child protection and education interventions, including Child Friendly Spaces, ECD centers, and Formal and Non-Formal Learning Programs.

## 4.1 Safe Learning Environment and Access Routes

**Schools as assets:** Formal learning structures (schools, universities, training centers) are often one of the greatest assets of the government as well as the local community. Distribution and maintenance of physical structures may indicate political and cultural priorities, including disparities between communities. In preparation of and response to crises, child protection and education actors need to consider how to best collaborate on advocacy and program implementation that supports equitable distribution, maintenance, and use of these essential facilities. This may include:

- Establishment of new or expanded learning facilities and upgrading existing learning facilities to address gaps in underserved communities and displacement.
- Formal schools are often identified in national and local government preparedness plans as assets during natural disasters and displacement. The government, including armed forces, may consider their need for operational bases take priority over the protection and learning needs of local children. This includes the use of schools for military or collective accommodation purposes (i.e., temporary shelter in situations of emergencies). This often contributes to disrupting education and may pose additional protection risks to children and education personnel if the facility is used multi-purposefully. There are clear implications in terms of contingency planning for educational continuity, retrofitting/rehabilitation of the building, mitigating protection risks, and maintaining community stability. Consider how advocacy with authorities, collaboration with other sectors, and preparedness planning can mitigate negative impacts on schooling and the protection of children and education personnel.

**Access and the importance of community:** The connection between family/community and school is of great importance in ensuring safe access for all children. Safe access routes allow students to travel safely to and from learning spaces. Safe access routes enhance the confidence of entire communities in their children's protection and well-being. Together with children and other community members, education and child protection teams are well positioned to map potential risks, support community-based initiatives, and continue to assess impact on access to safe learning environments and center-based child protection programs. See Community and Child Participation sections for additional resources.

**Schools accommodating all children:** Appropriateness of the facilities to ensure safety are multi-faceted and must consider the specific needs of all learners and personnel, including gender, disability, and age. See Inclusivity section for additional resources and [Universal Design for Learning and its Role in Ensuring Access to Inclusive Education for All A Technical Paper by the International Disability Alliance](#), section 5.

**Physical integrity, continuation of learning, and resilience:** Guidance for accommodating specific needs is found in diverse resources from the GADRRRES toolbox associated with the [Comprehensive School Safety Framework \(CSSF\)](#). The goals of comprehensive school safety are to take a participatory risk-informed approach to:

1. protect learners, educators, and staff from death, injury, violence and harm in schools and other learning spaces
2. plan for education and protection continuity, and limit disruptions to learning in the face of shocks, stresses, hazards, and threats of all kinds
3. promote knowledge and skills of learners and duty-bearers, to contribute to risk reduction, resilience building, and sustainable development. (UNISDR, Gadrres 2022)

As such, it is a key package to prepare for and respond to multiple scenarios. Making sure learning spaces and environments are responsive to protective measures required to keep learners and personnel safe is an additional component, relevant for local and global infectious disease outbreaks. See [Safe Back to School: A Practitioner's Guide](#) and the [Framework for Reopening Schools](#).

**Mitigating risk of and responding to abuse:** Creating safe and protective learning spaces and environments goes beyond infrastructure. Policies and practices are meant to mitigate risk and prevent abuse, alongside the culture of the school (created largely by school leadership and teachers), and oversight by and engagement of communities and are essential aspects of a holistic safe learning space and environment. Child protection and education actors can support the implementation and strengthening of national policies (e.g., disciplinary codes, awareness raising and compliance with PSEA mandatory reporting systems, etc. ), the development of protective guidelines (e.g., Teacher and Child-Friendly Space Code of Conduct) as well as robust orientation/training and monitoring systems for accountability.



SOCIO-ECOLOGICAL LEVELS	GUIDING QUESTIONS	INDICATORS
<p><b>Policy</b></p>	<p>Are the specific risks and unique vulnerabilities of children understood and reflected in contingency plans, crisis-specific plans and responses? Are the plans inclusive of natural hazards, conflict, the climate crisis, and infectious disease?</p> <p>Do national policies and infrastructure standards include risk-responsive standards and <u>principles of universal design</u> (for disability access), and reflect the needs of all learners (in learning spaces, recreational spaces, and WaSH facilities)?</p> <p>Does site planning for new schools (e.g. replacing destroyed buildings and new construction for influx of displaced and refugee students) consider vulnerabilities of children, vulnerability of attack, and/or natural hazards?</p> <p>Is adequate funding allocated to maintain the physical integrity of existing infrastructure, retrofit buildings as needed, and build new buildings to accommodate all learners?</p> <p>What are the national policies and practices on use of education and community infrastructure during crises?</p> <p>Does the data regularly gathered in learning environments and communities explicitly capture protection risks and ability of vulnerable learners to continue education (see Annex X on At Risk Populations)?</p> <p>Are codes of conduct (including disciplinary measures) child-friendly and mandatory for all learning spaces/environments and opportunities?</p>	<p>GADRRRES A1 - Legal Frameworks &amp; Policies Enabling policies and legal frameworks are in place at national and/or sub-national levels to address key elements of comprehensive school safety.</p> <p>GADRRRES A3 - A comprehensive approach to school safety, is the foundation for integrating risk reduction and resilience into education sector strategies, policies and plans.</p> <p>GADRRRES B1 - Guidance and regulations are in place from appropriate authorities for safe school construction. This includes</p> <ol style="list-style-type: none"> <li>a) safe school site selection</li> <li>b) safe design, and</li> <li>c) safe construction</li> </ol> <p>GADRRRES B.3 - A systematic plan for assessment and prioritization for retrofit and replacement of unsafe schools has been developed, and is being implemented.</p> <p>GADRRRES B6 - Planning is undertaken for limited use of schools as temporary shelters or collective centers, during the school year.</p> <p>GADRRRES C1 - Education authorities have national and subnational plans for education sector risk reduction and management, with focus on safety and security, educational continuity, and protection of education sector investments</p> <p>GADRRRES D1 - National Disaster Management Authority and Education authority have nationally adopted, consensus- and evidence based, action-oriented key messages as foundation for formal and non-formal education.</p> <p>CPMS 23.2.9. - Percentage of identified formal and non-formal education facilities in target location being used as temporary shelters by community members/ displaced population.</p>

SOCIO-ECOLOGICAL LEVELS	GUIDING QUESTIONS	INDICATORS
	<p>Are safe, accessible, child-sensitive mechanisms in place for reporting sexual exploitation and abuse, particularly in high-risk areas?</p>	<p>INEE 4.5 - Percentage of targeted learning spaces in which a code of conduct (i) exists (ii) is enforced and (iii) teachers and communities are train in.informed about its application</p>
<p><b>Community</b></p>	<p>Are there opportunities to strengthen links between community-level and school-level identification of and response to risks?</p> <p>Are community members trained in assessing and responding to specific protection issues? How is the community engaged in identifying and responding to those protection risks? What roles and responsibilities do they have?</p>	<p>INEE 1 - Community Members participate actively, transparently, and without discrimination in analysis, planning, design, implementation, monitoring, and evaluation of education responses</p>
<p><b>Learning Environment</b></p>	<p>Are teachers, other education personnel, and community members trained in assessing and responding to specific protection issues among other risks? Are appropriate codes of conduct in place and followed?</p> <p>Are Protection from Sexual Exploitation and Abuse (PSEA), gender equity and inclusive approaches applied consistently in the classroom? How do systems link into IASC Protection from Sexual Exploitation and Abuse <u>victim assistance</u> and accountability systems within community and national systems?</p> <p>Are both sectors actively engaged in supporting the <u>re-opening of schools</u> and (safe) return of all students?</p> <p>Is school leadership supportive of and ensuring positive and protective forms of discipline for learners and personnel?</p>	<p>INEE 2.6 - Percentage of targeted learning spaces that meet EiE access, quality, and safety standards for infrastructure</p> <p>CPMS 23.2.1 - Percentage of non-formal or formal learning centers surveyed in target location that meet 100% of agreed-upon safety criteria and universal design standards.</p> <p>CPMS 23.2.6. - Percentage of educational facilities with a child-friendly, safe and confidential feedback and reporting mechanism in place.</p> <p>OCHA E-1-06 - Percentage of damaged or occupied education facilities rehabilitated and reopened in affected area</p> <p>GADRRRES C2 - Schools annually review school disaster risk reduction and management measures (eg. as part of school-based management and/or school improvement).</p>

SOCIO-ECOLOGICAL LEVELS	GUIDING QUESTIONS	INDICATORS
<b>Family</b>	<p>Have families contributed to risks' assessments and development of school safety and resilience plans, including access issues?</p> <p>What additional opportunities exist to link efforts to support parents/caregivers' education and child protection across the home, community, and learning environments?</p>	<p>ECCN - Number and percentage of parents who perceive the school as safe for their children</p> <p>ECCN - Number and percentage of parents reporting that parent-school cooperation mechanisms are inclusive</p>
<b>Child</b>	<p>Do children feel safe going to school? How are they supported in identifying risks and working with stakeholders to mitigate or address concerns?</p> <p>Do children understand their rights? Do they understand how to respond (report) if their rights are violated, for example abuse or exploitation?</p>	<p>GADRRRES D2 - Education authority has infused climate-aware risk reduction and resilience education into regular curriculum.</p> <p>GADRRRES D3 - Schools convey risk reduction and resilience education through non formal education through participation in school disaster management, and through after school clubs, assemblies and extracurricular activities.</p> <p>CPMS 23.2.7. - Percentage of children reporting a concern to an education worker or through the educational facility's feedback and reporting mechanism who report satisfaction with the response.</p> <p>ECCN - Number and percentage of learners who feel safe en route to school</p> <p>ECCN - Number and percentage of learners reporting being subject to bullying</p>

## CRISIS-SPECIFIC CONSIDERATIONS

The specific nature of a crisis necessarily dictates the response. The three crises and contexts here provide examples of circumstances that require our sectors to continue exploring the relationship between circumstances, systems, and lived experiences of children and their communities as we seek to strengthen systems and support sustainable solutions.

### CLIMATE CRISIS

The environment in which children live greatly influences their health, well-being and protection. Disasters, the climate crisis (climate change), noise and air pollution can make children and families more vulnerable. It can lead to or worsen displacement and migration, gender inequities, livelihood insecurity, health hazards, and exacerbate child protection risks—all of which have immediate and tragic impacts on children's ability to access consistent, quality, and protective learning opportunities. There may also be unintentional negative outcomes of humanitarian action on the environment. The two sectors can identify and mitigate some of these by applying a conflict sensitive lens and a risk-informed lens to all stages of the programme cycle. This includes transport, procurement processes, site selection and choice of resources (especially when a number of centers and learning spaces are being constructed). Integrated programming may also address and:

- Increase children's, families' and communities' awareness of protection and environmental concerns.
- Support child-led or child-focused advocacy on the climate crisis and environmental protection, and child participation in disaster preparedness and response.
- Provide supportive programming and psychosocial interventions that can increase children's resilience to potential and actual environmental crises.
- Ensure children, families, and communities know how to prevent violations and where to get help in case of disasters.
- Advocate for alternative options for community shelters during disasters or, support policy development for time-bound occupation, use, and repair.

### INFECTIOUS DISEASE OUTBREAKS (IDO)

Localized epidemics such as Cholera or Ebola and global pandemics such as COVID-19 increase risks for children. There are both risks to a child's healthy development and well-being as well as a child's ability to access essential services that are meant to provide immediate and longer-term support. Specifically, children may be susceptible to infections and diseases, outbreaks can weaken their protective environments (such as the loss of a parent or a closed school), and measures used to control the spread of disease can increase children's risk. Direct and indirect risks for children should be considered when planning and implementing programs. School closures and reopenings impact both children and youth supported by both sectors. Risk factors and adverse protection outcomes are amplified. Similarly, IDOs increase adverse learning outcomes as well as increasing and amplifying educational inequalities. (Alliance, 2022c) Integrated programming should:

- Strengthen child-centered IDO preparedness in both sectors. Continue to analyze the impact of outbreaks on children’s well-being and healthy development, co-create interventions that seek to address and mitigate negative consequences, and integrate content and processes that mitigate future risks and build resilience at the individual and community levels.
- Understand implications of high, low, and no-tech interventions for children in more vulnerable communities and circumstances. Modalities for continued learning and teaching must accommodate learning needs and protection risks.
- Adjust training and provide continued support to teachers, parents, and other caregivers to better support children during school closures and disruptions. Ensure those caregivers are prepared and supported throughout the crisis.

## URBAN/RURAL

More than half of the world’s refugees now reside in urban areas—straining public service delivery and, often, relationships between displaced and host communities. This exacerbates the existing vulnerabilities of marginalized people, and, in some cases, may fuel civil discord and populist grievances. The impact on protective risks and factors can be complex and extend across displacement, return, or resettlement. It is essential that the international community update its ways of working to suit the specific environments within which displaced children and youth live and participate in learning opportunities as well as seek to prepare children and youth for longer-term challenges and opportunities. Integrated programming may:

- Lift up promising practices of addressing multiple protection risks for displaced children and youth.
- Provide specific guidance and contextualization for URBAN and RURAL contexts.
- Support child-centered, participatory processes to accommodate the aspirations of displaced children and youth.
- Support the specific training, sustained technical and operational support required for specific circumstances, well-being, and certification of displaced teachers and other caregivers.
- Support broader efforts to raise awareness of protection issues in communities impacted by crises and displacement. Intentional and comprehensive mapping of potential risks and relevant responses as part of prevention and preparedness.

Consider the following [Innovations for improving access to and quality of education for urban refugees](#) (Brookings, 2019), [Rural Populations](#), (UNESCO, 2010), and [UNHCR policy on refugee protection and solutions in urban areas](#).

## Resources

TOOL NAME	RELEVANT SECTIONS	PUBLISHER	YEAR	LANGUAGES
Comprehensive School Safety Framework		GADRRRES	2022	<a href="#">English</a>
Guidance Note: Risk-informed Education Programming for Resilience	Chapters 2 and 3	UNICEF	2019	<a href="#">Arabic</a> , <a href="#">English</a> , <a href="#">French</a> , <a href="#">Spanish</a>
Universal Design for Learning Technical Paper	Sections 4 and Section 5: Universal Design Learning	International Disability Alliance	2021	<a href="#">English</a>
Safe Back to School: A Practitioner's Guide		GEC, CP AoR	2020	<a href="#">Arabic</a> , <a href="#">English</a> , <a href="#">French</a> , <a href="#">Portuguese</a> , <a href="#">Spanish</a>
School Code of Conduct Teacher Training Manual	Modules 1-4	Save the Children	2017	<a href="#">English</a>
Technical Note: The Implementation of The United Nations Protocol on the Provision of Assistance to Victims of Sexual Exploitation and Abuse	Section 2: Overview of Victim Assistance Section 3: Special Considerations for Child Victims of Sea Section 5: Effective Coordination and Integration of Sea Victim Assistance into Country-Level Frameworks	PSEA, UNICEF, UN	2021	<a href="#">Arabic</a> , <a href="#">English</a> , <a href="#">French</a> , <a href="#">Portuguese</a> , <a href="#">Spanish</a>
Framework for Reopening Schools Supplement-From Reopening to Recovery-Key Resources		UNICEF, UNESCO, UNHCR, WB, WFP	2021	<a href="#">English</a>
How to support survivors of gender-based violence when a GBV actor is not available in your area	Resources 2 and 3	GBV Guidelines	2018	<a href="#">20+ languages</a>
Guidance Note: Protection of Children during Infectious Disease Outbreaks		The Alliance	2018	<a href="#">Arabic</a> , <a href="#">English</a> , <a href="#">French</a> , <a href="#">Spanish</a>

TOOL NAME	RELEVANT SECTIONS	PUBLISHER	YEAR	LANGUAGES
A guide to preventing and addressing social stigma associated with COVID-19		IFRC, UNICEF, WHO	2020	<a href="#">English</a>
Minimum Standards for Camp Management	Section on Urban settings, Section 3, Site Environment, esp. Standard 3.2	CCCM Cluster	2021	<a href="#">English</a>

### Example: Save the Children’s Return to Learning in Child Friendly Spaces

Return to Learning (RtL) in Child Friendly Spaces (CFS) integrates two of Save the Children’s key humanitarian response initiatives—Return to Learning (RtL) and Child Friendly Spaces (CFS)—to support the well-being of children and youth in acute emergencies and protracted crises. The integrated approach adapts play-based educational activities from the RtL program, which support children to develop and maintain basic literacy, numeracy, and social-emotional learning skills, for use in CFS. The RtL activities support education continuity and well-being for children and youth, while the CFS enables access to additional psychosocial support and referrals to specialized services.



## 4.2 Protecting Education from Attack, Military Use, and Other Uses of Force

Protecting education from attack is a crucial point of intersection for child protection and education. Both sectors drive advocacy, analysis, and implementation of interventions to prevent and reduce attacks on education. Combining and focusing efforts may increase the protection and well-being of children, education personnel, their communities, and the education infrastructure. In all instances, approaching education through a [Conflict Sensitive](#) lens helps prevent, reduce, and respond to the protection of children, education and social service workforce, and the physical educational infrastructure.

A first intervention is to support States to enhance compliance with the education-related provisions in International Humanitarian Law (IHL), as well as to endorse and implement the Safe Schools Declaration. This is a political commitment to protect education from attack by militaries and non-state armed groups using the [Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict and incorporating them into military operations, doctrine and training](#). Restricting schools from being used for military purposes or for recruitment purposes also reduces the risk of schools to be associated with the opposing force and therefore targeted for attack, as well as, the risk of exposure to violence, including sexual violence, by armed individuals.

It is necessary that both sectors understand and clearly address the issue of recruitment into armed forces or armed groups within and to/from learning environments. In some contexts, providing access to quality and affordable education opportunities can serve as a protective factor to prevent recruitment and use of children by armed forces/groups, as well as contribute to the effective reintegration of children formerly associated with armed forces and armed groups into their families and communities. In other contexts, schools may be used as recruitment bases by teachers, peers, or armed forces. Curricula and teaching and learning materials play an equally important role in increasing or reducing civil conflict and extremism. See [Conflict Sensitive Education and Peace Building](#).

At the community level, integrated approaches may best elicit and support comprehensive commitments by communities to report risks and threats as well as create plans to prevent and reduce attacks within realistic parameters. Plans may include supporting safe transit to/from school for all children, supporting safe and protective learning environments, and participating in UN-led [Monitoring and Reporting Mechanisms \(MRM\)](#). Integrated teams play a significant role in ensuring comprehensive mapping of risks and threats as well as establishing clear lines of communication and collaboration in the event of an attack. Collaborative processes, ideally with broader communities and education leadership, must support continued risk assessment plans with clear guidance on actions to take if thresholds of acceptable risk for learners and personnel are breached. Plans may include alternative education measures that ensure learners are able to continue their education temporarily in safety. See [Distance Learning for example resources](#).



Depending on the context and security concerns, communities or community education committees may take responsibility for the protection of schools. For example, they can provide escorts or identify trusted community or religious leaders to teach in and support schools. In civil conflicts, community members may help promote codes of conduct that make schools and learning sites safe sanctuaries or ‘zones of peace’. (e.g. Save the Children’s [Schools and Zones of Peace](#))

SOCIO-ECOLOGICAL LEVELS	GUIDING QUESTIONS	INDICATORS
<p><b>Policy</b></p>	<p>Are policies and practices informed by the <a href="#">Geneva Conventions</a> of 1949 (and their Additional Protocols) and the <a href="#">Rome Statute of the International Criminal Court</a>, which prohibit attacks against civilians (including students and teachers assuming they do not directly participate in hostilities) and civilian objects (including education buildings as long as they are not turned into military objectives) in times of armed conflict? How can the sectors collaborate in enhancing compliance with the education-related provisions in IHL and in supporting the endorsement and implementation of the <a href="#">Safe Schools Declaration</a>? For example, can awareness of the location of schools, and risks of locating military objectives near them, be promoted to authorities based on the IHL principles of precautions?</p> <p>What collaborative capacity strengthening efforts are required for government and military judicial systems, armed forces and armed groups in the basic principles of international humanitarian law and its application to the protection of learners, education personnel and education facilities?</p> <p>If needed, how do sectors influence curriculum revision or creation of supplementary materials to include safety messages, MHPSS, human rights, conflict resolution, peace-building, and international humanitarian law?</p> <p>Do policies support the reintroduction of Children Associated with Armed Forces and Armed Groups (CAAFAG) into schools or the provision of relevant and protective alternatives (including PSS and SEL support) to formal education?</p>	<p>GADRRRES B6 - Planning is undertaken for limited use of schools as temporary shelters or collective centers, during the school year</p> <p>CAAFAG - Number of out of school boys and girls who have access to formal and informal education since the start of project activities (prevention)</p> <p>INEE 2.5 - Percentage of children, teachers, and other staff who report feeling safe in school and on the way to/from school</p> <p>ECCN - Number of (new) Education sector policy and planning documents explicitly informed by Rapid Education Risk Assessment (RERA) or similar formal conflict analysis</p> <p>ECCN - Number and percentage of units in any curricular subject containing peace-building/social cohesion content</p>

SOCIO-ECOLOGICAL LEVELS	GUIDING QUESTIONS	INDICATORS
<b>Community</b>	<p>Have sectors assessed and agreed on protection risks that may require changes in programming?</p> <p>Are plans in place and capacities built to support home- and community-based learning if risks/threats require contingency planning?</p>	<p>ECCN - Number and percentage of schools with active parent committees</p> <p>ECCN - Number of attendees at project-supported events promoting conflict reduction/avoidance</p>
<b>Learning Environment</b>	<p>How do the sectors support/create standards for the physical protection of learners, education personnel, and space?</p> <p>What creative interventions/modalities may be used to mitigate protection risks and ensure continuity of learning (e.g. on-site housing for teachers)?</p> <p>What support is needed to prevent conflict dynamics entering inside learning environments and schools being used as an entry point for recruitment purposes?</p>	<p>INEE 2.5 - Percentage of children, teachers, and other staff who report feeling safe in school and on the way to/from school</p> <p>CPMS 23.2.10. - Percentage of education workers trained on the Monitoring and Reporting Mechanism (MRM) who demonstrate awareness of how to report attacks on education facilities or use of facilities by military or armed groups</p> <p>CAAFAG - Number of safe and gender-sensitive referrals of boys and girls to child protection services made by health/education workers</p> <p>OCHA E-1-15 - Number of incidents where formal and informal education facilities, students, teachers and other education personnel have been attacked</p>
<b>Family</b>	<p>Are there systems in place that allow individuals to raise concerns or report incidents to authorities? Are alternative lines of communication required to ensure protection of children and caregivers?</p>	<p>CPMS 11.2.2 - Percentage of children separated from armed forces or armed groups who were reintegrated into a family environment.</p>

SOCIO-ECOLOGICAL LEVELS	GUIDING QUESTIONS	INDICATORS
<b>Child</b>	<p>Are children informed of risk and actions to take in case of attack (age-appropriate)?</p> <p>Are children able to identify unsafe practices and behaviors? Are they familiar with, and confident in, reporting systems within learning environments and communities?</p>	<p>CPMS 11.2.1 - Percentage of children who remain disengaged from armed forces or armed groups 12 months after completing targeted programmes.</p> <p>CAAFAG - Percentage of boys and girls who demonstrate knowledge of risks factors related to recruitment and use by armed forces/groups and behaviors to protect themselves</p> <p>CAAFAG - Percentage of boys and girls who demonstrate knowledge of reporting mechanisms related to grave violations and how to access them</p> <p>CAAFAG - Percentage of boys and girls engaged in education activities who have attended at least 70% of classes (reintegration)”</p>

## Resources

TOOL NAME	RELEVANT SECTIONS	PUBLISHER	YEAR	LANGUAGES
Safe Schools Declaration: A Framework for Action		GCPEA	2017	<a href="#">Arabic</a> , <a href="#">English</a> , <a href="#">French</a> , <a href="#">Somali</a> , <a href="#">Spanish</a> , <a href="#">Ukrainian</a>
CAAFAG Programme Development Toolkit: Training Guide and Guidelines	Section on Education (pg. 96)	The Alliance	2022	<a href="#">Arabic</a> , <a href="#">English</a> , <a href="#">French</a> , <a href="#">Spanish</a>
Technical Note Girls Associated with Armed Forces and Armed Groups	Section on education (pg. 33)	The Alliance	2020	<a href="#">Arabic</a> , <a href="#">English</a> , <a href="#">French</a> , <a href="#">Spanish</a>

TOOL NAME	RELEVANT SECTIONS	PUBLISHER	YEAR	LANGUAGES
Measuring school-based security interventions to protect from external threats of conflict and violence: A mapping of measurement frameworks and tools		INEE	2021	<a href="#">Arabic</a> , <a href="#">English</a> , <a href="#">French</a> , <a href="#">Portuguese</a> , <a href="#">Spanish</a>
Guidebook for Planning Education in Emergencies and Reconstruction	Chapter 25	UNESCO-IIEP	2010	<a href="#">Chinese</a> , <a href="#">English</a> , <a href="#">Spanish</a>
Young People and IHL: Exploring Humanitarian Law		ICRC	2017	<a href="#">19 Languages</a>
International Humanitarian Law and the Challenges of Contemporary Conflicts: Report	Section on Access to Education	ICRC	2019	<a href="#">Arabic</a> , <a href="#">English</a> , <a href="#">French</a> , <a href="#">Spanish</a> , <a href="#">Russian</a> , <a href="#">Chinese</a>

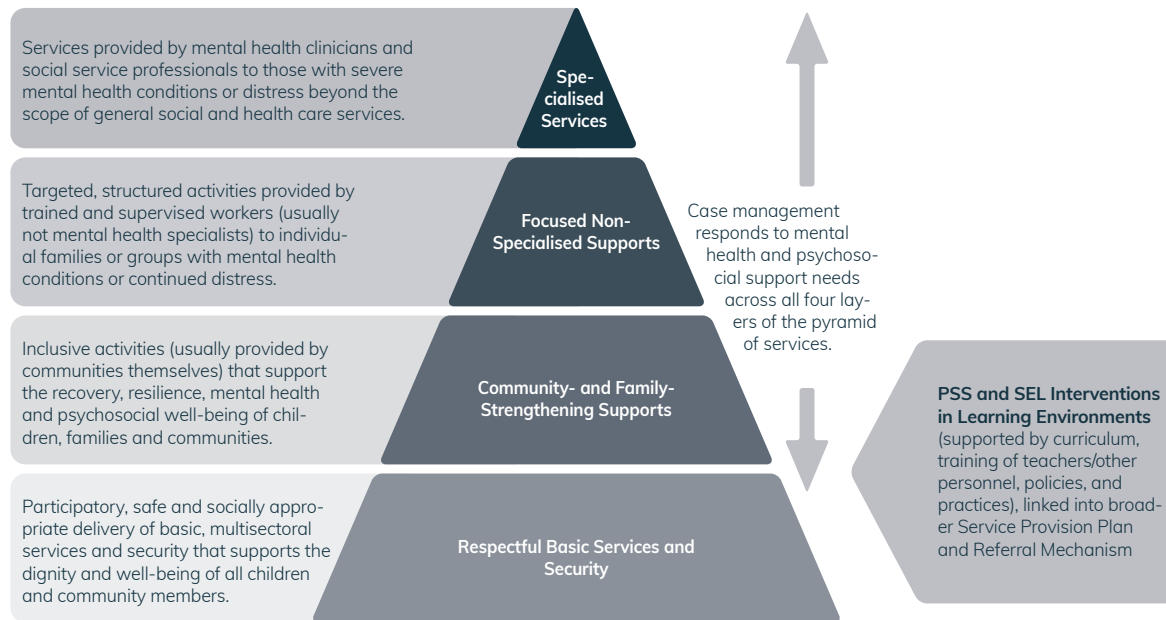
## 4.3 Mental Health and Psychosocial Support (MHPSS) and Social Emotional Learning (SEL)

Exposure to traumatic events, adversity, violence, and toxic stress typical of humanitarian crises create and compound immediate and long-term psychological distress and suffering for children and their caregivers. Age and development are significant factors in the child's need for additional MHPSS during crises. Programming should reflect the ages and stages of development, particularly when addressing the youngest (more reliant on caregivers) and oldest (building skills that take them into adulthood). Joint and integrated programming presents an opportunity to promote the well-being of young people through the implementation of structured, evidence-informed, goal-oriented supports and services tailored to the unique needs of children in the community, local learning spaces, and in their families.

Growing evidence suggests a strong link between child well-being and learning outcomes. Multi-layered approaches enable children to build their own social emotional skills and healthy relationships while strengthening families, schools, and communities

to better meet their needs. The MHPSS Pyramid below, (adapted from CPMS) focuses child protection and education teams on the types of interventions required at each level and indicates how the two sectors are best placed to support the needs of most children through community and school level interventions and policy development. Integrated interventions across levels can enhance impact by ensuring consistency of approach for children, teachers, and caregivers. To this end, it is essential to connect across levels with the aim of building collective competencies and well-being in addition to also being prepared and able to guide children and families through specialized services.

**Figure 4: School-based MHPSS Services within the Pyramid of Services**



Source: Alliance for Child Protection in Humanitarian Action, 2019

Teachers, and their Social Services counterparts, are essential to the success of any integrated MHPSS program. Likewise, their own well-being is key in their ability to support children. Priority must be placed on professional development and substantial and sustained support. See Education and Social Services Workforce Support section for more guidance.

SOCIO-ECOLOGICAL LEVELS	GUIDING QUESTIONS	INDICATORS
<b>Policy</b>	<p>Is there an inter-sectoral Working Group on MHPSS that maps all available services? Do both sectors participate? How do both engage in relevant lines of communication, advocacy, and accountability?</p> <p>Are national MHPSS (including SEL) competencies well developed and informed by robust community participation from diverse groups?</p> <p>Are there supportive policies in relevant line ministries, including the integration of MHPSS into national Professional Development schemes?</p> <p>What evidence needs to be gathered to determine promising practices for children and their caregivers across levels of the MHPSS pyramid? How can both sectors use evidence to inform practices and policies?</p>	
<b>Community</b>	<p>Are services mapped out and are community members, including teachers and other community leaders, oriented to them?</p> <p>Are there continued barriers to accessing non-specialized and specialized services that teams can address together?</p> <p>What plans, processes, and capacities exist to mobilize teachers/ others to support PSS activities in communities during disruptions in education?</p> <p>What plans are in place to ensure PSS programs in CP Center-based programs create a bridge into school-based interventions?</p>	<p>Alliance - Number of support services available within community that explicitly support MHPSS</p>

SOCIO- ECOLOGICAL LEVELS	GUIDING QUESTIONS	INDICATORS
<b>Learning Environment</b>	<p>Are the MHPSS needs of teachers and other education personnel incorporated into integrated Professional Development Plans?</p> <p>Are there school-based support systems for teachers to continue to receive support for their professional development (e.g Teacher Learning Circles provides peer support and opportunities to discuss challenges)?</p> <p>Do teachers have access to basic psychosocial support? This is “a basic, humane and supportive response to suffering and an entry point to further support and referral” (MHPSS MSP, 2021)</p> <p>Are MHPSS interventions easily incorporated into daily routines? For example, is SEL integrated into daily lessons and reinforced through classroom routines?</p> <p>How do both sectors contribute to continued support and evaluation of school-based MHPSS programs?</p> <p>What evidence can be gathered through integrated programming to understand causation or correlation between provision of quality PSS/SEL programming and improved learning outcomes?</p>	<p>INEE 2.3 - Percentage of targeted learning spaces featuring psychosocial support (PSS) activities for children that fulfill at least three out of the four following attributes: a) structured, b) goal-oriented, c) evidence-informed, d) targeted and tailored to different sub-groups of vulnerable children</p> <p>CPMS 10.2.2 - Percentage of children identified as needing specialized mental health services who are referred to the percentage of children who feel</p> <p>Alliance - Percentage of children who feel motivated or optimistic about school or future opportunities appropriate services</p> <p>CPMS 2.2.6. - Number and percentage of staff who participate in one or more agency-level activities that promote staff well-being each quarter.</p>
<b>Family</b>	<p>Are caregivers provided MHPSS to address their own needs?</p> <p>Are caregivers provided MHPSS to support the needs of children?</p> <p>How are family-based MHPSS interventions linked to or complement school-based MHPSS interventions?</p>	

SOCIO-ECOLOGICAL LEVELS	GUIDING QUESTIONS	INDICATORS
Child	<p>How do children perceive and report their sense of well-being?</p> <p>Are peer-to-peer support groups established and are all children able to, and feel comfortable, actively participating?</p>	<p>Alliance - Percentage of children and their caregivers who report improvement in their mental health and psychosocial well-being following program completion.</p> <p>Alliance - Percentage of children who report that they have a caregiver present whom they can rely on</p>

## Resources

TOOL NAME	RELEVANT SECTIONS	PUBLISHER	YEAR	LANGUAGES
MHPSS Minimum Service Package		WHO, UNICEF	2022	<a href="#">English</a> , <a href="#">Spanish</a> , <a href="#">Ukrainian</a>
MHPSS and EiE Toolkit		MHPSS and EiE Community of Practice	2021	<a href="#">English</a> , with resources in multiple languages
INEE PSS-SEL Training Module		INEE	2020	<a href="#">Arabic</a> , <a href="#">English</a> , <a href="#">French</a> , <a href="#">Portuguese</a> , <a href="#">Spanish</a>
PSS - SEL Toolbox		INEE and Harvard EASEL Lab	2022	<a href="#">English</a>
Global Multisectorial Operational Framework		UNICEF	2021	<a href="#">English</a>



TOOL NAME	RELEVANT SECTIONS	PUBLISHER	YEAR	LANGUAGES
Safe Healing and Learning Spaces (SHLS) Toolkit	Sections on establishing SHSL, Supporting Social Emotional Learning (including activities and games), and Parenting Skills	International Rescue Committee	2016	<a href="#">Arabic</a> , <a href="#">English</a> , <a href="#">French</a> , <a href="#">Greek</a>
Coping with Changes: Social-Emotional Learning Through Play	Foundations of Learning through Play, Importance of MHPSS and SEL in Crisis, Adult well-being, Age sensitive SEL knowledge and activities, Coping with Changes and Transitions	The LEGO Foundation	2022	<a href="#">English</a> , <a href="#">Ukrainian</a>
Play Opportunities for Wellness and Education Resources (P.O.W.E.R.)	Guidance for Facilitators (psychosocial support) marked with *	Right to Play	2022	<a href="#">Arabic</a> , <a href="#">English</a> , <a href="#">French</a>

## 4.4 School-Related Gender-Based Violence (SRGBV)

School-related gender-based violence (SRGBV) affects millions of children, families and communities. It is defined as acts or threats of physical, emotional, and sexual violence that occur in and around schools. It is perpetrated as a result of unequal gender norms and unequal power dynamics. It includes bullying, corporal punishment, verbal or sexual harassment, nonconsensual touching, sexual coercion, sex for grades, assault, and rape. Male, female, and gender diverse students and teachers can be both victims and perpetrators. Preventing and responding to SRGBV requires a holistic approach that addresses the drivers and root causes of violence at both school and community levels.

The root causes and reinforcing factors of SRGBV are similar to other forms of sexual and gender-based violence (SGBV). They are based on harmful social norms and expectations of genders, wider structural and contextual factors, and discriminatory or non-existent institutional frameworks, laws, and policies on violence in and around schools. Women, girls, and people of diverse sexual orientation, gender identity and expression (SOGIE), and particularly those living with disabilities, are at a higher risk of SRGBV. The specific risks to and needs of students, education personnel and community members belonging to these vulnerable groups must be explicitly addressed in all aspects of MEAL, programming, and advocacy. A protective environment that mitigates and prevents

SRGBV, including gender-sensitive teaching, facilities, and policies, is essential. Equally, protective policies, systems and capacity strengthening for education personnel and SSW to prevent and respond to incidents and patterns is essential. It is important, as both sectors collectively support social change in regard to SRGBV and SGBV, that patterns of violence and power are understood and addressed through progressive response plans. The collection of data on the prevalence and local drivers of SRGBV, disaggregated by gender and age, at a minimum, should be prioritized. Social Service Workers play a special role in making connections between learning environments and communities.

UNGEI's [Whole School Approach to Prevent School-Related Gender-Based Violence: Minimum Standards and Monitoring Framework](#) includes developing and strengthening in-school policies and procedures, training and capacity building of education personnel and School Leadership, as well as building school-family-community partnerships to create safe, gender-sensitive learning environments. These elements address the drivers of SRGBV in an overlapping and holistic manner, including the normalization of violence against children through social norms that justify violence, inequality and discrimination (UNGEI, 2019). Monitoring the progress of a whole school approach necessitates a thoughtful and comprehensive framework that can capture change across multiple levels. (UNESCO, UNGEI 2016)

Protective partnerships between learning environments, communities, and families rely on robust systems and specialized services provided through joint, collaborative, and integrated programming to prevent SRGBV and SGBV. Opportunities to support integrated interventions exist in:

- Identifying risks within the community, school, and family settings and ensuring referral mechanisms that reach each setting.
- Shifting harmful cultural and social norms through explicit education interventions and outreach.
- Creating a cohesive and mutually reinforcing “net” of interventions between schools and communities that are backed by supportive and responsive policies.
- Supporting child-centered systems and capacity strengthening to focus all stakeholders on the specific needs, vulnerabilities, and sensitivities for children. Reinforcing the best interests of the child in all instances.

SOCIO-ECOLOGICAL LEVELS	GUIDING QUESTIONS	INDICATORS
<p><b>Policy</b></p>	<p>Are cohesive and comprehensive policies to prevent and respond to SRGBV, including disciplinary policies for persecutors, in place between Education, Social Affairs, and Justice ministries?</p> <p>Do pre-service training sessions and curricula include expectations and orientation to referral mechanisms to safely identify and report Gender Based Violence (GBV) and School Related GBV?</p> <p>Was a gender analysis conducted within the past 6-12 months to identify norms and practices that enable SRGBV (e.g. gender discrimination)? Are the results incorporated into immediate and longer-term behavior-change plans in child protection, education, and other sectors targeting the same communities?</p> <p>Is there an active Gender-Based Violence Information Management System (GBVIMS)? Is it efficient, and connected through relevant line ministries?</p> <p>Is all education and child protection data collected disaggregated by sex, age, disability, and displacement status?</p>	<p>CPMS 9.2.1 - Percentage of target locations where gender-, age-, disability- and culturally sensitive response services for child survivors are currently operating.</p> <p>UNGEI - Number of teacher training institutions that include curricula and training on SRGBV and positive discipline.</p> <p>UNGEI - Proportion of teachers and union members (male/female) that have received in-service and/or pre-service training on SRGBV.</p> <p>INEE Gender - Number and percentage of stakeholders (male/female) trained to implement early warning and early response mechanisms to prevent and respond to gender-based attacks on education</p> <p>INEE Gender - Number of gender-based attacks on education reported</p>

SOCIO-ECOLOGICAL LEVELS	GUIDING QUESTIONS	INDICATORS
<b>Community</b>	<p>What are the underlying social norms that contribute or enable SGBV in this community? Were these considered in relevant community level interventions?</p> <p>Are men and boys actively engaged and committed to mitigating risk and supporting survivors of SRGBV? To what extent are men and boys involved in SRGBV awareness raising, and capacity building programming around SRGBV?</p> <p>Are community leaders, including religious leaders and women's rights advocates actively engaged in SGBV programming?</p> <p>How are community-based groups and interventions, inclusive of local police, judicial, and child welfare agencies, partnering with schools to prevent and respond to SRGBV?</p>	<p>OCHA - Percentage of surveyed communities indicating there is a risk of physical or sexual violence</p> <p>UNGEI - Gender assessment on local drivers of SRGBV conducted</p> <p>UNGEI - Number and percentage of community outreach and dialogue sessions on SRGBV that include/target women and girls and/or are facilitated by women and girls</p> <p>UNGEI - Number and percentage of community outreach/capacity building sessions on SRGBV that specifically target men and boys and engage them around SRGBV</p> <p>INEE Gender - Percentage of women and girls who feel that their gender-related concerns are addressed by SGBV programming</p> <p>UNGEI - Percentage of parents (male/female) and community leaders (male/female) who are members of the SMC who understand the key forms of SRGBV.</p> <p>UNGEI - Number of local organizations (civil society, private sector, police and justice systems, community-based organizations) that have partnered with schools to implement a whole school approach to prevention.</p> <p>CPMS 9.2.1 - Percentage of target locations where gender-, age-, disability- and culturally sensitive response services for child survivors are currently operating.</p>

SOCIO-ECOLOGICAL LEVELS	GUIDING QUESTIONS	INDICATORS
<b>Learning Environment</b>	<p>Do teachers and education personnel receive training on gender-responsive services, identifying children at risk, and supporting survivors of SRGBV in appropriate ways and through multisectoral referral mechanisms? Do they feel comfortable/confident in their ability to identify and respond to SRGBV concerns and incidents?</p> <p>Does school leadership support the protection of all children and staff?</p> <p>Do schools teach children about consent and body autonomy?</p> <p>How confident are children/youth talking about these topics and using them in school and home lives?</p> <p>Do children and educators feel safe approaching Teachers and school personnel about SRGBV concerns? How receptive are teachers and education personnel to report on SRGBV?</p> <p>Are schools flexible and encouraging children and teachers impacted by SRGBV to engage in learning and teaching?</p> <p>Do school structures promote women's leadership and support teachers who experience violence?</p> <p>Are Healthy peer relationships promoted and student awareness and attitudes about gender norms and SRGBV improved?</p>	<p>UNGEI - Proportion of school management team (male/female) involved with establishing the whole school approach.</p> <p>UNGEI - Percentage of schools that have developed and put into practice a code of conduct with a reference to SRGBV.</p> <p>UNGEI - Proportion of budget allocated to implementation of a code of conduct at school level.</p> <p>UNGEI - Proportion of parents (male/female), teachers and support staff (male/female), and students (male/female) who were involved in decision-making processes for the development of the code of conduct.</p> <p>UNGEI - Percentage of teachers (male/female) using participatory, gender responsive approaches and positive discipline teaching methodologies.</p> <p>UNGEI - Percentage of new staff (male/female) who have received in-service training on SRGBV, participatory, gender-responsive approaches, and positive discipline teaching methodologies.</p> <p>UNGEI - Proportion of schools that use curricula on gender equality, child rights, and SRGBV for students.</p> <p>UNGEI - Percentage of schools with safe spaces or school clubs (male/female) that provide opportunities for dialogue on gender and violence</p> <p>UNGEI - Percentage of staff (male/female) who know how to respond to incidents of SRGBV and clearly understand their roles and responsibilities in reporting procedures</p> <p>UNGEI -Proportion of schools with women comprising at least half of management roles.</p> <p>UNGEI - Number of SRGBV incidents formally reported to the education institutions.</p> <p>INEE Gender - Number and percentage of reported cases followed up through referral mechanisms.</p>

SOCIO-ECOLOGICAL LEVELS	GUIDING QUESTIONS	INDICATORS
<b>Family</b>	<p>Are caregivers trained, able and committed to identify signs of SRGBV/children at risk, support survivors in appropriate ways and use referral mechanisms?</p> <p>Are caregivers aware of available services for survivors of SGBV? Do they feel comfortable/confident using them?</p> <p>How do parents/caregivers/caregivers understand and support body autonomy/integrity and children's consent?</p> <p>What systems are in place to support concerns or violence within families?</p> <p>Are parents using positive parenting and disciplinary techniques?</p>	<p>CPMS 9.2.2 - Percentage of children and/or their caregivers who have received response services for SGBV who report satisfaction with the service provision.</p> <p>INEE Gender - Percentage of caregivers who have received training on recognizing SGBV and using appropriate referral mechanisms.</p> <p>INEE Gender - Percentage of caregivers who report feeling comfortable/confident using referral mechanisms</p> <p>INEE Gender - Percentage of caregivers who have received training on positive parenting/discipline</p> <p>INEE Gender - Percentage of children who report experiencing a change in parenting techniques/reduction of violence in the home?</p>
<b>Child</b>	<p>Do children and youth understand their right to body integrity? Do they understand consent and their right to unwanted/inappropriate touching and attention? Do they feel comfortable/confident expressing these rights to adults or other children and youth?</p> <p>Do children and youth know who they can approach with concerns or to report incidents?</p>	<p>CPMS 9.2.2 - Percentage of children and/or their caregivers who have received response services for SGBV who report satisfaction with the service provision.</p> <p>UNGEI - Percentage of students (male/female) who can identify signs of healthy and unhealthy intimate relationships.</p> <p>UNGEI - Percentage of students reporting decreased use of corporal punishment (in the past 12 months).</p> <p>UNGEI - Percentage of students (male/female) who report feeling safe and protected (defined as free of all forms of SRGBV) in and on the way to and from school.</p> <p>UNGEI - Percentage of students (male/female) who report feeling safe while using WASH facilities at school or boarding house</p> <p>UNEGI - Percentage of students (male/female) who are familiar with the code of conduct and have a clear understanding of SRGBV.</p>

## Resources

TOOL NAME	RELEVANT SECTIONS	PUBLISHER	YEAR	LANGUAGES
A whole school approach to prevent school related gender-based violence	Minimum Standards and Monitoring Framework	UNGEI	2019	<a href="#">English</a>
Global Guidance on Addressing School-Related Gender-Based Violence	Section 2: Practical Action for Holistic SRGBV Responses	UNGEI, UNESCO	2016	<a href="#">Arabic</a> , <a href="#">Chinese</a> , <a href="#">English</a> , <a href="#">French</a>
School-related gender-based violence	Ending SRGBV: A Series of Thematic Briefs	UNGEI	2021	<a href="#">English</a>
School-related gender-based violence Knowledge Hub		UNGEI	Updated regularly	<a href="#">English</a> , with resources in many languages
Education Sector Responses to Homophobic Bullying	Sections 3 and 4	UNESCO	2012	<a href="#">English</a> , <a href="#">Chinese</a> , <a href="#">French</a> , <a href="#">Italian</a> , <a href="#">Korean</a> , <a href="#">Polish</a> , <a href="#">Portuguese</a> , <a href="#">Russian</a> , <a href="#">Spanish</a>
Disability-Inclusive Child Safeguarding Guidelines - SEAH		Able Child Africa, Save the Children	2021	<a href="#">English</a>

## 5. Support the Well-being of Caregivers, Teachers, and Child Protection Teams

Comprehensive support for those working most closely with children, adolescents, and youth is an essential part of any intervention and must be prioritized. This includes direct support as well as strengthening supportive systems that recognize the role and value of all caregivers.

Parents and other caregivers are the first line of support during crises. Their health and well-being are essential in ensuring children, adolescents, and youth are appropriately cared for, protected, and learning opportunities supported.

Child protection and education personnel (including teachers, other education personnel, child protection staff, and other SSW) working closely with children, adolescents, and youth, need access to and support from mental health and psychosocial support programs. Additionally, essential components of mental health include enabling work environments that enhance the voice, agency, and leadership of education and child protection personnel working most closely with children, youth, and their caregivers.<sup>14</sup>

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14 Adapted from the INEE [Guidance Note for Teacher Well-Being in Emergency Settings](#)



Supportive systems, including responsive professional development, of those working most closely with children and their families are a third level of support. “Teachers in Crisis settings require a range of complex competencies to teach well.” Not only must they be skilled in content such as literacy, numeracy, and subject areas but the crisis may pose protection risks that require new knowledge and skills. For example, teaching mine awareness, sexual and gender based violence, or inclusive pedagogies to respond to displacement, increased disabilities, and peacebuilding. Education staff are often expected to take on significant additional responsibilities to understand, identify, and respond to protection risks and factors within their classrooms and schools. Child protection and SSW staff are often expected to take on additional responsibilities in terms of caseloads and range of protection issues experienced by children, their families, and communities. Professional development programs should come from collaboration between the sectors to ensure consistent and effective support across socio-ecological levels. **Additional risks posed to education and child protection personnel must be understood and integrated into all professional development interventions and safety and protection measures within schools and communities.**

## 5.1 Caregivers

### Overview

Crisis situations put caregivers under mental and psychosocial duress, which may prevent them from providing the nurturing care, stability, and protection their children need. Family strengthening and parenting support are core components of collective social protection for children during crises.

### Caring for the Caregivers

An essential part of family strengthening is supporting caregivers’ well-being. During crises, caregivers face immense pressures: loss of livelihood, displacement, loss of support network, loss of loved ones, imminent dangers for families. Both sectors have a responsibility to understand the impact crises have on caregivers and respond with interventions that support caregivers’ well-being.

## Providing Parenting and Caregiver Support

Caregivers are children's first line of protection and first teachers. Strong, responsive caregiving benefits children's protection, well-being, and healthy development, including being able to participate and be successful in learning opportunities.

Helping caregivers to understand the importance of positive, non-violent discipline in child development and of close, effective parent-child communication reduces harsh parenting practices, creates positive parent-child interactions, and helps increase bonding between parents or other caregivers and children. These are all factors that help prevent violence against children and support children's learning and development. Supporting families, parents and caregivers to learn positive, responsive parenting can prevent the separation of children from families, the risk of child maltreatment at home, witnessing intimate partner violence against mothers or stepmothers, and violent behavior among children and adolescents.<sup>15</sup> Providing caregiver support programmes to create positive parent-child relationships, improve capacity to support children's education, and to reduce harsh parenting practices benefits both children and their families.

Working with education providers to provide caregivers with the skills, understanding, and resources necessary to support their children to learn, both in the classroom and at home, will have a significant impact on their cognitive development, social and emotional well-being, and learning outcomes. Creating connections between child protection and education programming offers opportunities to provide comprehensive support for children and better support children and their caregivers who are at risk, including families at risk of violence. These interventions usually include the provision of curriculum-based positive parenting programmes, child protection and safeguarding training, pre-school education, education outreach and mobilization, and MHPSS services for caregivers.

It is essential that the two sectors support the strengthening of relevant policies and national and community-level services supporting family strengthening and caregiver support as a core component of any response.

See *Community Participation* for more resources on engaging caregivers in assessing, designing, and supporting integrated programs for children.

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15 INSPIRE

SOCIO-ECOLOGICAL LEVELS	GUIDING QUESTIONS	INDICATORS
<b>Policy</b>	<p>Do laws exist banning violent punishment of children by parents, teachers or other caregivers? Are they enforced through policies and practices at national and community levels?</p> <p>Do domestic violence laws exist? Are they gender-sensitive, reflect the rights of women and children, and are enforced?</p> <p>Do national alternative care interventions, including foster care, promote and support family strengthening and reunification when it is in the best interests of a child?</p> <p>Do national policies and services to support and strengthen families exist alongside legislation and interventions addressing harmful social norms and practices?</p>	<p>UNICEF 3.1 - Laws protecting children from physical punishment (violent punishment) Existence of legislation prohibiting all forms of physical punishment of children, by setting (home, schools, alternative care settings and day care, penal institutions/in places of detention, and as a sentence for an offense)</p>
<b>Community</b>	<p>How are the needs of caregivers understood and accommodated within and between the two sectors? Are there services that aim to support at risk caregivers or caregivers with children with specific needs (e.g. children with disabilities)?</p> <p>Do social groups, peer-to-peer support groups, and self-help groups exist that provide specific support for caregivers? Do they accommodate all caregivers?</p> <p>How do various stakeholders understand and contribute to positive parenting practices through multi-sectoral services and interventions? Do services and interventions directly mitigate protection risks, strengthen protective factors, and support the health and well-being of caregivers and families, including caregivers' mental health, psychosocial well-being and parenting skills among others?</p>	

SOCIO-ECOLOGICAL LEVELS	GUIDING QUESTIONS	INDICATORS
	<p>How do various stakeholders understand and contribute to positive parenting practices through multi-sectoral services and interventions? Do services and interventions directly mitigate protection risks, strengthen protective factors, and support the health and well-being of caregivers and families, including caregivers' mental health, psychosocial well-being and parenting skills among others?</p> <p>Are there effective mechanisms to identify caregivers and families who are at risk and refer them to the appropriate multisectoral services, including case management?</p> <p>Is intimate partner violence (IPV) prevented and/or responded to through a cohesive and coordinated set of interventions?</p> <p>How do community networks/committees support caregivers' understanding of protection risks and protective factors including safeguarding messaging, referral mechanisms, enrolment and retention in education programs?</p>	

SOCIO-ECOLOGICAL LEVELS	GUIDING QUESTIONS	INDICATORS
<b>Learning Environment</b>	<p>How do teachers and school leadership perceive the role and responsibility of caregivers to support participation and success in learning?</p> <p>How are caregivers empowered and supported as partners in children's learning? What additional support is provided for more marginalized caregivers?</p> <p>What support is provided to ensure caregivers are confident and capable to support learning at home regardless of their own educational training?</p> <p>Do schools include components of parenting education to improve consistent, positive support to children by strengthening parenting practices?</p>	<p>INEE 1.1 - Percentage of parents actively participating in the conception and implementation of education in emergencies services</p> <p>INEE 1.2 - Percentage of parents satisfied with the quality and appropriateness of response at the end of the project</p> <p>INEE 1.3 - Analysis of opportunity to use local resources is carried out and acted on</p>

SOCIO-ECOLOGICAL LEVELS	GUIDING QUESTIONS	INDICATORS
<b>Family</b>	<p>Are mental health and well-being services available to caregivers, specifically those who are at risk, to support them in caring for themselves and their children? Are they accessed regularly by caregivers identified as needing support?</p> <p>Do caregivers feel they are valued partners in identifying and responding to child protection risks in the community, school, and home?</p> <p>Do caregivers feel confident in their knowledge and abilities to engage as partners with community-based services, schools, and case management systems?</p> <p>Do at-risk caregivers, including adolescent parents and child-headed households, feel supported across home-school-community spaces?</p> <p>Do caregivers feel they have adequate guidance and assistance to support responsive parenting and positive discipline, including a focus on their children's cognitive development and learning in the home?</p> <p>Do caregivers have access to additional services provided by other sector stakeholders that impact their well-being and mitigate protective risks for themselves and their children?</p>	<p>CPMS 16.2.1 - % of targeted caregivers who report increased knowledge of caring and protective behaviors towards children under their care following their participation in a family strengthening programme.</p> <p>CPMS 16 - Family and caregiving environments are strengthened to promote children's healthy development [including cognitive development], and to protect them from maltreatment and other negative effects of adversity.</p> <p>UNICEF 4.1 - Agreement with the necessity of physical punishment for child-rearing Percentage of female and male adults or adolescents who agree that physical punishment of children is necessary for child-rearing</p>

SOCIO-ECOLOGICAL LEVELS	GUIDING QUESTIONS	INDICATORS
<p><b>Child</b></p>	<p>How are children impacted by the well-being of caregivers?</p> <p>Are children confident their caregivers understand their experiences and emotions and are able to support their safety and well-being?</p> <p>Are the children of IPV survivors and victims provided services and continued support at home, school, and within the community?</p>	<p>UNICEF 1.1 - Violent discipline by caregivers, past month (SDG Indicator 16.2.1) Percentage of girls and boys aged 1–17 years who experienced any physical punishment and/or psychological aggression by caregivers in the past month, by sex and age</p> <p>UNICEF 1.10 - Child exposure to households affected by physical partner violence against women Percentage of female and male adolescents and young adults aged 13–24 years who report that their father or stepfather ever hit or beat their mother or stepmother during the respondents' childhood, by sex and age of respondent</p> <p>UNICEF 6.2 - Early childhood caregiver engagement and nurturing Percentage of girls and boys aged 36–59 months with whom an adult household member engaged in four or more activities to promote learning and school readiness in the past three days</p> <p>UNICEF 6.3 - Parent/guardian understanding of adolescents' problems, past month Percentage of female and male adolescents aged 13–17 years who report that their parents or guardians understood their problems and worries most of the time or always during the past 30 days, by sex and age</p> <p>Alliance - Percentage of children who report that a caregiver cares for them when times are difficult</p> <p>Alliance - Percentage of children who report that they have a caregiver present whom they can rely on.</p> <p>Alliance - Percentage of children who report feeling safe at home.</p> <p>Alliance - Percentage of children who report having at least one caregiver who teaches, guides, or mentors them</p>

## Resources

TOOL NAME	RELEVANT SECTIONS	PUBLISHER	YEAR	LANGUAGES
Need-to-know Guide: How to set boundaries and build positive relationships		NSPCC	2016	<a href="#">Arabic</a> , <a href="#">English</a> , <a href="#">French</a> , <a href="#">Welsh</a>
INSPIRE: Seven Strategies to End Violence Against Children	Parent and Caregiver Support Education and Life Skills	WHO	2016	<a href="#">13 languages</a>
Caring for the Caregiver		UNICEF	2019	<a href="#">English</a>
Building a Safer and Brighter Future for children: 5 Parenting Skills Modules for Caregivers of Working Children		IRC	2017	<a href="#">English</a>
IRC Parenting Curriculums Families Make the Difference	Joint 0-11 Curriculum 0-5 Curriculum 6-11 Curriculum for children aged 6-11 Curriculum for children aged 12-17	IRC	2020	<a href="#">Arabic</a> , <a href="#">Dari</a> , <a href="#">English</a> , <a href="#">French</a> , <a href="#">German</a> , <a href="#">Pashto</a> , <a href="#">Russian</a> , <a href="#">Spanish</a>
Psychological First Aid for Parents in Need of Support		Save the Children	2014	<a href="#">English</a>
COVID-19: Protecting Children from Violence, Abuse and Neglect in the Home		Alliance, End Violence Against Children, UNICEF, WHO	2020	<a href="#">English</a>
COVID-19 School Closure: Supporting Children's well-being and Learning		Save the Children, MHPSS Collaborative	2020	<a href="#">Arabic</a> , <a href="#">English</a> , <a href="#">French</a> , <a href="#">Spanish</a> , <a href="#">Swahili</a>
<a href="#">We Are In This Together Podcast</a>		Amal Alliance	2020	<a href="#">Arabic</a> , <a href="#">English</a> , <a href="#">French</a> , <a href="#">Spanish</a>



TOOL NAME	RELEVANT SECTIONS	PUBLISHER	YEAR	LANGUAGES
Child Protection Sessions for Caregivers and Parents: Training Toolkit		Save the Children, Terre des Hommes, UNHCR, UNICEF,	2013	<a href="#">Arabic</a> , <a href="#">English</a>

## 5.2 Professional Development and Technical Support

Professional Development of education and the social service workforce (SSW) is the responsibility of the government. Every effort should be made to support existing systems, expanding and deepening capacities of established professional development structures, to ensure those working most closely with children and their families have the knowledge, skills, and confidence required to promote children’s well-being and health development. Crises may overload capacities and dictate the need for additional support for teachers, social services workforce, and their support structures.

Integrated programming requires the support of a range of people who work within and out of learning environments as well as those who straddle or work across the two environments. Well-constructed professional development systems and on-site support requires an understanding of those adults supporting children (teachers, case managers, SSW, etc.) as well as the needs of the children and families they support. Professional Development should be based on a capacity mapping against expectations and needs.

### Support inclusive and responsive policies and systems

Applying a crisis-sensitive lens in the development of national teacher policies is essential to ensure that teachers can act as critical agents of support and protection and to ensure that quality, inclusive education continues, even during crises. This involves working to anticipate and address challenges with recruitment and compensation, deployment, retention, training, ensuring job security and safe working conditions, prioritizing teachers’ well-being, and identifying key actions that teachers can take to make schools places of peace, safety, and learning. Such a lens requires the inclusion of key provisions to dimensions of teacher management necessary for the prevention and mitigation of, and recovery from conflict and disaster.

## **Expectations and Responsibilities of Teachers, Case Management, and other Social Service Workforce**

Teachers are key actors in students' learning and well-being. This is particularly true in crisis and conflict-affected contexts where barriers to education disproportionately affect marginalized and vulnerable populations and where the stress of teaching is compounded by the stress of living in unstable and insecure environments (Wolfe et al., 2015a, 2015b; Burns & Lawrie, 2015; Kirk & Winthrop, 2013). It is in these low resource, high need environments that teachers are expected to create safe, inclusive classrooms that promote the cognitive, physical, psychological, and emotional growth and well-being of their students (Kirk & Winthrop, 2013; Burns & Lawrie, 2015).

Those expectations, from communities, education and child protection sectors, and teachers, often exceed the capacities of over-stretched and often under-resourced education programs. It is essential that both sectors prepare teachers to assume new responsibilities as well as acknowledge and help create boundaries for teachers and the SSW supporting them.

### **Ensure Professional Development interventions are prioritized within responses and designed to address immediate and future needs**

Focus on immediate needs of teachers while supporting efforts to strengthen the systems that provide pre-service and sustained in-service support. Collaboration between the two sectors requires analysis of the context, specific protection risks, and protective factors for learners, their families, the cadre of teachers and child protection staff, and a good understanding of both sectors' professional development systems. Content may include areas including Psychological first aid, PSS-SEL, gender and disability-sensitive approaches, positive discipline, child participatory methods, child protection principles and concerns, understanding how to identify children who require specialized services, effectively navigating the referral system, and context specific subjects such as mine awareness, health and hygiene, etc.

Child protection and education sectors can ensure professional development interventions be 1) focused on the evolving needs of teachers and social service workforce (inclusive of volunteers and paraprofessionals) while ensuring interventions contribute to sustainable programming, 2) create and/or promote complementarity and coherence across professional development interventions across both sectors to ensure greater consistency in child and family-centered support, 3) balanced and realistic regarding roles and responsibilities of frontline workers who may also be directly impacted by the crisis, and 4) support and advocate for all education and child protection workers to be compensated, recognized, and certified for their efforts.

SOCIO-ECOLOGICAL LEVELS	GUIDING QUESTIONS	INDICATORS
<p><b>Policy</b></p>	<p>Do certification policies and labor laws include refugee and displaced teachers into national education systems, including support for cross-border certification, equivalency, and teacher professional development? Do similar accommodations exist for other SSW?</p> <p>Do professional development interventions include a balance between professional content and the well-being? Are the roles and responsibilities of management, technical, and support positions clear? Are they supported with strong, role-specific competency-based training programs?</p> <p>Is data collected on protection risks and protective factors within the education system and impacted communities to inform the development of comprehensive professional development interventions (pre-service and in-service) for teachers, school leadership, and SSW?</p> <p>Are there established multisectoral referral pathways? Are education and child protection staff trained on how to identify children who require specialized services and safely refer children with protection needs?</p> <p>Is there regular coordination between the sectors in terms of training, sustained support, and compensation?</p> <p>Do policies and practices in recruiting and retaining education and child protection personnel from marginalized communities to work with marginalized communities exist and are supported?</p>	<p>CPMS 2 - Child protection services are delivered by staff and associates who have proven competence in their areas of work and are guided by human resources processes and policies that promote equitable working arrangements and measures to protect children from maltreatment by humanitarian workers</p> <p>INEE 3.10 - Degree of professional development recognition and/or certification</p> <p>INEE 4.1 - Education personnel selection process is transparent, based on selection criteria that reflect diversity and equity?</p> <p>INEE 4.5 - Percentage of targeted learning spaces in which a code of conduct (i) exists (ii) is enforced and (iii) teachers and communities are training in/informed about its application</p> <p>INEE 4.7 - Percentage of teachers and other education personnel compensated</p> <p>INEE 4.8 - Percentage of teachers and other education personnel who have signed a contract specifying their compensation and conditions of work</p> <p>INEE 4.9 - Percentage of teachers supported through coordinated conditions of work across education actors/partners</p> <p>INEE 4.11 - Percentage of teachers supported through coordinated compensation agreements across education actors/partners</p>

SOCIO-ECOLOGICAL LEVELS	GUIDING QUESTIONS	INDICATORS
<b>Community</b>	<p>Do communities respect, support, and have realistic expectations of education and child protection staff?</p> <p>Are there opportunities for education and child protection staff to participate in joint peer-to-peer support activities?</p> <p>Are education and child protection personnel selected, if possible, from the affected community?</p> <p>How do communities engage through informal and formal channels in designing and supporting the professional development of child protection and SSW?</p>	<p>INEE 4.5 - Percentage of targeted learning spaces in which a code of conduct (i) exists (ii) is enforced and (iii) teachers and communities are training in/informed about its application</p>
<b>Learning Environment</b>	<p>Does school leadership have the resources and capacity to support sustained, quality professional development?</p> <p>What support is needed and provided to ensure teachers are able to effectively teach protection and well-being-relevant content and mitigate or respond to protection risks in the learning environment? Including PSS-SEL, gender- and disability-sensitive approaches; positive discipline; and participatory methods.</p> <p>How are teacher competencies and performance assessed? How are those results used to inform professional development content and approach? How are the results shared back with teachers in constructive ways?</p> <p>Were teachers and other education personnel consulted about their motivations, incentives, and needs when planning professional development? Were they consulted when designing assessments?</p>	<p>CPMS 23.2.2. - Percentage of education staff who demonstrate knowledge of participatory, inclusive, positive discipline and gender-sensitive approaches.</p> <p>INEE 3.6 - Percentage of teachers who show increased understanding of and practice Teacher's Role and Well-being; Child Protection; Well-being; Inclusion; Pedagogy; Curriculum and Planning; and Subject Knowledge</p> <p>INEE 3.7 - Teacher satisfaction level with TPD activity/activities they have participated in</p> <p>INEE 3.8 - Percentage of teachers who report feeling confident in their ability to teach effectively</p> <p>INEE 3.9 - Percentage of teachers and other education personnel benefiting from professional development according to assessed needs</p> <p>INEE 3.11 - Percentage of teachers whose training included methods for how to engage all students equally and in a participatory way</p>

SOCIO-ECOLOGICAL LEVELS	GUIDING QUESTIONS	INDICATORS
	<p>Are peer-to-peer support activities supported (e.g. Teacher Learning Circles, Teacher Mentors, etc. ) which specifically empower teachers to improve competencies to support learners' well-being and protection?</p> <p>Have education and child protection staff/actors been trained in and signed safeguarding procedures and policies that prohibit corporal (physical) punishment and other degrading forms of punishment? (See CPMS Standards 2 and 8.)</p> <p>Were teachers trained in and comply with teacher codes of conduct that set clear standards for teachers and other education personnel?</p>	<p>INEE 3.12 - Appropriateness of teaching method to the age, development level, language, culture, capacities, and needs of learners</p> <p>INEE 4.5 - Percentage of targeted learning spaces in which a code of conduct (i) exists (ii) is enforced and (iii) teachers and communities are training in/informed about its application</p> <p>INEE 4.10 - Percentage of Targeted learning spaces that have clear disciplinary actions in place for teachers, school leaders, and administrators who have broken the code of conduct</p> <p>INEE 4.13 - Percentage of teachers reporting being sufficiently supported by school leadership</p> <p>INEE 4.15 - Percentage of teaching personnel participating in ongoing coaching/mentoring</p>
<b>Family</b>	Do caregivers have access to processes and structures that support education and child protection staff?	INEE 3.14 - Frequency of parental engagement in communications that inform them of learning content and teaching methods
<b>Child</b>	Are children and youth regularly engaged in assessment and evaluation processes regarding teacher performance, teacher and child protection personnel behavior, concerns about learning and community-based programming and environment, and protection issues?	INEE 3.4 - Percentage of targeted crisis-affected children and youth benefiting from relevant skills development (SEL/PSS/risk awareness/environmental education/conflict prevention)

## Resources

TOOL NAME	RELEVANT SECTIONS	PUBLISHER	YEAR	LANGUAGES
Supporting Teachers in Back to School Efforts: A Toolkit for School Leaders		UNESCO	2020	<a href="#">French</a> , <a href="#">Spanish</a> , <a href="#">Arabic</a>
Crisis-sensitive teacher policy and planning: Module on the Teacher Policy Development Guide	Key Policy Areas 2 and 4	UNESCO, International Task Force on Teachers for Education 2030	2022	<a href="#">English</a>
Guidelines to Strengthen the Social Service Workforce for Child Protection	Strategic Framework Strategies for Strengthening Social Service Workforce Results Framework to Measure Progress	UNICEF and the Global Social Service Workforce Alliance (GSSWA)	2019	<a href="#">English</a>
Social Service Workers (SSW) in Schools: Their Role in Addressing Violence Against Children and Other Child Protection Concerns	Section 2: Summary of Key Findings and Recommendations Section 3: Key Findings and Recommendations	UNICEF, Global Social Service Workforce Alliance	2022	<a href="#">English</a>
Teachers in Crisis Contexts Peer Coaching Pack		INEE	2018	<a href="#">English</a>
A Toolkit for Community Child Protection Volunteers		Alliance	2020	<a href="#">English</a>
Creating Healing Classrooms	Guide for Teacher and Teacher Educators, Tools for Teachers and Teacher Educators	International Rescue Committee	2011	<a href="#">English</a>

TOOL NAME	RELEVANT SECTIONS	PUBLISHER	YEAR	LANGUAGES
Promising Practices in Teacher Management, Professional Development, and Well-being		INEE	2019	<a href="#">Arabic, English, French, Portuguese, Spanish</a>
ParaProfessionals in the Social Service Workforce: Guiding Principles, Functions and Competencies - 2nd Edition	Framework for strengthening the Social Service Workforce	Global Service Workforce Alliance	2017	<a href="#">English, French</a>
Community Volunteer Toolkit and Training Manual		Alliance	2022	<a href="#">English, French</a>
All Children Back In School! Dropout prevention modules for teachers and school teams		UNICEF	2021	<a href="#">English</a>

## 5.3 Well-being and Support Systems

### Overview

The well-being of staff working most directly with children, their families and communities (teachers, other education personnel, case managers, child protection community-based staff) is an essential focus of strong and effective programming. Staff well-being is complex and is determined by multiple factors in a staff's professional and personal life. These include fulfillment and development in the following areas: social, emotional, physical, intellectual, financial, cultural, and spiritual well-being. Although organizations may only influence and support specific aspects of well-being, it is essential that well-being is central to all aspects of management, planning, and programming.

To promote mental health and well-being, staff must have access to safe and secure work environments, and they should be part of the process for determining how to support staff well-being to ensure its relevance, effectiveness, and satisfaction. The opposite is also true: for staff to engage in co-creation and leadership processes, work environments must compensate them fairly to do so, and staff must be psychologically well to contribute meaningfully.<sup>16</sup>

Education and child protection staff often support the same children although at different operational and programming levels of the socio-ecological approach. The likelihood of consistent support to children across learning, family, and community environments is improved through collaborative professional development initiatives, including staff well-being, supportive systems, and policies. (INEE, 2022)

Staff must be supported by policies, practices, and positive organizational cultures. Staff well-being and motivation lead to improved staff retention, program quality, child well-being and child learning outcomes. Leadership, in addition to benefiting from well-being interventions, must cultivate caring and compassionate organizational cultures by:

- Modeling self-care and openly discuss mental health with staff,
- Using positions and resources responsibly and fairly,
- Actively and compassionately listening to different perspectives,
- Communicating consistently and with authenticity,
- Challenging inappropriate behaviors,
- Recognizing the contributions and achievements of staff,
- Prioritizing workloads, and giving people the space and resources to do their work.<sup>17</sup>

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<sup>16</sup> Adapted from Guidance Note for Teacher Well-Being in Emergency Settings, INEE, 2022

<sup>17</sup> Adapted from CHSAlliance and ICVA Leading Well-Being Brief



SOCIO-ECOLOGICAL LEVELS	GUIDING QUESTIONS	INDICATORS
<p><b>Policy</b></p>	<p>Are compensation packages for education personnel and SSW comprehensive?</p> <ul style="list-style-type: none"> <li>• Are compensation systems and conditions of work coordinated between all relevant stakeholders to ensure consistency and sustainability?</li> <li>• Does compensation reflect cost of living and responsibilities of positions?</li> <li>• Are leave (vacation, sick, family, etc.) policies comprehensive and accommodate a range of circumstances that consider context, gender, age, and family?</li> </ul> <p>Are there systems to report abuse, harassment, and other protection issues against teachers and education personnel within the education system? Do systems exist for SSW?</p> <p>Do pre-service and in-service training programs encompass the full range of competencies required of the position and their own self-care?</p> <p>Do pre-service and in-service training programs for technical supervisors and management staff prepare supervisory staff to support teachers, case managers, and other SSW in their daily work? Do policies and practices reflect and ensure robust supervision?</p> <p>Are MHPSS services for teachers, other education personnel, and child protection personnel responsive to the specific needs of teachers? Is the use of services normalized and encouraged through policy and practice?</p> <p>Are teachers, other education personnel, and child protection personnel engaged in policy development or inform policies in meaningful ways?</p>	<p>CPMS 2.2.1 - Percentage of child protection staff that demonstrate proven competencies with regards to their individual roles and responsibilities (as specified in their individual job descriptions) in line with the <a href="#">Child Protection in Humanitarian Action Competency Framework</a> at the time of hiring.</p> <p>INEE 4.15 - Percentage of teaching personnel participating in ongoing coaching/mentoring sessions</p> <p>INEE 4.13 - Percentage of teachers reporting being sufficiently supported by school leadership</p> <p>INEE 4.9 - Percentage of teachers supported through coordinated conditions of work across education actors/partners</p> <p>CPMS 2.1.22 - Provide staff and associates with rest, recuperation, access to psychosocial support and regular supervision to promote well-being, manage stress and create a healthy working environment.</p>

SOCIO-ECOLOGICAL LEVELS	GUIDING QUESTIONS	INDICATORS
<b>Community</b>	<p>Are child protection services delivered by staff and associates who have proven competence in their areas of work and are guided by human resources processes and policies that promote equitable working arrangements and measures to protect children from maltreatment by humanitarian workers?</p> <p>Do support and supervision mechanisms for child protection personnel and other SSW function effectively?</p> <p>Is appropriate, accessible, and practical psychosocial support available to child protection personnel and other SSW? Is accessing it normalized?</p> <p>Do child protection staff working in communities and schools understand the importance of maintaining their well-being as a factor in influencing the well-being of children and youth, other staff, and the well-being of their family and community?</p> <p>Are they able to identify signs of their own stress as well as effective methods to manage stress and support their well-being? Do they acknowledge and have strategies to vary methods of self-care as needed?</p> <p>Are they aware of and comfortable accessing local mental health and psychosocial support resources and referral systems should they or their colleagues need specialized support?</p> <p>Do child protection personnel and SSW believe their well-being is a priority for their employers, other sectors, and relevant ministries?</p> <p>Do they feel they have a voice, agency, and lead in identifying and designing interventions to promote their own well-being?</p>	<p>CPMS 2.2.6. - Number and percentage of staff who participate in one or more agency-level activities that promote staff well-being each quarter</p>

SOCIO-ECOLOGICAL LEVELS	GUIDING QUESTIONS	INDICATORS
<b>Learning Environment</b>	<p>Do support and supervision mechanisms for teachers and other education personnel function effectively?</p> <p>Is appropriate, accessible and practical psychosocial support available to teachers and other education personnel? Is accessing it normalized?</p> <p>Do education personnel and child protection staff working in schools understand the importance of maintaining their well-being as a factor in influencing the well-being of children and youth, other staff, and the well-being of their family and community?</p> <p>Are they able to identify signs of their own stress as well as effective methods to manage stress and support their well-being? Do they acknowledge and have strategies to vary methods of self-care as needed?</p> <p>Are they aware of and comfortable accessing local mental health and psychosocial support resources and referral systems should they or their colleagues need specialized support?</p> <p>Do teachers, education personnel and SSW believe their well-being is a priority for relevant Ministries and/or their employers?</p> <p>Do teachers feel they have a voice, agency, and lead in identifying and designing interventions to promote their own well-being?</p>	<p>INEE 4.13 - Percentage of teachers reporting being sufficiently supported by school leadership</p> <p>CPMS 23.2.11 - Percentage of education personnel trained on the identification of protection concerns, signs of psychosocial distress and the appropriate referral pathways.</p> <p>CPMS 2.2.6.- Number and percentage of staff who participate in one or more agency-level activities that promote staff well-being each quarter</p>
<b>Family</b>	<p>Are families aware of and respect the range of responsibilities of education and child protection personnel working with their children?</p> <p>Are families aware of the limits of the professional expertise and support provided to their children through school and community services?</p> <p>Do families respect and encourage the separation between personal and professional lives of community-based education and child protection personnel?</p>	
<b>Child</b>	<p>How do children understand the relationship between the health and well-being of their teachers and other caregivers (inclusive of case managers and other SSW) and their own well-being?</p>	

## Resources

TOOL NAME	RELEVANT SECTIONS	PUBLISHER	YEAR	LANGUAGES
Teacher well-being Resources Mapping & Gap Analysis		INEE	2022	<a href="#">Arabic, English, French, Portuguese, Spanish</a>
Guidance Note for Teacher Well-Being in Emergency Settings	Provides strategies to support Teachers' well-being in each of the INEE Minimum Standards' 5 Domains	INEE	2022	<a href="#">English</a> <sup>18</sup>
Psychosocial Support (PSS) and Well-being SMS Guide and Training	Half day training to provide basic PSS messaging via SMS	Oxfam, BRICE Consortium, and Columbia University Teacher College	2020	<a href="#">English</a>
Education Technical Note: Teacher Well-being	Actions to Promote Teacher Well-being – What You can Do Yourself Tipsheet (p 8) What Others in the Education System Can Do Tipsheet (p 10)	Right to Play	2020	<a href="#">English</a>
Crisis sensitive teacher policy	KEY POLICY AREA 3: Employment, working conditions, and well-being	UNESCO, International Task Force on Teachers for Education 2030	2022	<a href="#">English</a>
TPD Approach Teacher Well-being and Motivation Tool		Save the Children	2018	<a href="#">English</a>

<sup>18</sup> Arabic, French, Portuguese, Spanish translations will be available in late 2022

# Annex 1:

## Glossary

**At Risk Populations** indicates children who are at risk of their protection rights being violated. For child protection, risk refers to the likelihood that violations of and threats to children's rights will manifest and cause harm to children. Defining risk takes into account the type of violations and threats, as well as children's vulnerability and resilience. ([CPMS](#))

**Attacks on Education** includes attacks on education or any intentional threat or use of force carried out by state or non-state armed groups for political, military, ideological, sectarian, ethnic, religious, or criminal reasons against students, educators, or education personnel while going to or coming from an education institution or elsewhere because of their status as students or educators. This includes abduction, recruitment of child soldiers, forced labour, sexual violence, targeted killings, threats and harassment, and other violations. Actual and threatened looting, seizure, occupation, closure, and demolition of educational property by armed groups may displace educators and students, denying students access to education. ([GCPEA](#))

**Best Interests of the Child** broadly describes the well-being of a child. Such well-being is determined by a variety of individual circumstances (such as their gender, age, level of maturity and experiences) and other factors (such as the presence or absence of parents/caregivers, quality of the relationships between the child and family/caregiver, and other risks or capacities) and is at the core of all integrated programming. ([CPMS](#))

**A Caregiver** is an individual, community, or institution (including the State) with clear responsibility (by custom or law) for the well-being of the child. It most often refers to a person with whom the child lives and who provides daily care to the child. ([CPMS](#))

**Child well-being** is a dynamic, subjective and objective state of physical, cognitive, emotional, spiritual and social health in which children's optimal development is achieved through: Safety from abuse, neglect, exploitation and violence; Basic needs met, including those promoting survival and development; Connection to and care provided by consistent, responsive caregivers; Supportive relationships with relatives, peers, teachers, community members and society at large; and Opportunity for children to exercise agency based on their evolving capacities. ([CPMS](#))

**Conflict sensitive programming** with a conflict sensitive lens seeks to 1) understand the context in which the policy/program takes place; 2) analyses the two-way interaction between the context and the policy/program; and 3) acts to minimize negative impacts and maximize positive impacts of policies and programming on conflict, within an organization's given priorities. ([INEE](#))

**Crisis-sensitive programming (CSP)** involves identifying and analyzing the risks to education posed by conflict and natural hazards. This means understanding (i) how these risks impact education systems and (ii) how education systems can reduce their impact and occurrence. The aim is to lessen the negative impact of crises on education service delivery while at the same time fostering the development of education policies and programmes that will help prevent future crises arising in the first place. A key part of CSP is

overcoming inequity and exclusion in education, which can exacerbate the risk of conflict when left unchecked. It is also important to develop strategies to respond adequately to crises, and to preserve education even in the most difficult circumstances. ([UNESCO IIEP](#))

**Disaggregated Data** are statistics separated according to particular criteria. As a minimum level of data disaggregation, CPMS proposes sex, age and disability data disaggregation. Sex disaggregated data means separate population statistics for males and females. "Gender" implies a more nuanced disaggregation and should be used for qualitative data. Age-disaggregated data separates population statistics by age groups. The CPMS proposes the following age groups for data disaggregation for children: infants (0-2 years), toddlers (3-5 years), early school age (6-8 years), pre-adolescence (9-10 years), early adolescence (10-14 years), middle adolescence (15-17 years). It is recognised that a wide variety of age groupings are used among different agencies and governments. The CPMS proposes disability disaggregated data follows the recommendations and tools provided by the Washington Group on Disability Statistics. The collection of qualitative data on barriers and risks faced by children with disabilities is as well required. ([CPMS](#))

**Do No Harm** is the concept of humanitarian agencies avoiding unintended negative consequences for affected persons and not undermining communities' capacities for peace building and reconstruction. It underscores unintended impacts of humanitarian interventions and is an essential basis for the work of organizations in conflict situations. ([CPMS](#))

**Harmful Practice** are traditional and non-traditional practices which inflict pain, cause physical or psychological harm and 'disfigurement' of children. In many societies, these practices are considered a social norm and defended by perpetrators and community members on the basis of tradition, religion, or superstition. Harmful practices perpetrated primarily against girls, like female genital mutilation and child marriage, are also forms of gender-based violence. ([CPMS](#))

**Healthy development** includes ensuring children and young people are able to develop, grow and thrive in all aspects of their life. These are often grouped into the following domains: physical, language and communication, cognitive, and social/emotional. Cross sector working is critical to ensure healthy development within, and across, all these domains. ([CPMS](#))

**Inclusion** emphasizes equity in access and participation and responds positively to the individual needs and competencies of all people. Across all sectors and the wider community, it actively works to ensure that every person, irrespective of gender, language, ability, religion, nationality, or other characteristics, is supported to meaningfully participate alongside his/her peers. ([INEE](#))

**Inclusion** is a rights-based approach to programming, aiming to ensure all people who may be at risk of being excluded have equal access to basic services and a voice in the development and implementation of those services. It requires that organizations make dedicated efforts to address and remove barriers to access services. Inclusion also refers more broadly to providing a welcoming environment for all children and designing a service to meet the needs of a diversity of children. ([CPMS](#))

**Integrated Approach** allows two or more sectors to work together towards a shared programme outcome(s), based on capacities and joint needs identification and analysis, and, thus, promotes equal benefits or mutually beneficial processes and outcomes among all involved sectors. See Pillar 4: Standards to work across sectors. ([CPMS](#))

**Learning Environment** refers to the diverse physical locations, contexts, and cultures in which students learn such as outdoor environments, private homes, childcare centers, pre-schools, temporary structures, and schools. The term also encompasses the culture of a school or class- its presiding ethos and characteristics, including how individuals interact with and treat one another- as well as the ways in which teachers may organize an educational setting to facilitate learning. For example, by conducting classes in relevant natural ecosystems, grouping desks in specific ways, decorating the walls with learning materials, or utilizing audio, visual, and digital technologies. School policies, governance structures, and other features may also be considered elements of a learning environment. (INEE)

**Non-Formal Education** is an addition, alternative and/or complement to formal education within the process of the lifelong learning of individuals. It is often provided to guarantee the right of access to education for all. It caters to people of all ages but does not necessarily apply a continuous pathway-structure; it may be short in duration and/or low-intensity, and it is typically provided in the form of short courses, workshops or seminars. Non-formal education mostly leads to qualifications that are not recognized as formal or equivalent to formal qualifications by the relevant national or sub-national education authorities or to no qualifications at all. Non Formal education can cover programmes contributing to adult and youth literacy and education for out-of-school children, as well as programmes on life skills, work skills, and social or cultural development. (INEE)

**Peace Building** is designed to 1) promote peaceful relations; 2) strengthen viable political, socio-economic and cultural institutions capable of handling conflict; and 3) strengthen other mechanisms that will create or support the necessary conditions for sustained peace. Activities explicitly address the root causes of conflict and contribute to peace at large with the aim to work on conflict seeking to reduce drivers of violent conflict and to contribute to the broader societal level of peace. Peace Education is an intervention that contributes to peace building but many other child protection and education interventions have the potential and are explicitly designed to contribute to social cohesion and peace building. Alongside analysis and working to prevent conflict or inflaming conflict, agencies can actively work to foster peace through peace education programming. (INEE)

**Social Service Workforce** is an inclusive concept that refers to a broad range of governmental and nongovernmental professionals and paraprofessionals who work with children, youth, adults, older persons, families and communities to ensure healthy development and well-being. The social service workforce focuses on preventative, responsive, and promotive services that are informed by the humanities and social sciences, Indigenous knowledge, discipline-specific and interdisciplinary knowledge and skills, and ethical principles. Social service workers engage people, structures and organizations to: facilitate access to needed services, alleviate poverty, challenge and reduce discrimination, promote social justice and human rights, and prevent and respond to violence, abuse, exploitation, neglect and family separation. The social service workforce constitutes a broad array of practitioners, researchers, managers and educators, including – but not limited to: social workers, social educators, social pedagogues, child care workers, youth workers, child and youth care workers, community development workers/ community liaison officers, community workers, welfare officers, social/cultural animators and case managers. While social work and social pedagogy have the advantage of history, and are quite dominant in the sector, other categories of professionals and paraprofessionals have evolved over time and make invaluable contributions to ensuring human well-being and development. (Global Social Service Workforce Alliance)

**Sustainable programming** or actions refers to meeting the needs of the present without compromising the ability of future generations to meet their own needs. It includes being economically viable, environmentally sound and socially just over the long term. (CPMS)

**Teacher** is used to describe professional personnel directly involved in teaching students, including classroom teachers; special education teachers; and other teachers who work with students as a whole class in a classroom, in small groups in a resource room, or in one-to-one teaching inside or outside a regular classroom. Teaching staff also includes chairpersons of departments whose duties include some amount of teaching, but it does not include non-professional personnel who support teachers in providing instruction to students, such as teacher's aides and other paraprofessional personnel. (INEE)

**Universal design** is the design of products, environments, programmes, and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. (OHCHR)

**Well-being** is defined as a condition of holistic health and the process of achieving this condition. It refers to physical, emotional, social, and cognitive health. Well-being includes what is good for a person: having a meaningful social role; feeling happy and hopeful; living according to good values, as locally defined; having positive social relations and a supportive environment; coping with challenges through positive life skills; and having security, protection, and access to quality services. Aspects of well-being include: biological, material, social, spiritual, cultural, emotional, and mental. (INEE)



# Annex 2:

## Expectations and a Sample of Recommended Capacity-Strengthening for IRC Staff and Other Key Stakeholders

IRC Child Protection Team Members	IRC Education Team Members	All IRC Peace Team Members
<ul style="list-style-type: none"> <li>• Participate actively in recommended education trainings (see below)</li> <li>• Understand each and all education models chosen in PEACE, as well as their geographic areas of operation</li> <li>• Child protection staff are trained by education peers on social and emotional learning interventions</li> <li>• Child protection staff are well versed on the different education interventions available for:               <ul style="list-style-type: none"> <li>◦ Out of school children,</li> <li>◦ Children in need of accelerated learning,</li> <li>◦ Tutoring,</li> <li>◦ Referral mechanisms for formal school and children at risk of dropout in order to ensure better outcomes of referrals.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Participate actively in recommended Child Protection trainings (see below)</li> <li>• Understand how to identify and refer children at risk of harm, using a trauma-informed approach</li> <li>• Working closely with children protection staff to refer children at risk of drop out from an education intervention</li> <li>• Monitor and report protection risks to children in school and other education settings</li> <li>• Develop an understanding of positive parenting skills and relevant caregiver competencies to reduce violence in the home</li> <li>• Understand child protection approaches for Non formal Education areas (Accelerated learning programs &amp; tutoring)</li> <li>• Understanding child protection approaches in formal school settings</li> </ul>	<ul style="list-style-type: none"> <li>• Share lessons learned and recommendations across sectors systematically</li> <li>• Systematically coordinate and refer between sectors</li> <li>• Work together towards supporting children with complementary education and protection services</li> <li>• Meet on a monthly basis to review an integrated education and child protection work plan</li> <li>• Attend cross sector trainings</li> <li>• When questions or problems arise, bring them to the attention of the PEACE management team and TAs</li> <li>• Share planning to align and integrate activity whenever possible</li> </ul>

**SAMPLE OF RECOMMENDED CAPACITY-STRENGTHENING SESSIONS**  
(drawn from a comprehensive list)

Training or Coaching Session	Who in Child Protection?	Who in Education?	Days	Importance	Comments
Child Safeguarding (CS)	All staff including volunteers and service providers	All staff including volunteers and service providers	0.5	Urgent and mandatory	Relevant to community members including teachers, volunteers etc.
Child Protection Safe Identification and referral of potential child abuse (SIR)	All staff including volunteers and service providers	All staff including volunteers and service providers	2-3	Urgent and mandatory	Relevant to community members including teachers, volunteers etc.
Integration of child protection in education models A. Integration of child protection in formal schools B. Integration of child protection in accelerated learning Integration, including introduction to education and CP interventions Core education models briefing session: A. Acute learning response- IRCs safe healing and learning spaces B. Accelerated learning C. Tutoring Access to formal schools	All CP staff	All education staff	1-2	Urgent and Mandatory	
<u>Social and emotional learning (SEL)</u>	Child protection staff who will deliver SEL	Education Staff	2-4	Mandatory	Relevant to community members including teachers, volunteers etc.

Psychological First Aid (PFA)	All staff including volunteers and service providers	All staff including volunteers and service providers	2	Mandatory	Relevant to community members including teachers, volunteers etc.
ToT – Early warning systems training	All CP staff	All education staff	2 -8	Mandatory	Relevant to community members including teachers, volunteers, children, etc.
<u>IRC Parenting Families Make the Difference curriculums</u> *Designed to reduce use of violence in the home Community awareness sessions	Child protection case workers, Parenting facilitators and	Education staff both IRC and non-IRC	5	Mandatory	Relevant to community members including teachers, volunteers etc.
Community awareness sessions	Relevant CP staff	Relevant education staff	N/A	Mandatory	Key topics should be identified and shared by the country program and discussed between teams and technical advisors in EDU and CP  All sessions should be structured and include learning objective and measurement tools
Comic Book Risk Mitigation – <u>IRC Street Heroes and Field Heroes</u>	CP PSS staff, community mobilisers, CP case workers	Potentially facilitators in schools if needed	2	Optional	Relevant to community members including teachers, volunteers, children etc.

# Annex 3:

## Children Who Are at Risk of Their Protection Rights Being Violated (CPMS)

Protection risks of children, their families, and their communities are exponentially compounded and increased during crises. Understanding historical and crisis-specific vulnerabilities and disparities in services allows both sectors to approach planning, interventions, and policy-making from a more informed perspective.

As both sectors explore programmatic interventions, consider the following questions:

- How do these specific circumstances and experiences of each high-risk population impact a child's ability to safely and fully access and participate in learning?
- What are the specific barriers or challenges that prevent or limit access and participation?
- Are existing learning interventions able to accommodate children's specific protection and learning needs with no, little, or substantial additional inputs? What inputs are required?
- Are government policies and school cultures/infrastructure welcoming, explicitly mitigate protection risks, and foster equity now and for the future?

Consider the specific needs of the following At Risk Children. The list represents only some At Risk children. Each response needs to identify and analyze specific groups and risks.

### ADOLESCENTS AND YOUTH

For this Guidance Note, the focus is on children up through secondary level education which is typically ages 9-18. Every aspect of the work supporting children up to age 18 should provide skills relevant to young adulthood and empower them to both claim their rights and use them to continue building their own resilience and essential skills. Adolescence and youth are important periods of brain development, where protective environments can support children's future success and even mitigate the impact of adversity experienced in younger childhood. Humanitarian actors must consider the specific perspectives and needs of adolescents in both outreach and programming. Program delivery through schools and community-level groups may not always reach adolescents, especially those most vulnerable or marginalized prior to the crisis. Adolescents and youth may feel caught between childhood and adulthood. They may not want to participate in 'children's activities', and they may not be considered mature or old enough to participate in adult-led decision-making and wider community-level activities. Both child protection and education sectors must focus on adolescents' capacities and their contributions to humanitarian responses in addition to their needs. In integrated programs, the sectors need to provide protective learning opportunities as well as address age-specific risk factors such as increased risk-taking behavior or sexual and gender-based violence. There are significant opportunities to introduce and build behaviors and skills of adolescents and youth through targeted integrated programming as well as specifically mobilizing and building the capacities of adolescents and youth to support the protection and continued learning of younger children.

**Consider:** What opportunities exist or can be created for adolescents to design and support programs for themselves, younger children, and their communities? How are the aspirations and strengths of adolescents and youth lifted up in assessments and incorporated into response plans?

### Resources

[Evidence on Learning Outcomes for Adolescents in Fragile Contexts: A Landscape Analysis \(INEE, 2022\)](#)

## YOUNGER CHILDREN (EARLY CHILDHOOD DEVELOPMENT AND EDUCATION)

Early childhood covers the ages from 0-8 years. For the purposes of this Guidance Note, the focus is on ages 3-8 as it covers pre-school through early years of primary education. Crisis contexts significantly increase potential protection risks for younger children, who are in a period of rapid brain and physical growth, which may have detrimental impact on their health, well-being, and continued development. Support structures, from their relationships with caregivers and family to the systems and structures that provide essential nurturing services may be disrupted or destroyed, thus impacting their sense of stability, a means of supporting healthy relationships and development, and exposing them to increased and new protection risks. A child's early experiences affect how their brain develops and adapts to its environment and has lifelong implications on learning, resilience, and physical and mental health. Specifically, exposure to chronic adverse experiences creates toxic stress which may have a negative impact on a child's cognitive, social-emotional, and physical health with clear consequences for their education. Investing in ECD provides greater opportunities to engage parents and caregivers more intentionally in providing and supporting both protection and early learning. Integrated programs necessarily need a multisectoral focus to ensure multiple risks and negative impacts are mitigated in a cohesive and comprehensive way. The programming space for younger children primarily extends across family and center-based interventions. At this age children are more dependent on caregivers and the impact of a crisis on a parent/caregivers' ability to be present and provide support must be part of any assessment and intervention.

**Consider:** How do we create opportunities for younger children who accompany older siblings to learning environments? How might community-based or home-based ECD programs transition into formal or non-formal primary education? How might adolescents and youth be engaged in supporting younger children?

### Resources

[Early childhood development in humanitarian standards and guidance documents](#) (Moving Minds Alliance, 2021)

[Early Childhood Development in Emergencies Manual](#) (Save the Children, 2017)

[UNICEF's Programme Guidance for Early Childhood Development](#) (UNICEF, 2017)

[Early Childhood Development Resource Page](#) (INEE)

[Nurturing Care in Emergencies Framework](#) (WHO, 2020)

[Learning Through Play online training](#) (LEGO, 2022)

[Technical brief #5: Gender-responsive pedagogy for early childhood education](#) (VVOB, 2020)

## CHILD-HEADED HOUSEHOLDS

A household in which a child or children (typically an older sibling) assumes the primary, day-to-day responsibility for running the household, and providing and caring for those within it. (CPMS)

Recommend inclusion and examination of the impact on access to services (including where a minor taking care of younger siblings/ children does not have the authority to sign documents needed for school enrolment/ access to other services).

## CHILDREN WITH DISABILITIES

'Children with disabilities' includes those who have long-term physical, psychosocial, intellectual or sensory (visual and hearing) impairments. These impairments can lead to physical, communication or sociocultural barriers that limit their equal participation in society. This places them at greater risk in humanitarian settings. Children with disabilities have the same human rights as all children. The two sectors are well placed to identify and address risks and barriers that prevent children with disabilities from equally accessing quality learning opportunities. Facilities and services should be designed for all children's access and use to the greatest extent possible and should include reasonable accommodations or adjustments for children with disabilities. During the entire program cycle, the two sectors should analyze the relationships between disability and other risk factors (such as girls with disabilities, children with disabilities who live in institutions, etc.) that may compound challenges to access to and successfully engage in learning and other services and opportunities. It is always relevant and necessary for stakeholders to disaggregate individual and qualitative data by disability, as children with disabilities are present in every context, and should be recognized through policy and practice in crisis and post-crisis programming. (CPMS Standard 31) Add that disabled children often start school later than other children if they start at all - essential to make connections with community mobilization and case management services.

Disability-inclusive education means ensuring that physical, attitudinal and financial barriers do not inhibit learners with disabilities from participating in education. The Convention on the Rights of Persons with Disabilities, Article 24, emphasizes the right to inclusive education and prohibits disability-based discrimination in education. Achieving quality disability-inclusive education depends on: Requiring minimum standards of accessibility for all schools, including in emergency settings; Investing in teacher training that equip all teachers to respond to diversity in the classroom and disability inclusion in particular; Ensuring that learning materials/resources are available in accessible formats and are easily adaptable; Investing in assistive technology and devices for children with disabilities, Ensuring the involvement of Disabled People's Organizations in Education planning and monitoring.

### Resources

[Children with disabilities in situations of armed conflict](#) (UNICEF, 2018)

[Disability and COVID-19: Guidance note for projects](#) (Girls' Education Challenge UKaid, 2020)

[Information and Communication Technology supporting the inclusion of children with disabilities in education](#) (Humanity & Inclusion, 2022)

[Quality Inclusive Education at the Heart of the SDGs](#) (IDDC, 2015)

[Inclusive Education: towards the inclusion of all learners](#) (Humanity and Inclusion, 2022)

## GENDER

Gender plays a critical role in how children are treated and how their rights are respected within families and communities. Societies' gender norms influence girls' and boys' different experiences, potential and risks. These 'gendered norms' also affect children with non-binary gender identity or sex characteristics, such as those who identify as lesbian, gay, bisexual or transgender or who are intersex. Pre-existing gender inequalities tend to increase during a humanitarian crisis. Examples of increased risk during crises may include:

- more child early and forced marriages or being trafficked by armed forces;
- early pregnancy;
- boys may be more vulnerable to forced recruitment;
- transgender children may be at a greater risk of violence or difficulties accessing learning spaces;
- all genders may be expected to assume more caregiving or seek employment to support the family, etc.

The impact on a child's ability to enter, continue, or complete formal and non-formal education may be significant. Analyses of children's risks and resilience related to gender should be conducted throughout the programme cycle. Interventions should be sensitive to the root causes of gender discrimination and inequality, avoid reinforcing or continuing gendered power relations, and support gender equality whenever possible.

### Resources

[INEE Guidance Note on Gender](#) (INEE, 2019)

[INEE Gender Training Manual](#) (INEE, 2019)

[Policies and interventions to remove gender-related barriers to girls' school participation and learning in low- and middle-income countries: A systematic review of the evidence](#) (Campbell Systematic Reviews, 2022)

[IASC Gender Equality Measures Tip Sheet](#) (IASC, 2018)

## CHILDREN ON THE MOVE: REFUGEE/IDP/STATELESS/MIGRANT CHILDREN

Children who are refugees, internally displaced, or stateless face increased risks of abuse, neglect, exploitation and violence. All children have the same rights under the Convention of the Rights of the Child. States have obligations to protect them and ensure their rights are protected. Legal, policy, practical barriers and discrimination may result in children being denied access to essential services. All responses must seek sustainable solutions for children, their families, and their communities through programmatic interventions and support to relevant policies and capacity strengthening efforts of authorities. Inclusion in equitable quality education in national education systems contributes to resilience, prepares children and youth for participation in cohesive societies and is the best policy option for refugee, displaced and stateless children and youth and their hosting communities.

Specific bodies of laws and policies address the rights of refugees, including the 1951 Refugee Convention (and its 1967 Protocol) and the Global Compact on Refugees which provide specific protections and emphasize specific rights of refugees. This includes the right to formal education. Non-formal education is not referenced although it is often part of a more comprehensive EiE response for refugees. When refugees return to their country of origin, they are referred to as 'returnees' and require specific support to reintegrate, including reintegration into education systems. Working in refugee crises therefore involves specific legal frameworks, considerations and procedures which have implications for practitioners in areas such as coordination, working with governments, data collection and information management, processes for registration, refugee status determination and sustainable solutions. For these, specific UNHCR guidance applies.

All children are the responsibility of the government of the country within which they reside. Protections and services should be provided as per national policy and standards. For many refugees and displaced, the lack of proper documentation may be an issue. This may create barriers to access services and secure/benefit from legal systems, including the ability to enroll in and attend formal education in host countries and communities.

The potential lack of documentation and recognition of rights creates significant barriers to children enrolling, completing, and being recognized for academic achievements. In some contexts, refugee/displaced/migrant/stateless children are not included in sub-national or national data, including education data systems. This impacts funding allocations, training and resource allocation, and tracking progress in and challenges in learning. Additionally, host country and community language and curriculum (history, culture) may not meet the needs of children on the move.

**Consider:** In addition to the interventions supporting children on the move, consider the transferability, accreditation, and value of academic training and prospects for employment when or if they settle, resettle, or return to their home country.

### Resources

[Equitable Access to Quality Education for Internally Displaced Children](#) (UNICEF/IDMC, 2019)  
[Education, Children on the move and Inclusion in Education](#) (UNICEF, 2022)  
[Refugee Education 2030, a Strategy for Refugee Inclusion Global Compact on Refugees](#) (UNHCR, 2019)



## UNACCOMPANIED AND SEPARATED CHILDREN (UASC)

In most armed conflicts, mass population displacements, natural disasters, famines/food crises and other crises, children are at an increased risk of separation from their families or from other adult caregivers. UASC are one of the most vulnerable groups in crisis contexts, often deprived of care and protection. While some may need temporary alternative care, most can be reunited with parents/caregivers, siblings, members of the extended family or other adults whom they know and who are willing and able to provide care and protection.

UASC are supported under protection frameworks that respect principles of family unity and the best interests of the child. Components of programming may include the prevention of separation, family tracing and reunification, interim care, long-term solutions for those who cannot be reunified, and supportive interventions that promote well-being and healthy development. This may look like:

- Substantial case management system to ensure children's best interests are assessed, determined and taken as a primary consideration in all decisions that affect them.
- UASC are prioritized for equal, safe access to assistance, protection and services, including education. Address financial and logistical barriers for both UASC and their caregivers.
- Timely, systematic, multisectoral monitoring and follow-up (a) supports family reunification and community reintegration and (b) verifies that children who have been reunited are receiving adequate care.
- Supporting the training of all caregivers who support UASC, including teachers, to ensure children's confidence, trust and sense of security is strengthened and specific needs met in care and at school. Caregivers are provided ongoing support.
- Where there is the need for specialized intervention, local resources should be explored and supported as long as they are in the best interests of the child.
- Where reunification is not possible, support community-based care which promotes a child's culture and provides continuity in learning, socialization, and development.
- A child's enrolment and progress in learning is officially documented and transferred when a child is reunified.

Interventions should both focus on responding to the needs of UASC as well as preventing the risk and mitigating the impacts of separation. School and community-based disaster preparedness activities can prevent and/or mitigate the risk of separation as well as create contingencies that allow for rapid reunification with families and communities. Child safeguarding and reporting systems should be responsive to the potential for separation.

### Resources

[UASC Resources \(Alliance\)](#)

## HARMFUL CULTURAL PRACTICES

Harmful cultural practices, such as [child marriage](#) and [female genital mutilation](#) (FGM), are discriminatory practices committed regularly over long periods of time that communities and societies consider acceptable. Around the world, hundreds of millions of children experience some form of violence, exploitation or harmful practice, although girls are at much greater risk. The cultural norm may extend out of gender, ethnic, religious, social group or caste identities. Examples of harmful practices include:

- Child marriage and FGM reflecting community values that hold girls in low esteem.
- Involvement in livelihoods and supporting families through pastoral responsibilities preventing boys from attending school after a certain age.
- Menstruation taboos and practices which prevent interaction, place girls in additional danger or isolation, and prevent consistent attendance in education.

Engaging with communities and policy makers may

Consider: How might integrated programs correct inequitable policies and cultural perceptions, attitudes, and behaviors that enable harmful practices?

### Resources

[CPMS Video Series: Standard 8, Physical violence and other harmful practices](#) (Alliance, 2016)  
[Guidance for Engaging Traditional Leaders: Child marriage](#) (Save the Children, 2020)

## CHILDREN IN CONTACT WITH THE JUSTICE SYSTEM

Children may interact with the justice system as witnesses, victims (survivors), accused, convicted offenders, or a combination of these. In crisis contexts, it is not unusual for communities to be exposed to higher levels of law enforcement officers and other authorities tasked with responding to or preventing civil unrest. There are some groups of children who may have more frequent exposure or may be more vulnerable within legal and civil systems. For example, displaced and migrant children may be detained at border crossings, children formerly associated with armed forces/groups (CAAFAG) may be detained, working children who may lack permits or not yet at a legal age of work, children who have been deprived of their rights by unjust legal systems and practices. Building on the strengths of each sector, integrated programs may provide immediate protective measures while redressing and addressing learning needs to support reintegration, acceptance, and positive behaviors as needed.

### Resources

[Inter-agency Review of Justice for Children in a Humanitarian Context \(CPMS 14\)](#) (International Bureau for Children's Rights, Alliance, 2016)

## CHILD LABOR

Child labor is work undertaken by children under the legal minimum working ages. National legislation normally sets various minimum ages for different types of work. For example, the age for normal full-time work may begin at the age at which compulsory schooling ends. The term child labor refers to work that is mentally, physically, socially, or morally dangerous and harmful to children, and which interferes with their schooling by depriving them of the opportunity to attend school, making them to leave school prematurely, or requiring them to attempt to combine school attendance with excessively long and heavy work.

Child labor is any work that deprives children of their childhood, their potential and their dignity. Child labor is work that interferes with children's education and negatively affects their emotional, developmental, and physical well-being. Many child laborers are engaged in the worst forms of child labour (WFCL), including forced labor, recruitment into armed groups, trafficking for exploitation, sexual exploitation, illicit work or hazardous work. Humanitarian crises may increase the prevalence and severity of existing forms of child labor or trigger new forms. (See also CPMS Standards [9](#) and [11](#).)

All children are protected from child labor, especially the worst forms of child labor, which may relate to or be made worse by the humanitarian crisis. Agencies should support children to leave harmful child labor, support their reintegration into families (where needed), and re-enter education, as appropriate. In instances where this is not possible it is important to:

- Aim for harm reduction by decreasing the working hours,
- Support the transition out of the worst forms of child labor,
- Collaborate with families, communities, employers, and systems to ensure protection risks are mitigated to the extent possible,
- Ensure alternative, flexible, and protective learning opportunities exist and are accessible to child laborers.

### Resources

[Preventing and Responding to Child Labour in Humanitarian Action](#) (Alliance, 2019)

## CHILDREN ASSOCIATED WITH ARMED FORCES/GROUPS

“Armed conflict has a devastating impact on children, subjecting them to violence, forced displacement, separation from family, extreme disruptions in basic services, and a loss of learning and employment opportunities. It also imposes suffering through serious violations of children’s rights, such as sexual exploitation, rape and other grave sexual violence, killing and maiming, and recruitment into armed forces and groups. Recruitment or use of children in armed forces and armed groups refers to compulsory, forced or voluntary conscription or enlistment of children into any kind of armed force or armed group. It is one of the six grave violations against children in times of war, yet the number of recruited children continues to rise.

Children associated with armed forces and armed groups (CAAFAG) are of different ages, genders and ethnicities. Boys and girls are used by armed forces and armed groups in a number of different ways, including as fighters, cooks, porters, messengers, and spies. They are often also subjected to sexual exploitation. Some become involved through intimidation, abduction, or forced marriage. Others might see enlistment as a survival strategy when faced with poverty, lack of access to education and employment, domestic violence or oppressive gender norms. While the experience of girls associated with armed forces and armed groups is largely overlooked, they are no less affected than boys when it comes to directly participating in or witnessing armed conflict.

Association with armed forces and armed groups exposes children to physical, psychological and sexual violence, and profoundly disrupts their development and later lives. On leaving armed forces and armed groups, children and their families often experience high levels of stress, including socioeconomic adversity, stigma and discrimination. Lost educational opportunities and difficulties in achieving key life milestones make many children feel ill-equipped to contribute to their family and local economy when they return to civilian life. Some formerly recruited and used children are detained for extended periods, tried as participating in hostilities considered illegal, and exposed to torture and uncertainty. Being separated from their families and losing loved ones also threatens their wellbeing and healthy development.” (Alliance, 2022b)

### Resources

[Cradled by Conflict: Implications for Programming](#) (United Nations University, 2018)

[Technical Note on Girls Associated with Armed Forces and Armed Group](#) (Alliance, 2020)

[Mental Health and Psychosocial Support in CAAFAG Programmes](#) (Alliance, 2022)

# Annex 4:

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