COLLABORATION ACROSS CHILD PROTECTION IN HUMANITARIAN ACTION AND EDUCATION IN EMERGENCIES

THE ALLIANCE
FOR CHILD PROTECTION
IN HUMANITARIAN ACTION

Inter-agency
Network for Education
in Emergencies

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POSITION PAPER
Collaboration Across Child Protection in
Humanitarian Action and Education in Emergencies

CONTENTS

ABOUT

The Inter-agency Network for Education in Emergencies (INEE) is an open, global network of members working together within a humanitarian and development framework to ensure that all individuals have the right to a quality, safe, relevant, and equitable education. INEE's work is founded on the fundamental right to education.

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. The Alliance achieves this primarily by facilitating inter-agency technical collaboration, including the production of technical standards and tools, on child protection in all humanitarian contexts.

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

THE CPHA-EIE PROJECT

The INEE and the Alliance recognise that there is a need to come together to critically reflect on areas of convergence between the sectors and better support cross-sector collaboration. To this end, funding has been secured for a two-year project to take this work forward under the guidance of a multi-agency Advisory Group.

ACKNOWLEDGEMENTS

1 ACRONYMS

CPAoR	Child Protection Area of Responsibility
CPHA	Child Protection in Humanitarian Action
DRR	Disaster Risk Reduction
EIE	Education in Emergencies
GEC	Global Education Cluster
HSP	Humanitarian Standards Partnership
INEE	Inter-agency Network for Education in Emergencies
KII	Key Informant Interviews
MHPSS	Mental Health & Psychosocial Support
MRM	Monitoring and Reporting Mechanism (on Grave Violations against Children in Situations of Armed Conflict)
NGO	Non-Governmental Organisation
NWOW	New Way of Working
PFA	Psychological First Aid
PSEA	Protection against Sexual Exploitation and Abuse
SEL	Social and Emotional Learning

2 DEFINITIONS

WHAT IS CHILD PROTECTION IN HUMANITARIAN ACTION?

Child protection is the prevention of and response to abuse, neglect, exploitation, and violence against children.

Effective child protection builds on existing capacities and strengthens preparedness before a crisis occurs. During humanitarian crises, timely interventions support the physical and emotional health, dignity, and well-being of children, families, and communities. Child protection in humanitarian action includes specific activities conducted by local, national, and international child protection actors. It also includes efforts of non-child protection actors who seek to prevent and address abuse, neglect, exploitation, and violence against children in humanitarian settings, whether through mainstreamed or integrated programming. (The Alliance, 2019)

WHAT IS EDUCATION IN EMERGENCIES?

'Education in emergencies' refers to the quality learning opportunities for all ages in situations of crisis, including early childhood development, primary, secondary, non-formal, technical, vocational, higher and adult education. Education in emergencies provides physical, psychosocial, and cognitive protection that can sustain and save lives. Common situations of crisis in which education in emergencies is essential include conflicts, situations of violence, forced displacement, disasters, and public health emergencies. Education in emergencies is a wider concept than 'emergency education response' which is an essential part of it. (INEE, 2018)

TYPES OF COLLABORATION

Definitions of mainstreaming, joint programming and integrated programming as they appear in CPMS Pillar 4 are highlighted below:

WAYS OF WORKING	SECTOR IMPLICATIONS	AIM
CHILD PROTECTION MAINSTREAMING	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.
JOINT PROGRAMMING	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 optimising resources, access, operational capacity, etc.
INTEGRATION (INTEGRATED PROGRAMMING)	Favouring 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, joint assessment, goal setting, planning, implementation and monitoring across sectors.

3 INTRODUCTION

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

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

Many humanitarian and development actors have recognised this interdependence, and have developed guidance for practitioners, as well as laying out policies and procedures that promote integrated or joint programming across the two sectors, such as Save the Children's Safe Schools Common Approach; IRC's Safe Healing & Learning Spaces, and NRC's Better Learning Programme. INEE & The Alliance, as well as the Global Education Cluster (GEC) and the Child Protection Area of Responsibility (CPAoR) have also begun working on initiatives aimed at drawing the sectors closer together. However, despite these commendable efforts, this has yet to be done systematically at all levels of a response, from donor strategies, through coordination, to implementation and monitoring.

This paper aims to interrogate the argument that integrated and joint programming across CPHA & EiE gives added value, not just to the beneficiaries, but to service providers and donors. As part of the process for developing this paper, a comprehensive desk review was undertaken, alongside a series of key informant interviews (KIIs) with actors from both sectors (See Annexes 1 & 2). This research provides an up-to-date analysis of the current situation, reflecting on past and present initiatives to highlight areas of successful collaboration and good practice in integration, and determines where best to focus efforts to encourage closer cross-sector working.

The research revealed a huge amount of goodwill amongst practitioners, donors and networks, and a clear desire to work more closely together to support and promote joint and integrated programming at all stages. It is critical to capitalise on this as the work moves forward to maintain momentum and expand support.

Based on the research, this paper summarises the available evidence supporting collaboration and integration between the sectors, providing a rationale for cross-sector working grounded in child well-being and holistic development. Subsequent sections synthesise evidence, including a summary of challenges and opportunities, and draw out clear recommendations charting the way forward for systematic and planned collaboration.

4 SUMMARY: KEY FINDINGS & RECOMMENDATIONS

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

KEY FINDINGS

- Integrating child protection programming into education programmes can help mitigate protection risks, improve overall child well-being, and lead to better educational outcomes.
- Bringing an education focus to child protection programming can increase enrolment and retention in education programming.
- Joint and integrated programming supports and encourages a child-centred approach to humanitarian response which can prevent children and young people 'slipping through the gaps' between services.
- Joint and integrated programming can maximise the impact of multiple sector interventions.
- Joint and integrated programming can be cost effective and prevent duplication in some contexts.
- Evidence of the added value of joint or integrated programming in crisis-contexts exists but is limited.
- Cross-sector collaboration aligns with current efforts to transform humanitarian delivery, including the New Way of Working , efforts to bridge the humanitarian-development nexus, and the localisation agenda.
- Schools and other learning centres may not always be protective, and in fact may be the source of child protection risks; collaboration amongst CPHA and EiE practitioners should include a focus on safety in formal and informal learning centres.

RECOMMENDATIONS

- Implementing agencies, networks, clusters, donors and government ministries should design, implement and invest in collaboration between CPHA & EiE.
- Donors should invest in further analysis, evaluation and research to build on evidence of the added value of joint and integrated programming, specifically in crisis-contexts.
- Many agencies have developed guidelines for joint or integrated programming, but there is a clear need for an operational framework that systematises collaboration between the two sectors.
- Many existing guidelines focus on integrating child protection into education. There is a need for guidelines to include support for CPHA practitioners to link specialised programming with improving access to and retention in education.
- A joint Theory of Change with clarity of shared definitions and associated indicator framework should be developed to help better collaboration. This should be grounded in The Minimum Standards for Child Protection in Humanitarian Action (CPMS) and the INEE Minimum Standards for Education: Preparedness, Response and Recovery (INEE MS) using a rights-based, well-being focused approach that promotes healthy development.

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[1] New Way of Working (NWOW) is a UN-led effort that aims not only to meet humanitarian needs, but also to reduce needs, risks, and vulnerability. Key elements include: Collective outcomes; Common context and risk analyses across humanitarian, development, political, and security actors; A diverse range of partners working collaboratively based on their comparative advantage; Multi-year time frames for analysing, strategizing, planning, and financing operations

5 BACKGROUND & METHODOLOGY

In October 2018, INEE & The Alliance, in partnership with Elevate Children Funders Group and International Education Funders Group held a joint Round Table in Nairobi. The theme for this two-day event was "A Framework for Collaboration Between Child Protection and Education in Humanitarian Contexts." The event convened 250 practitioners, researchers, donors, and policy makers from both sectors to look at the barriers to effective collaboration and integration, and discuss examples of good practice, with the aim of developing a consensus around the content of a framework for collaboration. Actors from both sectors were enthusiastic about collaboration, but reported unsatisfactory and unsystematic levels of collaboration in practice, noting that in general it was more common at field level than at headquarters, and that there was still room for vast improvement.

Building on the Roundtable, additional research was undertaken by INEE and the Alliance to inform this paper. From April to June 2020, a comprehensive desk review of 42 resources was undertaken, designed to contribute to the development of this paper, as well as inform the Collaboration Framework and other products developed across both networks. It was conducted with the aim of understanding what collaboration has been undertaken between CPHA & EiE to date by identifying existing resources from the academic, humanitarian and development fields including academic and grey literature, as well as organisational guidelines and frameworks, including examples of good practice. As the products of the project are aimed at practitioners, the focus of the Desk Review was on practical actions and guidelines, including scalability and sustainability, rather than in-depth academic research. (See Annexe 2 CPHA-EiE Desk Review)

Alongside the desk review, forty-three KIIs were conducted from March to June 2020, drawing on respondents from international and national Non-Governmental Organisations (NGOs), UN agencies, donors and academia. The majority were drawn from networks and were HQ/Northern based, reflecting the nature of the project in spanning both INEE and The Alliance and in-depth discussions with the coordinators and facilitators of multiple network spaces. From the NGO's, donors and consultants there was much better representation from regional or field level-based posts. (See Annexe 1 CPHA-EiE KII)

The interviews were designed to support the lines of inquiry of this paper, as well as to shape the direction of future collaboration between INEE & the Alliance. Respondents were asked to identify:

1. Current organisational work related to integration
2. Key challenges to integration
3. Gaps
4. What should the focus of the project be? (opportunities and solutions)
5. Organisational support for future collaborative work

The desk review and KII's produced a number of findings, including evidence supporting the rationale for collaboration between the sectors, challenges to be addressed if meaningful collaboration is to take place, and opportunities for supporting cross-sector working going forward.

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[2] These findings were drawn from research and conclusions by independent consultants Manuela De Gaspari and Serena Zanella

6 FINDINGS: EVIDENCE SUPPORTING THE RATIONALE FOR COLLABORATION BETWEEN CPHA & EIE

Strengthened collaboration between child protection and education actors can:

- *Increase children's resilience;*
- *Support psychosocial, cognitive and physical development;*
- *Mitigate protection risks;*
- *Support positive peer relationships and social cohesion; and*
- *Promote essential life skills that support children's capacities and confidence.*

(The Alliance, 2019)

Throughout the first decades of the twenty-first century there has been a rise in complex emergencies and protracted crises across the world (Sova, 2017). These present multiple risks to the well-being and development of affected children and young people. These risks emphasise the need to place protection at the centre of all humanitarian responses in line with the Inter-agency Standing Committee's (IASC 2013) statement on the Centrality of Protection: "Protection of all persons affected and at risk must inform humanitarian decision-making and response, including engagement with States and non-State parties to conflict. It must be central to our preparedness efforts, as part of immediate and life-saving activities, and throughout the duration of humanitarian response and beyond."

The last 20 years have seen increasing professionalisation, and investment in both Child Protection and Education in Emergencies. Education is one of the sectors within national government programmes - even in crisis contexts - with the greatest direct reach for children, usually at national scale, and provides a unique avenue for the child protection sector to access and support the improved well-being of children and young people. Parallel to this, child protection programmes often support children who are not accessing education and provide specialised services to affected children, which enable them to remain in or return to learning.

Focused, specialised child protection interventions are not just critical for protecting children, and education-in-emergencies programmes are not just necessary to ensure the safe cognitive and social development of children; together they are key components in promoting healthy child development, and critical investment in the future well-being and stability of affected communities. By collaborating in crisis-contexts, the two sectors can maximise their capacity to prevent risks, respond to children's protection needs and promote children's rights and well-being. As the European Commission (ECHO 2019) states:

> *Integrated education and protection interventions provide opportunities to prevent and respond to the negative impacts of a crisis on a child's psychosocial well-being. This, in turn, may allow children to continue building the skills needed to establish and maintain essential relationships and perspectives that can be the building blocks of individual and collective healing, resiliency, and social cohesion.*

Research undertaken for this paper highlights the desire for the two sectors to work more closely together, provides evidence of the benefits of cross-sector working, and sets out some clear areas of programmatic collaboration and integration.

A focus on child well-being, within a child rights framework, is a critical lens with which to approach meaningful collaboration between the sectors. It encourages actors to focus on the impact of their interventions on overall child well-being and look to work holistically rather than remain limited by sector specific 'silos'. In a review of its Hurricane Maria response, UNICEF concludes that "An integrated approach for the rights of children enables cost effective programming, that supports holistic promotion of child rights, prevents duplication and expedites recovery in times of emergency." (UNICEF, 2018)

While evidence from non-humanitarian contexts suggests there is significant added value to integrated programming, a key challenge to developing conclusive recommendations relating to crisis contexts is the limited amount of research and evidence available. Indeed, investing in research and evidence generation is, on its own a key recommendation. There are some research findings that support integration, for example, in an analysis of the International Rescue Committee's "Learning to Read in a Healing Classroom" (LRHC) programme in the Democratic Republic of the Congo, (Aber et al 2017) it is highlighted "that improving the caring and supportiveness of school ecologies may be a viable and promising target for school-based efforts to improve learning in conflict affected contexts." Aligned with this, a number of papers analysed in the CPHA-EiE Desk Review demonstrate or suggest evidence that supports the following conclusions:

- Integrated programming can improve child well-being.
- Integrating child protection elements such as PSS or SEL into education programming can help improve learning outcomes.
- Integrated programming supports and encourages a child-centred approach to humanitarian response, which can prevent children and young people 'slipping through the gaps' between services and can maximise the impact of multiple sector interventions.
- Education programming can be 'preventative' and help mitigate certain child protection risks
- Child Protection programming can support children and young people to access education and can reduce drop-out.
- A focus on improving well-being in family and social ecologies can have a positive impact on learning outcomes.
- Integrated programming can be cost effective and prevent duplication.
- Integration aligns with current efforts to transform humanitarian delivery, including the New Way of Working, moves to bridge the humanitarian-development nexus, and the localisation agenda.

Several respondents and resources highlighted some cautionary points around the push for integration. There is a fear amongst some practitioners that integration between sectors would result in a loss of technical specialism, and reassurance is needed that specialisms within each sector will be maintained and are essential to strengthen integrated or joint programming. It was also noted that there is often an assumption that schools are essentially protective environments, but this may not always be the case, and in fact schools may be the source of child protection risks. Finally, fully integrated programming is not appropriate in all circumstances, and depends on the context, in particular the local and national capacities and strategies, the national/response plans and the capacities of the agencies responding. In these cases, joint programming or even co-locating programmes can be considered.

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3 Hurricane Maria was Category 5 hurricane that devastated Dominica, St Croix, and Puerto Rico in September 2017

7   FINDINGS: CHALLENGES & OPPORTUNITIES

Findings from the Desk Review and the KIIs highlight some of the key challenges still impeding collaboration between the sectors, as well as suggest ways of addressing these challenges.

CHALLENGES

Siloing: The majority of respondents said the main challenge to integrating CPHA & EiE is the siloing inherent in the existing humanitarian architecture, from the sectoralisaton of responses, including the cluster system, through NGO & UN structures, to donor funding streams and national government ministries.

Donors: Donors are seen as critical in encouraging and supporting integrated programming and should push integration and evidence generation, perhaps through pilot schemes initially.

Funding: Respondents emphasised the funding gap for both sectors, meaning there is not enough money to deliver effective programming at scale, let alone comprehensive integrated programming. There are also challenges working across two sectors with different costs-per-child. CP generally targeting the individual and EiE being a more universal service.

Evidence: Further evidence is required to demonstrate the added value or effectiveness of integrated programming in crisis contexts to support uptake.

Capacity Building: Cross-sector capacity building initiatives are limited and should be prioritised as part of any strategy aimed at bringing the sectors together.

OPPORTUNITIES

Field Level Guidance: There is a clear need for field-level guidance on cross-sector collaboration: A practical, easy-to-use resource, that practitioners can access, navigate, and use easily.

Indicators - Joint Results Framework: The development of a Joint Results Framework is seen as key to the success of cross-sector collaboration. Shared results will enable joint project planning, supporting integration from field level up to strategy development. This should be grounded in child rights and based on the CPMS & INEE MS and accompanying indicator frameworks.

INEE- Alliance Collaboration: Many respondents said that INEE & the Alliance should work more closely together in general, and that Network Spaces working on similar projects could come together regularly to ensure their work cross references with the other, as well as to provide cross-sector learning and peer support.

Donor Guidance: Guidance for donors on what comprises quality integrated programming should be developed. Respondents also said that donors are ideally placed to be the driving force behind promoting and mainstreaming integration.

INEE Minimum Standards (MS) Revision: Child Protection should be much more closely referenced and incorporated into the INEE MS. This would have a huge impact on the integration of CP into EiE amongst EiE practitioners. INEE and CPMS are both members of the Humanitarian Standards partnerships and should continue to collaborate through this forum and beyond during the INEE MS revision process.

System Strengthening: Given the increasingly central role that National Governments will play in humanitarian responses, cross-sectoral joint working on System Strengthening should be a key focus of collaboration. Close coordination across the 'nexus' with development actors is necessary to ensure sustainability and longer-term impact.

Well-being/Child Centred: The centrality of working through a well-being lens, with a focus on health development, is key to integrated practice, and is seen as essential by the CPHA Advisory Group as well as INEE & the Alliance.
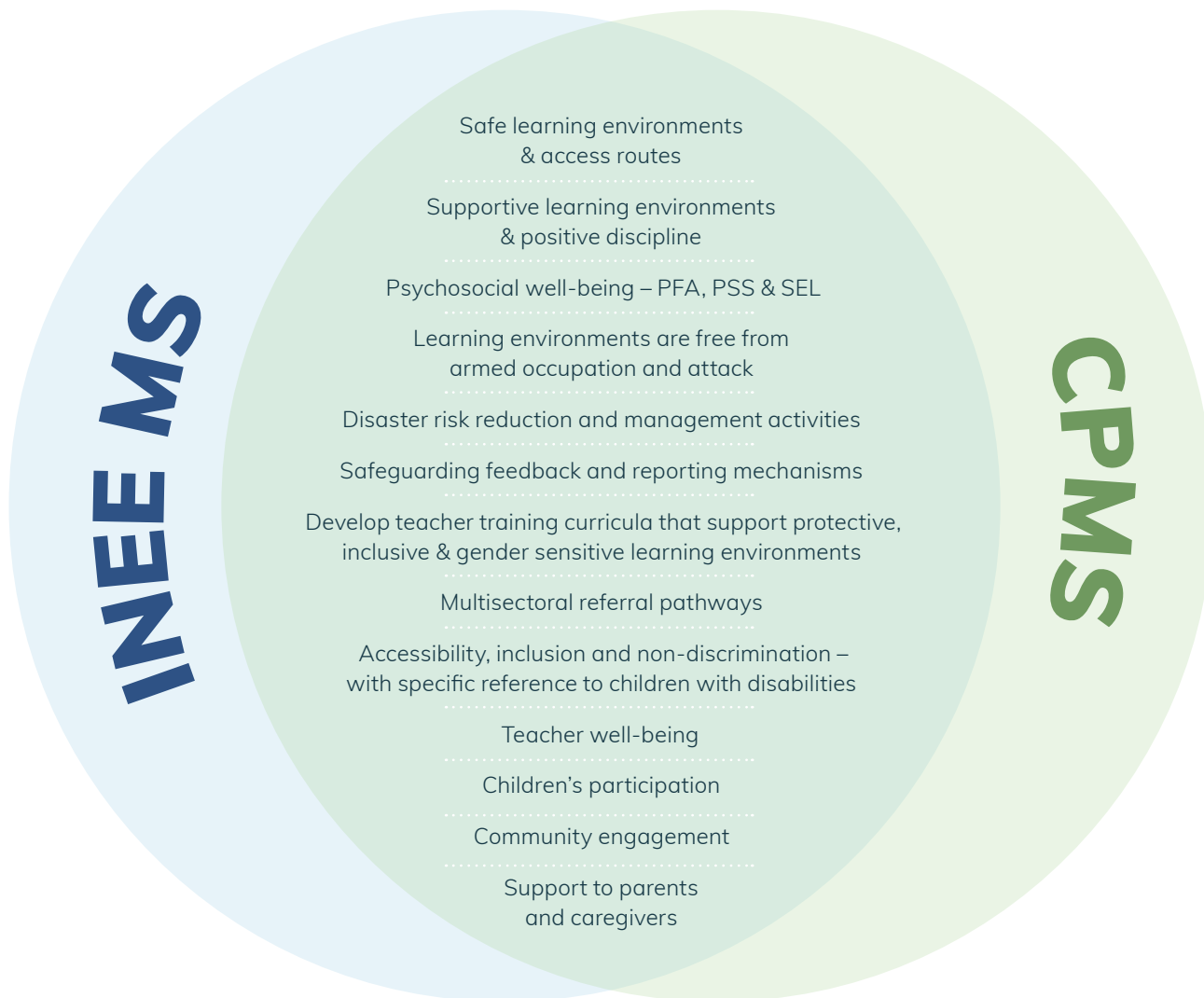
OPPORTUNITIES FOR COLLABORATION

In addition to convening global networks of actors, The Alliance and INEE are responsible for facilitating processes to agree globally-recognised operational standards in their respective fields: The Minimum Standards for Child Protection in Humanitarian Action (CPMS) and the INEE Minimum Standards for Education: Preparedness, Response and Recovery (INEE MS). Together these standards provide a foundation for rights-based, child-focused humanitarian response, and are widely used by practitioners around the world, including donors, government ministries and other authorities, UN agencies, and local and international NGOs. Both INEE & the Alliance are key members of Sphere's Humanitarian Standards Partnership (HSP). The aim of the Partnership is to improve the quality and accountability of humanitarian action across all sectors and a promote a harmonised approach to support users in the application of standards.

Both sets of standards share common foundations in a rights-based approach and the Humanitarian Charter, and also overlap in their respective conceptual frameworks, particularly in the Survival & Development Principle of CPMS, and the Access and Learning Environment Domain of the INEE MS. However, these are broken down into more specific standards that encourage cross-sector working and note the interconnectedness of the two sectors. This is spelled out most clearly in the latest version of the CPMS in Standard 23:

> *There are many natural links between child protection and education. A lack of access to education has direct negative impacts on children's well-being and development. Children who are out of school can face greater child protection risks. Child protection concerns can prevent children from accessing education or can decrease educational outcomes. (The Alliance, 2019)*

The INEE MS in turn covers Child Protection under the Access and Learning Environment Domain, Standard 2: Protection and Well-being which aims to ensure that: "Learning environments are secure and safe, and promote the protection and the psychosocial well-being of learners, teachers and other education personnel." (INEE, 2010)

Considering the content in the related standards from each MS, it is possible to map out a consensus in the overlapping activities and focus of cross-sector working. The activities in the diagram are synthesised from the two sets of standards to better illustrate these shared approaches:

INEE MS | **CPMS**

- Safe learning environments & access routes
- Supportive learning environments & positive discipline
- Psychosocial well-being – PFA, PSS & SEL
- Learning environments are free from armed occupation and attack
- Disaster risk reduction and management activities
- Safeguarding feedback and reporting mechanisms
- Develop teacher training curricula that support protective, inclusive & gender sensitive learning environments
- Multisectoral referral pathways
- Accessibility, inclusion and non-discrimination – with specific reference to children with disabilities
- Teacher well-being
- Children's participation
- Community engagement
- Support to parents and caregivers

This convergence provides a clear foundation for developing a framework that supports systematic integrated programming that can be built on using good practice from the field.

The activities highlighted here concentrate on integrating child protection into education programming. Views from practitioners highlight that this approach has already gained traction with many NGOs, UN agencies and donors, despite differences in approach. It is now considered part of quality education programming to include safeguarding training for teachers, PSS/SEL components for learners, and to ensure that buildings are safe and accessible, at a minimum. Many education practitioners are already thinking about and planning for child protection risks and outcomes, but significant gaps remain. The mutually reinforcing dimensions of these outcomes need to be reinforced and Child Protection practitioners supported to think and plan more systematically around access and learning-related outcomes. Both dynamics (CPHA ➔ EiE & EiE ➔ CPHA) can be embellished and supported by considering and adapting different findings and approaches from the field.

The Desk Review pointed to clear consensus across a number of resources with respect to what should be included in the core components of integrated programming. Approaches differ depending on whether education or child protection constitutes the substantial focus of the programming.

INTEGRATING CHILD PROTECTION INTO EDUCATION

"Child protection should be an integral part of all emergency education activities, and should be a fundamental criterion in the approval of a programme by NGO staff, host governments and donors"
                                                            -Nicolai & Tripplehorn, 2003

Recommended integrated programming components are elaborated below. Note that the delivery of some components may sit under the technical area of either EiE or CP and require trained specialists to implement. However, overall, implementation should be a collaborative endeavour, drawing on the specialisms of each sector to ensure high-quality and effective delivery:

- Psychosocial well-being
  - Structured and unstructured Mental Health and Psychosocial Support (MHPSS) interventions for children, adolescents and/or caregivers - including sustained or curriculum-based programmes or supervised recreational activities.
  - Social & Emotional Learning (SEL) provision
  - Psychological First Aid (PFA)
  - (Note Structured MH, PSS & PFA require highly trained specialist CP staff.)
- Multisectoral referral pathways: Referral of at risk children or survivors of child protection concerns to other specialised services (such as case-management and counselling). This may be offered on-site or through another location/actor. If case management is on-site then case or social workers should be assigned to each center, and the space should include confidential working spaces and case-file storage.
- Community outreach and awareness, such as supporting community-level child protection approaches, awareness raising on child protection and hazard-risk education.
- Caregiver support programmes, including curriculum-based positive parenting programmes, MHPSS, child protection and safeguarding training.
- In-class child protection messaging, including understanding child protection and how to raise concerns; prevention of exploitation, separation and trafficking; protection against sexual exploitation and abuse (PSEA); and Disaster Risk Reduction (DRR) such as mine-risk education.

- Conflict Sensitive Education and Peace Education: Work with child protection actors to consider how education programmes can reduce tensions and increase community cohesion.
- Teacher training curricula that support more protective learning environments, such as teacher training on safeguarding, child protection, non-discrimination, gender sensitive approaches, creating positive learning environments & positive discipline.
- Safeguarding feedback and reporting mechanisms.
- Safe learning environment and access routes: Schools are free from hazards and encourage learning. Children feel safe travelling to and from school. Child protection risks feature in disaster preparedness and contingency planning.
- Teacher well-being is recognised, encouraged and supported through employment practices, support networks and training on self-care (including PSS).
- Learning environments are free from occupation and attack by armed groups. This can be supported through community negotiations and is reported through MRM (or other relevant mechanisms depending on the context). Children are protected from recruitment into armed groups.
- Accessibility and non-discrimination, ensuring school premises, enrolment and access are inclusive to all children regardless of ability, race, ethnicity, gender, sexual identity, or other characteristics.

INTEGRATING EDUCATION INTO CHILD PROTECTION

Through tackling external factors and protection risks in the life of a child, agencies can improve access to education. Child Protection practitioners can ensure this through targeted programming, referral mechanisms (into education and other services) and working closely with education providers. The focus of such interventions involves addressing:

- Child Labour - supporting children and their families so they can leave the workplace and enter education.
- Harmful Traditional Practices - preventing child marriage, FGM, gender-based violence, gender discrimination and inequality can allow children, particularly girls, to attend education provision.
- Problems with School Integration and Exclusion - language barriers, cultural differences, discrimination and access challenges.
- Children at risk of dropping out - cross-sectoral identification, support, and referrals to additional support services.
- Children who have been out of school long-term - supporting access to and provision of alternative and non-formal education, including accelerated and catch-up programming.

- Psychosocial Well-being - ensuring the provision of adequate PSS programing, including a focus on level 3: focused, non-specialized supports.
- Health and Disability - taking a multi-sector approach to support children with disabilities or underlying health conditions to access appropriate education services.
- Lack of Documentation - joint CPHA-EiE advocacy with local authorities and education providers to allow flexibility in documentation required to access education at the appropriate level, particularly for children who are displaced, migrating or refugees, as well as recognised certification for alternative learning opportunities.
- Social Protection - addressing poverty as a barrier to access and attendance through targeted or conditional cash transfers, and advocacy for access to social safety nets for crisis-affected children and families.
- Safe communities and access routes - working with communities to make the routes to and from school safe for children and young people.

COLLABORATIVE WORKING

Certain activities can be undertaken by both sectors to support systemic embedding of integration and collaboration:

- Coordination: collaboration through clusters and other coordination mechanisms, including in refugee contexts
- Resource mobilisation
- Setting joint outcomes in Humanitarian Response Plans
- Joint assessment, monitoring and reporting
- Information and awareness raising activities
- Advocacy
- Capacity building and capacity sharing

Many of these points on collaborative working are recognised and elaborated on in the recently launched CP-EiE Collaboration in Coordination Framework a joint initiative by the Global Education Cluster (GEC) and Child Protection Area of Responsibility (CPAoR). The Framework supports predictable and coherent collaboration throughout the Humanitarian Programme Cycle (HPC) to achieve efficient, effective, and accountable humanitarian responses in cluster settings. It is based on the promising practices of cluster members from 20+ contexts. The CP-EiE Collaboration in Coordination Framework and package are primarily intended for Cluster Coordinators and Information Management Officers. INEE & The Alliance have been working closely with the GEC & CPAoR to ensure any products reference and read across to this framework, and vice versa.

8 CONCLUSION

There are clear benefits and added value to collaboration across child protection and education in emergencies, moving towards integrated programming where appropriate. The benefits are not only to affected children and young people, who will see improved well-being and learning opportunities, but also to service providers, who will see improved delivery of services, cost-savings, and increased impact. Donors, multilateral agencies, NGOs and national governments should therefore design, support and fund joint and integrated programming in crisis contexts, collaborating across sectors to maximise the impact on children and young people.

The research highlights the goodwill from both sectors, and the desire to move forward with greater collaboration, which can be capitalised on. There are however a limited number of papers showing evidence of the effectiveness of collaborative programming (joint or integrated) specifically in crisis contexts. Donors are urged to invest in meaningful, multi-year research that looks at the impact on child well-being and learning outcomes, as well as organisational effectiveness and efficiencies.

There is often an inbuilt assumption that education is protective by its very nature, when in many cases schools and other institutions can be the place where abuse takes place, and child protection risks increase. Cross-sectoral collaboration can help address this, from national policy development and implementation, to school-level programming.

Multiple agency models, donor guidelines and especially CPMS Pillar 4 - Standard 23 set out very clearly the principles of integrating child protection into education, and this paper would recommend basing the design of any interventions on a synthesis of these guidelines as detailed above. There is a need for any systematic set of guidelines to also include support for CPHA practitioners to link specialised programming with improving access to and retention in education. The research also makes clear the critical demand for a field level operational framework or toolkit for practitioners to encourage, frame and support collaborative working.

INEE & The Alliance can provide added value and impact by developing a collaboration framework or toolkit. This resource should be based firmly in child rights and have a well-being and healthy development focus. There is a need to develop consensus around the components, as mapped out in this paper, and any product would benefit from a set of associated agreed definitions, Theory of Change and indicator framework.

INEE & The Alliance should also ensure that resources they produce going forward, including any revision of the respective Minimum Standards, contain references to the other sector, as appropriate, thereby reinforcing the concept, and practice, of collaborative working.

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KEY INFORMANT INTERVIEWS
Collaboration Across Child Protection in Humanitarian Action and Education in Emergencies
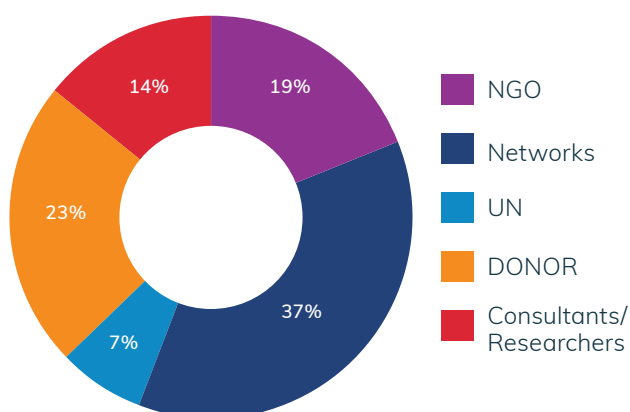
INTRODUCTION

This paper summarises the Key Informant Interviews that were conducted as background research for the CPHA-EiE Project, a collaboration between the Inter-agency Network for Education in Emergencies (INEE) & The Alliance for Child Protection in Humanitarian Action (The Alliance). This research informed the direction of the project and the development of associated resources. As such the Key Findings are referenced and expanded upon in the CPHA-EiE Position Paper.
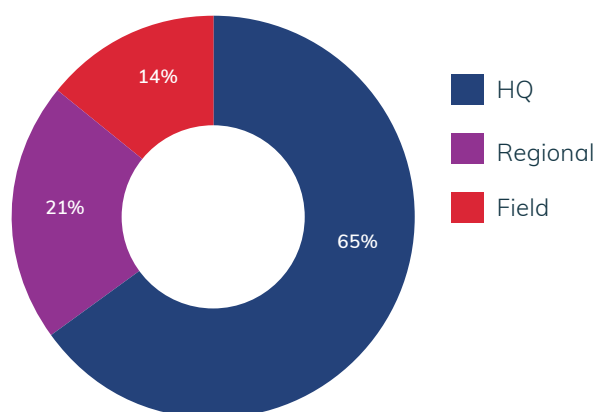
BACKGROUND

Forty-three KIIs were conducted from March to June 2020 with respondents drawn from international and national NGOs, UN agencies, donors and academia.

The background and locations of the respondents are summarised in the graphs below, the majority were drawn from networks and were HQ/Northern based, reflecting the nature of the project spanning both INEE and The Alliance and the in depth discussions with coordinators and facilitators of the multiple network spaces. From the NGO's, donors and consultants there was better representation from regional or field level posts.

BACKGROUND

■	NGO
■	Networks
■	UN
■	DONOR
■	Consultants/Researchers

19%, 14%, 23%, 7%, 37%

LOCATION

■	HQ
■	Regional
■	Field

14%, 21%, 65%

The interviews were designed to support the lines of inquiry of this paper, as well as to shape the direction of the CPHA-EIE project. Respondents were asked to identify:

10. Current organisational work related to integration
11. Key challenges to integration
12. Gaps
13. What should the focus of the project be? (opportunities and solutions)
14. Organisational Support

KEY FINDINGS

CHALLENGES

Siloing: The majority of respondents said the main challenge to integrating CPHA & EiE is the siloing inherent in the existing humanitarian architecture, from the sectoralisaton of responses, including the cluster system, through NGO & UN structures, to donor funding streams and national government ministries.

Donors: Donors are critical in encouraging and supporting integrated programming and should push integration and evidence generation, perhaps through pilot schemes initially.

Funding: Respondents emphasised the funding gap for both sectors, meaning there is not enough money to deliver effective programming at scale, let alone comprehensive integrated programming.

Evidence: There are gaps in evidence of the added value or effectiveness of integrated programming which is impacting uptake

Capacity Building: Developing more cross-sector capacity building initiatives should be prioritised as a part of any strategy aimed at bringing the sectors together.

OPPORTUNITIES

Field Level Guidance: There was clear consensus amongst respondents that the focus of the CPHA-EiE project should be field level guidance. A practical, easy-to-use resource that practitioners can access, navigate and use easily.

Indicators - Joint Results Framework: The development of a Joint Results Framework is key to the success of the project. Shared results will enable joint project planning, supporting integration from field level up to strategy development.

INEE- Alliance Integration: Many respondents felt that INEE & the Alliance could work more closely together in general, and that Network Spaces working on similar projects could come together regularly to ensure their work cross references with the other, as well as to provide cross-sector learning and peer support.

Donor Guidance: Guidance for donors on what comprises quality integrated programming would be helpful. Other respondents also felt that donors should be the driving force behind integration.

INEE MS Revision: Guidance for donors on what comprises quality integrated programming would be helpful. Other respondents also felt that donors should be the driving force behind integration.

System Strengthening: Given the increasingly central role that National Governments will play in humanitarian responses, System Strengthening needs to be a core component of the project.

Well-being/Child Centred: The centrality of working through a well-being lens is seen as key to integrated practice, and was seen as essential by the Advisory Group as well as INEE & the Alliance.

DETAILED FINDINGS

The main findings are reported here in terms of Challenges and Gaps (grouped together) and Focus of the Project. Respondents spoke freely and were not guided in terms of their priorities, the responses were grouped into summary categories, and key points of note captured.

CHALLENGES AND GAPS
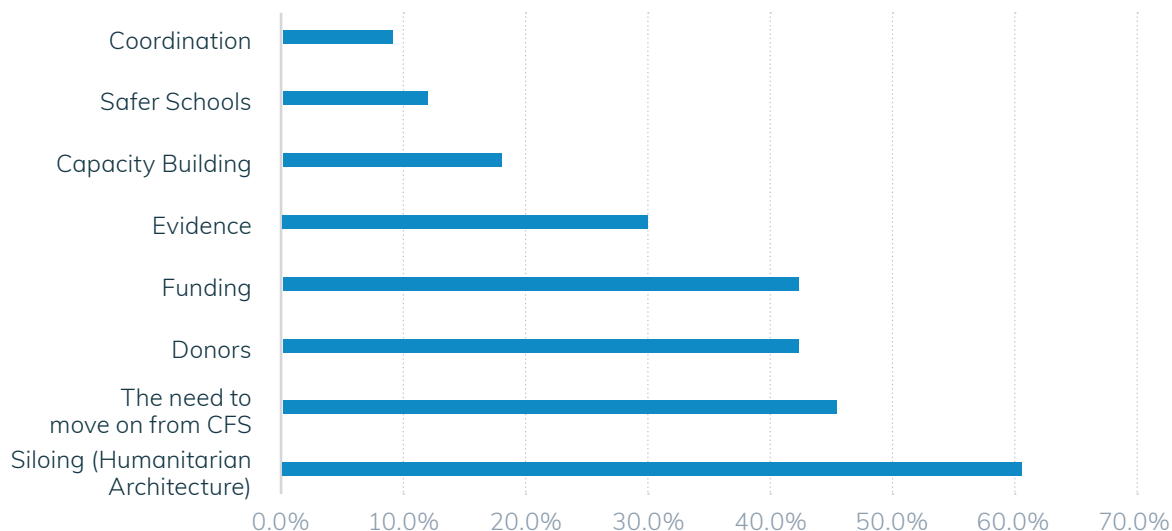
The graph summarises what the respondents felt were the key challenges or barriers that impede integration between CPHA & EiE, by percentage.

SILOING

A majority of respondents said the main challenge to integrating CPHA & EiE is the siloing inherent in the existing humanitarian architecture, from the sectoralisaton of responses, including the cluster system, through NGO & UN structures, to donor funding streams and national government ministries.

- In many contexts the HRP process reinforces the division between the sectors and does not encourage collaboration (There are notable exceptions to this: progress has been made by CP AoR in requiring integrated programming indicators within the HRP).
- For sustainability of any integrated interventions there needs to be corresponding collaboration within national systems. In many cases the MoE is very focused on curricula delivery and not on child protection. Support for integration across government departments is needed.
- Siloing continues down to field level, with the attitude that 'It's not my job', and historic/cultural barriers existing between sectors - e.g. teachers' role, functions and status in some societies.

THE NEED TO MOVE ON FROM CHILD FRIENDLY SPACES (CFS)

Respondents highlighted that in many humanitarian responses there is an adherence to setting up and maintaining CFS. Whilst in some contexts these are an essential part of a first phase response, and provide much needed physical and psychosocial protection for children, they don't always support the educational development of children and young people and, in some cases, CFS by themselves have a poor impact on protection outcomes for certain age groups. The overriding concern is that in many cases the establishment of CFS becomes an end in itself.

- Funding into CFS detracts from case management and other CP programming - often against Cluster priorities.
- CFS should include more clear outcomes, including SEL outcomes and, during a first phase response also education outcomes, as well as more structured approaches.
- There is a challenge when CFS compete with education provision, for example, offering recreational activities is more appealing to children than learning maths.
- There was a desire to see CFS that are set up in the first phases of a response move swiftly to incorporate structured psychosocial or educational content, either formal or non-formal.

DONORS

Donors were seen as critical in encouraging and supporting integrated programming and should be pushing integration and evidence generation, perhaps through pilot schemes initially.

- It was felt that currently many donors were themselves siloed, and this reinforced division between the sectors.
- If donors specified a requirement for fully integrated programming, including joint results frameworks and indicators in line with CPMS Standard 23, then implementing agencies would have to follow.
- Donors should recognise challenges with the differences in cost-per-beneficiary for each sector and support a cost-benefit analysis of the 'high cost' child protection interventions.
- Donors should plan internally, and with other donors, for cross-sector collaboration.

FUNDING

Respondents emphasised the funding gap for both sectors, meaning there is not enough money to deliver effective programming at scale, let alone comprehensive integrated programming.

- Technical expertise - such as national or regional technical advisors - from both sectors needs to be written into proposals and into the grants to ensure capacity is there for effective integration.
- Ongoing advocacy to donors and grant-makers for investment in EiE & CPHA with an emphasis on integrated programming is required.

EVIDENCE

There are gaps in evidence of the added value or effectiveness of integrated programming which is impacting uptake.

- The evidence that exists is very project based, there is a need to generate more substantial evidence with a focus on outcomes and child well-being.
- From the start of a crisis there is the need for a thorough situation analysis, without specific sectoral focus, looking at the root causes of child well-being issues. Revisit Child Rights Situational Analysis (CRSA) as a basis for this.
- Assumptions and definitions need to be analysed - do they line-up across both sectors?
- Joint results across both sectors can be problematic for reporting: How do we delineate services between sectors? CP services often target a subsection of children, or individual children, whereas education is universal.

CAPACITY BUILDING

Limited number of cross-sector capacity building initiatives. This should be prioritised at the inter-agency level as a part of any strategy aimed at bringing the sectors together.

- Staff in each sector can be highly specialised with limited understanding of the other sector.
- High workload means it is difficult to make time for capacity building so staff can gain understanding of the other sector. There is often limited capacity for staff to look at the bigger picture due to them having to focus on 'putting out fires'.
- Technical terminology differs across sectors, even for similar interventions such as MHPSS. Joint training is an opportunity to address this. This could be based on CPMS Standard 23.
- Skill sets for staff - it is difficult to find people who are who have the knowledge and skills to design and lead programming with a quality focus across both sectors.

SAFER SCHOOLS

Challenge with ownership of the prevention of schools from attack initiatives, who leads and how is this coordinated in-country, especially in certain contexts.

- Some education teams have a limited understanding of MRM and what to do if schools are attacked.
- Seen as a specific opportunity for sectors to work together, emphasising the need to protect the right to education, and the protective nature of education.

COORDINATION

The cluster system is inherently siloed, and often reinforces programmatic separation.

- More recently, both the GEC & CP AoR have proactively been collaborating to advocate for, encourage and measure integrated programming.

ADDITIONAL GENERAL POINTS OF NOTE

- There is an often-overwhelming amount of guidance, standards and protocols that staff already have to follow.
- We need to convey the value statement that 'CP should underpin everything within EiE'.
- The differences in costing and focus of programming is often referred as a challenge for integration with high costs for specialised and individualised services (CP) and low costs for universal services (Education).
- Fear of a loss of specialisation, loss of a sector - coming together does not mean a loss of specialisation, there can be overlap.
- Be aware that schools may not always be protective environments and could indeed be a place of abuse.
- At the beginning of a response there is lack of clarity between EiE & CP activities, e.g. CFS's - over integration and blurring of boundaries, where does it tip over into EiE and vice versa? The pace at which responses unfold, one sector may move much faster than the other.
- Often, the integration of Child Protection and EiE is focused on children who are already enrolled in formal or non-formal education systems (i.e. PSS, SEL, ECE, etc,). It might be more challenging to integrate both sectors when it comes to guaranteeing access to education and to mitigation of dropouts' risks.
- Communities, parents/caregivers, teachers and education personnel, and authorities should be engaged in integrated programming through a consultative and participatory approach.

OPPORTUNITIES - FOCUS OF THE PROJECT

During the KIIs informants were asked about their ideas for what the focus of the CPHA-EiE project should be. The responses were varied and constructive, with the results grouped in categories for ease of reference as shown in the graph:

FOCUS OF PROJECT
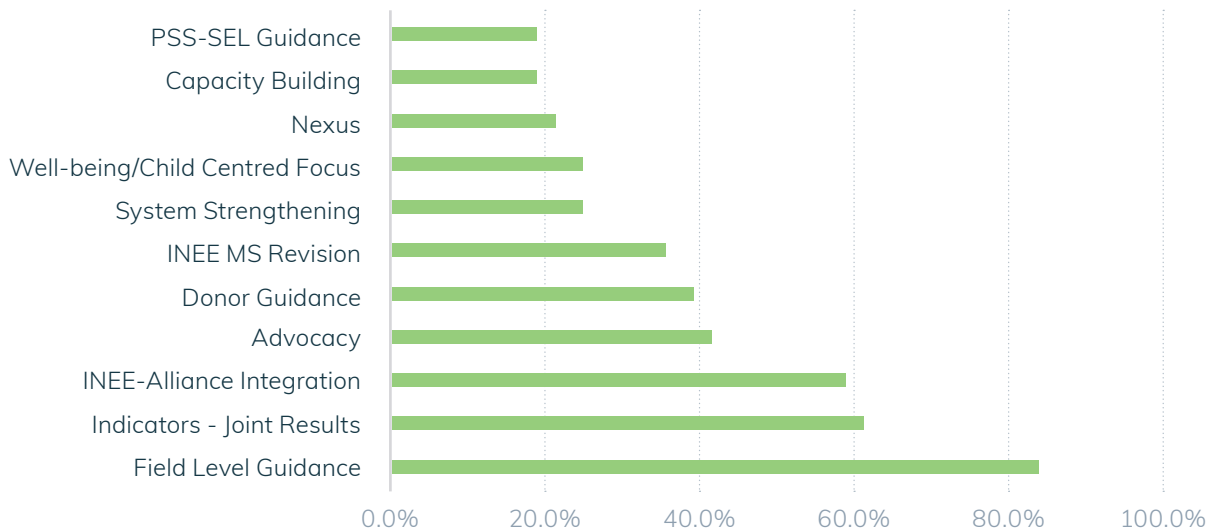
FIELD LEVEL GUIDANCE

There was clear consensus amongst respondents, agreed with by the Advisory Group, INEE & the Alliance, that the focus of the framework should be guidance for practitioners at the field level. Key feedback for consideration included:

- How can we help practitioners do their jobs better (guidance notes, framework, checklist, training)? Look at good practice and how we can learn from this.
- Keep the framework short and practical - be careful not to overload partners.
- Practitioners want a practical, easy-to-use resource.
- Include case-studies, ways that things have worked well (or even didn't work well) to give working examples.
- The framework can signpost to more information/standards/examples of good practice via links and annexes.
- Needs to be extremely specific in terms of support for implementers at field level, the rest (advocacy, policy etc.) is secondary.
- Differentiate between the 'need to have' and 'nice to have' - map out different degrees/ stages of integration.
- Practitioner focus - "how to do, when to do and what is the overlap", consider what the scenarios might be when one sector should lead.

The Framework should take the form of a 'How-To-Guide' or 'Toolkit' that practitioners can access, navigate, and use easily.

INDICATORS - JOINT RESULTS FRAMEWORK

To support the update and implementation of any framework the development of a Joint Results Framework is seen as key. Shared results will enable joint project planning, supporting integration from field level up to strategy development.

- Support to CP practitioners to understand education outcomes and objectives (and vice versa) in a shared results framework - with activities that interlink.
- Conceptualising an integrated approach without total overlap - some specialisations and skill sets remain in each sector.
- Outcomes for children, not for our silos.
- Clarify how to do joint needs assessment and set holistic shared indicators that require sectors to work together.

INEE- ALLIANCE COOPERATION

Many respondents felt that INEE & the Alliance could work more closely together in general, and that Network Spaces working on similar projects could come together regularly to ensure their work cross references with the other, as well as to provide cross-sector learning and peer support.

- Provide guidance on how The Alliance and the INEE standards are interlinked

- Concretely INEE and Alliance do work well together, we need to build on this and increase collaboration. E.g. Join together task-teams across the networks.

- Weave CPHA across all INEE Secretariat work.

- Share lists of contacts and areas of responsibility from Alliance to INEE and vice versa.

The post of Technical Focal Point - Child Protection and Education in Emergencies has been created to drive this project forward. Alongside the development of the associated products and resources, the role will also be responsible for linking the two networks together. Current work on this has included efforts to harmonise the Competency Frameworks across both networks, and an agreement on developing joint Capacity Building materials. These will continue, alongside other opportunities.

ADVOCACY

Respondents were keen to see increased advocacy for integrated programming as part of this project. It was felt that targeted advocacy work could come after the development of the Framework, with a specific Advocacy Paper being developed as part of the dissemination plan supporting uptake and adoption.

- Scope for joint Advocacy Stream - generating country buy-in for work, and rolling out the framework.
- Joint advocacy needed for an increase in funding for CPHA & EiE, in general, but also specifically on integration.
- Influencing strategic planning - through HRP, ECW, GPE - include this in the beginning of the programme cycle.
- Advocacy to the UN and donors to improve shared outcomes.

DONOR GUIDANCE

Most donors who were contacted felt that guidance on what comprises quality integrated programming would be helpful. Other respondents also felt that donors should be the driving force behind integration. Specific asks included:

- A checklist detailing the elements of integrated programming.
- Donors should be encouraged to commit to certain actions.
- Donors need incentives - need to outline how integrated programming achieves better outcomes.
- Donors should require integrated CP-EiE projects and the necessary staff to implement them, as well as establish minimum requirements for all CP-EiE projects.

The Advisory Group agreed that donor guidance should be a secondary product, developed after the framework but closely referencing it.

INEE MS REVISION

Informants highlighted the opportunity presented by the potential revision of the INEE MS. If Child Protection could be much more closely referenced and integrated into the INEE MS, this would have a huge impact on the integration of CP into EiE amongst EiE practitioners.

- Include CPHA in INEE MS revision - reference under each standard

The Technical Focal Point will work with INEE's Standards and Practice Working Group Coordinator to ensure that an emphasis on CP and integrated programming is included in the revised standards. The concept note has already been reviewed and updated to reflect this.

SYSTEM STRENGTHENING

Given the increasingly central role that National Governments will play in humanitarian responses, they are a key audience for the Framework, and System Strengthening needs to be a core component.

- Policy support for Governments to better enact/institutionalise cross-sector working

- Look at results across both sectors where national government action is key - social documentation, socio-economic inclusion and addressing tensions in host communities

- Look at inclusion into national systems.

- Role of external partners will now be on capacity building; this could work well as a joint piece across INEE and Alliance.

- Guiding principle that we try to resume education within 3 months of an emergency - to ensure this we need to work together across sectors on system strengthening prior to the emergency.

- Also consider guidelines for local govts - for example through the Mayor's Network.

There is the possibility to develop separate guidelines for government ministries, as well as a series of policy papers aligned with the Framework, after its release.

WELL-BEING/CHILD-CENTRED

Although not explicitly a priority for the KII's, the centrality of working through a well-being lens is seen as key to integrated practice and was seen as essential by the Advisory Group as well as INEE and the Alliance.

- The Frameworks should have a well-being focus - try to capture the transformative power of certain interventions (family reunification etc).
- Focus on Child Well-being as the overall goal - positive change that could help break down silos.
- Child-centred - child well-being must be at the centre of responses. How do all sectors work together? Consider whole-child development and holistic outcomes.
- Keep the framework child-folcused - what does the child need, and what services, and who can deliver?

The work on the framework will therefore explore how this can be reflected, both in the main ways of working, as well as in the indicators and results.

NEXUS

The current sector-wide push for better alignment and collaboration across the humanitarian-development spectrum is seen as a key opportunity for this project. This was explored in Section 1 and will form part of the foundational rationale for the Framework, as well as the dissemination plan and any accompanying Advocacy Papers.

- Both humanitarian and development partners have key roles to play and we need to work with GPE and other development partners.

CAPACITY BUILDING

It was recommended that Capacity Building be an integral part of the project. Structurally it was agreed that it wouldn't be a component of the Framework, but would necessarily be a part of any rollout.

Work has already started on a joint Capacity Building initiative across INEE & the Alliance, led by the Technical Focal point, starting with the Harmonisation of the Competency Frameworks from both INEE and The Alliance, and producing joint e-learning materials in Q4 of 2020.

PSS & SEL

PSS & SEL were seen by many respondents instinctively as key points of overlap between the sectors, with many agencies already embedding PSS and/or SEL into their education programming. Although PSS and SEL will be highlighted in the Framework, there is a lot of parallel work happening on good practice, standards and indicators that can be cross referenced and integrated.

- PSS/SEL/Mental health could be good place for overlap - but look for measurable learning outcomes (indicators & impact)

ANNEXE 2: DESK REVIEW

DESK REVIEW
Collaboration Across Child Protection in
Humanitarian Action and Education in Emergencies

INTRODUCTION

This paper summarises the Desk Review that was conducted as background research for the CPHA-EiE Project, a collaboration between the Inter-agency Network for Education in Emergencies (INEE) and The Alliance for Child Protection in Humanitarian Action (The Alliance). This research informed the direction of the project and the development of associated resources. As such the Key Findings are referenced and expanded upon in the CPHA-EiE Position Paper.

BACKGROUND

From April to June 2020, a comprehensive desk review of 42 resources was undertaken, grounded in the Desk Review Protocol agreed with the CPHA-EiE Advisory Group. This Desk Review was designed to contribute to the development of the CPHA-EiE Discussion Paper, as well as inform the Collaboration Framework and other products developed during the scope of the CPHA-EiE project. It was conducted with the aim of understanding what has been done to date on collaboration between CPHA and EiE by identifying existing resources from the academic, humanitarian and development fields including academic and grey literature, as well as organisational guidelines and frameworks, including examples of good practice. As the products of the project are aimed at practitioners, the focus of the Desk Review was on practical actions and guidelines, including scalability & sustainability, rather than in-depth academic research.

KEY FINDINGS

"Integrated education and protection interventions provide opportunities to prevent and respond to the negative impacts of a crisis on a child's psychosocial well-being. This, in turn, may allow children to continue building the skills needed to establish and maintain essential relationships and perspectives that can be the building blocks of individual and collective healing, resiliency, and social cohesion" (ECHO, 2019).

The Desk Review highlights the desire for the two sectors to work more closely together, provides evidence of the benefits of cross-sector working and sets out some clear areas of programmatic collaboration and integration.

FOUNDATIONAL EVIDENCE

An integrated approach for the rights of children enables cost effective programming, that supports holistic promotion of child rights, prevents duplication and expedites recovery in times of emergency.

A key challenge to developing conclusive recommendations on the added value of integrated programming is the paucity of research and evidence from crisis contexts. Indeed, investing in research and evidence generation is, in itself, a key recommendation. However a number of papers demonstrate, suggest or extrapolate evidence that supports the following conclusions:

- Integrated programming can improve child well-being.
- Integrating child protection elements such as PSS or SEL into education programming can help improve learning outcomes.
- Integrated programming supports and encourages a child-centred approach to humanitarian response which can prevent children and young people 'slipping through the gaps' between services and can maximise the impact of multiple sector interventions.
- Education programming can be 'preventative' and help mitigate certain child protection risks
- Child Protection programming can support children and young people to access education and can reduce drop-out.
- A focus on improving well-being in family and community ecologies can have a positive impact on learning outcomes.
- Integrated programming can be cost effective and prevent duplication.
- Integration aligns with current efforts to transform humanitarian delivery, including the New Way of Working, the moves to bridge the humanitarian-development nexus, and the localisation agenda.

Cautionary points around integration include:

- Fully integrated programming isn't appropriate in all circumstances.
- There are specialisms within each sector that need to be maintained and are often the most appropriate intervention.
- Schools may not always be protective, and in fact may be the source of child protection risks, practitioners need to be aware of this.

IMPLEMENTATION

There was clear consensus across several resources on what should be included in the core components of integrated programming, with differences in approach depending on whether the substantial focus of the programming was either education or child protection.

INTEGRATING CHILD PROTECTION INTO EDUCATION

Child protection should be an integral part of all emergency education activities, and should be a fundamental criterion in the approval of a programme by NGO staff, host governments and donors (Nicolai & Triplehorn, The role of education in protecting children in conflict, 2003)

Recommended integrated programming components include:

- Psychosocial well-being
    - Structured Psychosocial Support (PSS) interventions for children, adolescents and/ or caregivers - such as: structured and sustained or curriculum-based programmes; supervised recreational activities.
    - Social & Emotional Learning (SEL) provision
    - Psychological First Aid (PFA)
- Multisectoral referral pathways - Referral of girls and boys at risk or survivors of child protection concerns to other specialised services (such as case-management and counselling). This may be offered on-site or through another location/actor. If case-management is on-site then case or social workers should be assigned to each center, and the space should include confidential working spaces and case-file storage.

- Caregiver support programmes including curriculum-based positive parenting programmes, PSS, child protection and safeguarding training.
- In-class child protection messaging, including prevention of exploitation, separation and trafficking, and Disaster Risk Reduction (DRR) such as mine-risk education.
- Conflict Sensitive Education and Peace Education: Work with child protection actors to consider how education programmes can reduce tensions and increase community cohesion
- Teacher training curricula that support more protective learning environments, such as teacher training on safeguarding, child protection, non-discrimination, creating positive learning environments & positive discipline.
- Safeguarding feedback and reporting mechanisms
- Safe learning environment and access routes: Schools are free from hazards and encourage learning. Children feel safe travelling to and from school.
- Teacher well-being is recognised, encouraged and supported through employment practices, support networks and training on self-care (including PSS)
- Learning environments are free from military occupation and attack. This can be supported through community negotiations.
- Accessibility and non-discrimination, ensuring school premises, enrolment and access are inclusive.

INTEGRATING EDUCATION INTO CHILD PROTECTION

"Initiatives should be developed to identify children whose education has been disrupted due to conflict, discrimination or persecution, and to support them to continue and complete their education" (Nicolai & Triplehorn, The role of education in protecting children in conflict, 2003).

Through tackling external factors and protection risks in the life of a child, agencies can improve access to education. Child Protection practitioners can ensure this through targeted programming, referral mechanisms (into education) and working closely with education providers. The focus of such interventions involves addressing:

- Child Labour - supporting children and their families so they can leave the workplace and enter education.
- Harmful Traditional Practices - child marriage, FGM, defined gender roles.
- Problems with School Integration - language barriers, cultural differences, access challenges.
- Children at risk of dropping out - cross-sectoral identification, support and referrals to additional support services.
- Children who have been out of school long-term - supporting access to and provision of alternative and non-formal education, including accelerated and catch-up programming.
- Psychosocial Well-being - ensuring the provision of PSS programing.
- Health and Disability - taking a multi-sector approach to support children with disabilities or underlying health conditions to access appropriate education services.
- Lack of Documentation - working with local authorities and education providers to allow access to education at the correct level without the traditionally required entry or identification papers.
- Social Protection - addressing poverty as a barrier to access and attendance through targeted or conditional cash transfers.
- Safe communities and access routes - working with communities to make the routes to and from school safe for children and young people.

COLLABORATIVE WORKING

Certain activities can be undertaken by both sectors to support systemic embedding of integration and collaboration:

- Coordination: collaboration between clusters or coordination mechanisms, including refugee coordination groups

- Setting joint outcomes in Humanitarian Response Plans

- Joint assessment, monitoring and reporting

- Information and Awareness Raising Activities

- Advocacy

- Capacity Building

Many of the above points are recognised and elaborated on in the recently launched CP-EiE Collaboration in Coordination Framework a joint initiative by the Global Education Cluster and Child Protection AoR. The Framework supports predictable and coherent collaboration throughout the HPC to achieve efficient, effective, and accountable humanitarian responses. It is based on the promising practices of cluster colleagues from 20+ contexts. The CP-EiE Collaboration in Coordination Framework and package are intended for Cluster Coordinators and IMOs. The CPHA-EiE project has been working with the GEC to ensure any products reference and read-across to this framework, and vice versa.

DESK REVIEW METHODOLOGY

A search of existing good practice, published literature in peer-reviewed journals and grey literature was conducted using online resources:
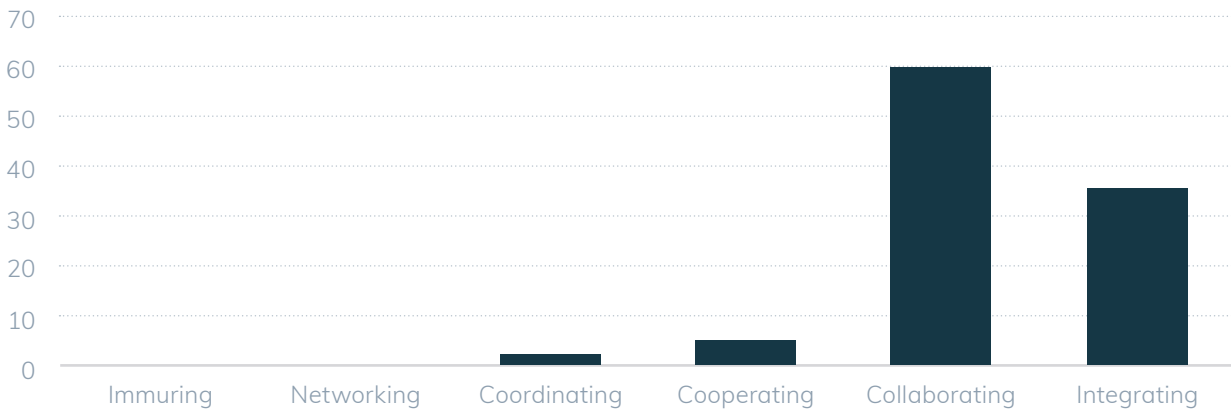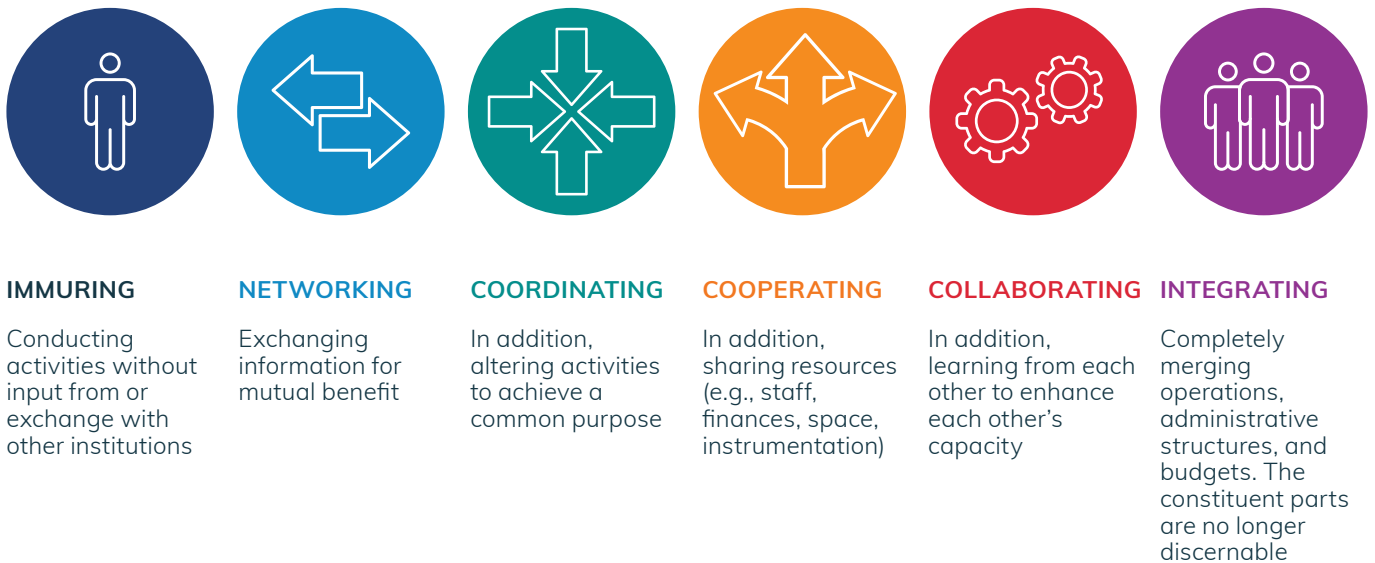
- Existing good practice was identified via major NGO, donor and UN agency online libraries, as well as via the KIIs.
- The published literature in peer-reviewed journals was identified through INEE & The Alliance Academic members.
- The grey literature was identified through:
  - The CPHA Minimum Standards, INEE Minimum Standards, CPHA Alliance's Resources[5] (The Alliance Resources, 2020), INEE Resources (INEE Resources, 2020), Save the Children's Resource centres (Save The Children's Resource Centre, 2020), other major NGO, Donor and UN agency resources etc.
  - Resources shared by the CPHA-EiE Advisory Group as well as INEE & the Alliance's Working Group members.

CLASSIFICATION OF RESOURCES

Resources were codified against the Collaboration Continuum (below), as well as the Humanitarian Programme Management Cycle and the Phases of the Humanitarian Response. They were also further broken out into the context in which they could be applied, and the component parts of any model or programme.

COLLABORATION CONTINUUM

The focus of the project is on collaboration between CPHA and EiE, with the emphasis on joint and integrated programmes. The levels of integration can be drawn across a progressive continuum – with 'integrated' programming the aspirational model.

| IMMURING	NETWORKING	COORDINATING	COOPERATING	COLLABORATING	INTEGRATING
Conducting activities without input from or exchange with other institutions	Exchanging information for mutual benefit	In addition, altering activities to achieve a common purpose	In addition, sharing resources (e.g., staff, finances, space, instrumentation)	In addition, learning from each other to enhance each other's capacity	Completely merging operations, administrative structures, and budgets. The constituent parts are no longer discernable

(Himmelman, 2002)

As reflected in the graph, the majority of the resources concerned models that were working at the level of 'Collaboration', with just 34% having elements that could be considered 'Integrated', and these would perhaps best be characterised as 'Partially Integrated'. The lack of models that could be categorised as 'Immuring' or 'Networking' reflects the selection bias in the choice of resources.

HUMANITARIAN PROGRAMME CYCLE
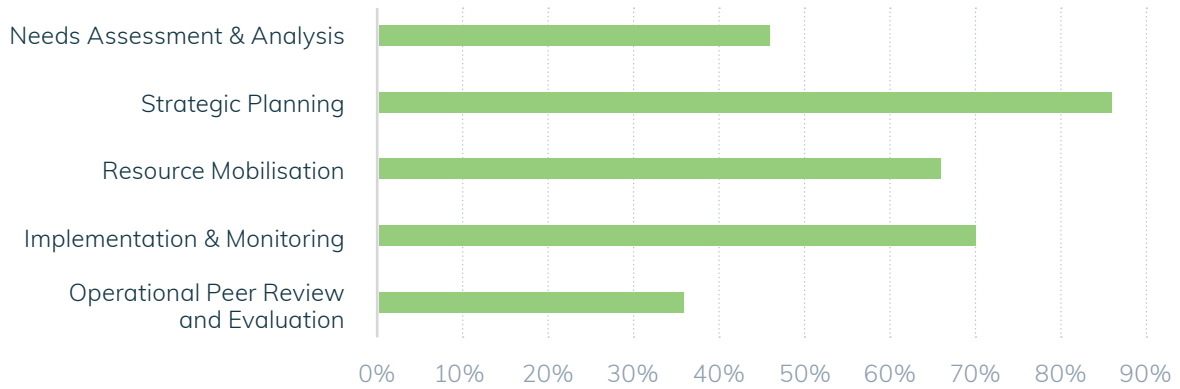
Regarding the Humanitarian Programme Cycle, resources were reviewed to see which stage in the cycle they referred to, with many resources being applicable to more than one stage. Most resources were relevant to Strategic Planning, closely followed by Implementation and Monitoring.

## HUMANITARIAN RESPONSE PHASE
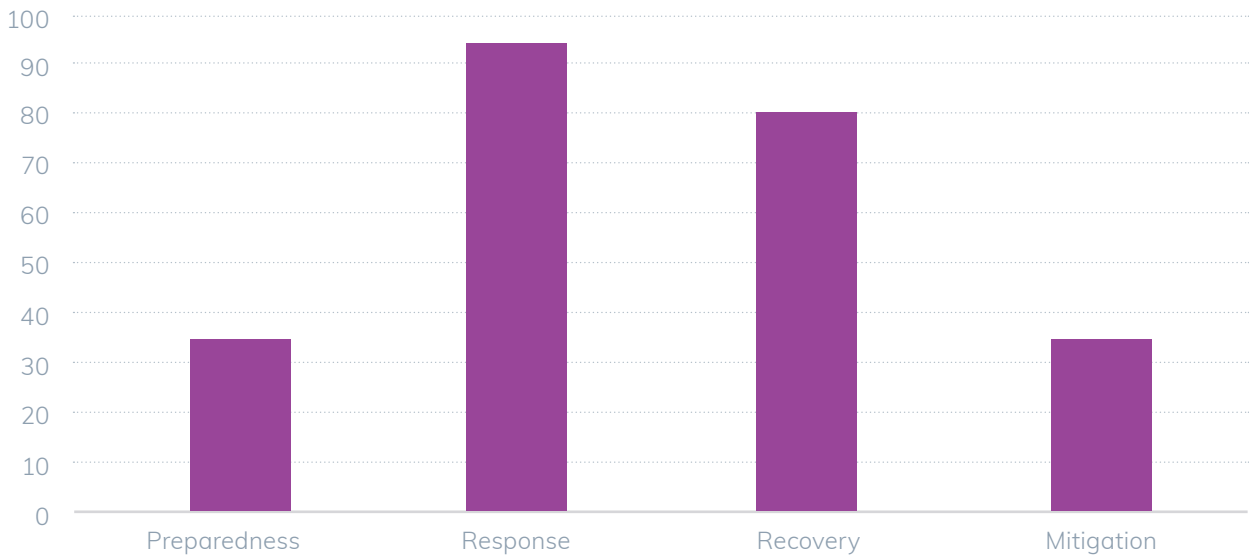
The resources were further assessed against the phases of a Humanitarian Response, with the majority applicable to the Response and Recovery phases, in line with the focus of the project.

CONTEXT
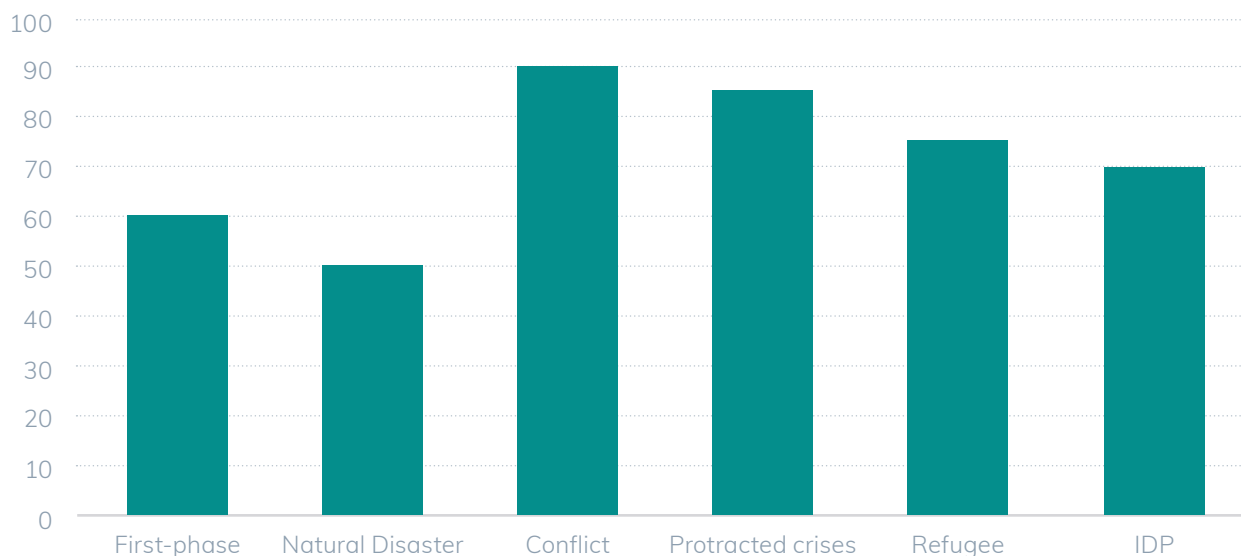
Many of the reports or models reviewed were either used in or suitable for a variety of contexts, with only a few being specific to one type of humanitarian response.

FOCUS OF PROJECT
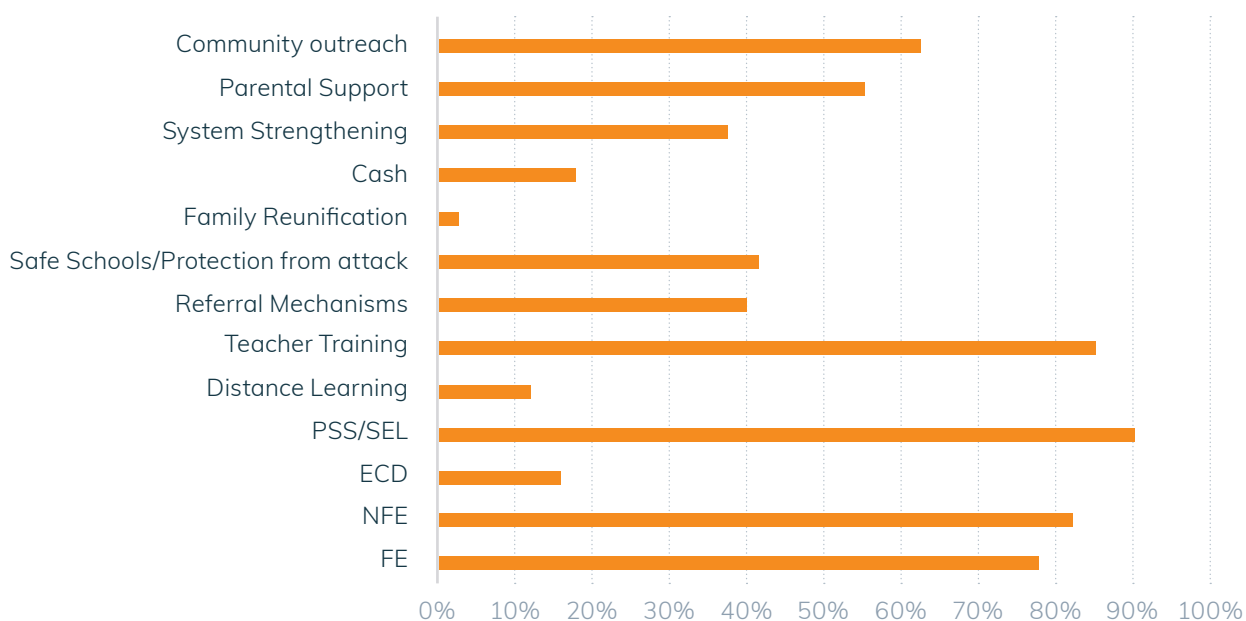
As with the analysis of the Minimum Standards below, many interventions outlined the key components of successful collaborative or integrated programming. Many resources referred to a specific model of implementation, be that in the form of a guidance note, programme review, project report or study, others contained more general guidance or policy positions. The majority of the specific models included or referenced PSS/SEL and teacher training and were delivered using a type of Non-Formal Education, but most were applicable to both formal and non-formal education depending on context.

COMMON MINIMUM STANDARDS

As well as convening global networks of actors, The Alliance and INEE are responsible for facilitating processes to agree globally-recognised operational standards in their respective fields: The Minimum Standards for Child Protection in Humanitarian Action (CPMS) and the INEE Minimum Standards for Education: Preparedness, Response and Recovery (INEEMS). These Standards set out the foundations for rights-based child focused humanitarian response, and are widely used by practitioners around the world, including donors, government ministries and other authorities, UN agencies, and local and international NGOs.

When considering integration between CPHA & EiE, it is necessary to consider the complementarity between both sets of standards. There are several overlaps in the conceptual frameworks for each standard, particularly in the Survival & Development Principle of CPMS, and the Access and Learning Environment Domain of the INEEMS. However, these are broken down into more specific standards that encourage cross-sector working and note the interconnectedness of the two sectors. This is perhaps spelled out most clearly in the latest version of the CPMS in Standard 23:

> There are many natural links between child protection and education. A lack of access to education has direct negative impacts on children's well-being and development. Children who are out of school can face greater child protection risks. Child protection concerns can prevent children from accessing education or can decrease educational outcomes.
>
> Quality education is defined by the Inter-agency Network for Education in Emergencies (INEE) as "education that is available, accessible, acceptable and adaptable" and responsive to diversity.
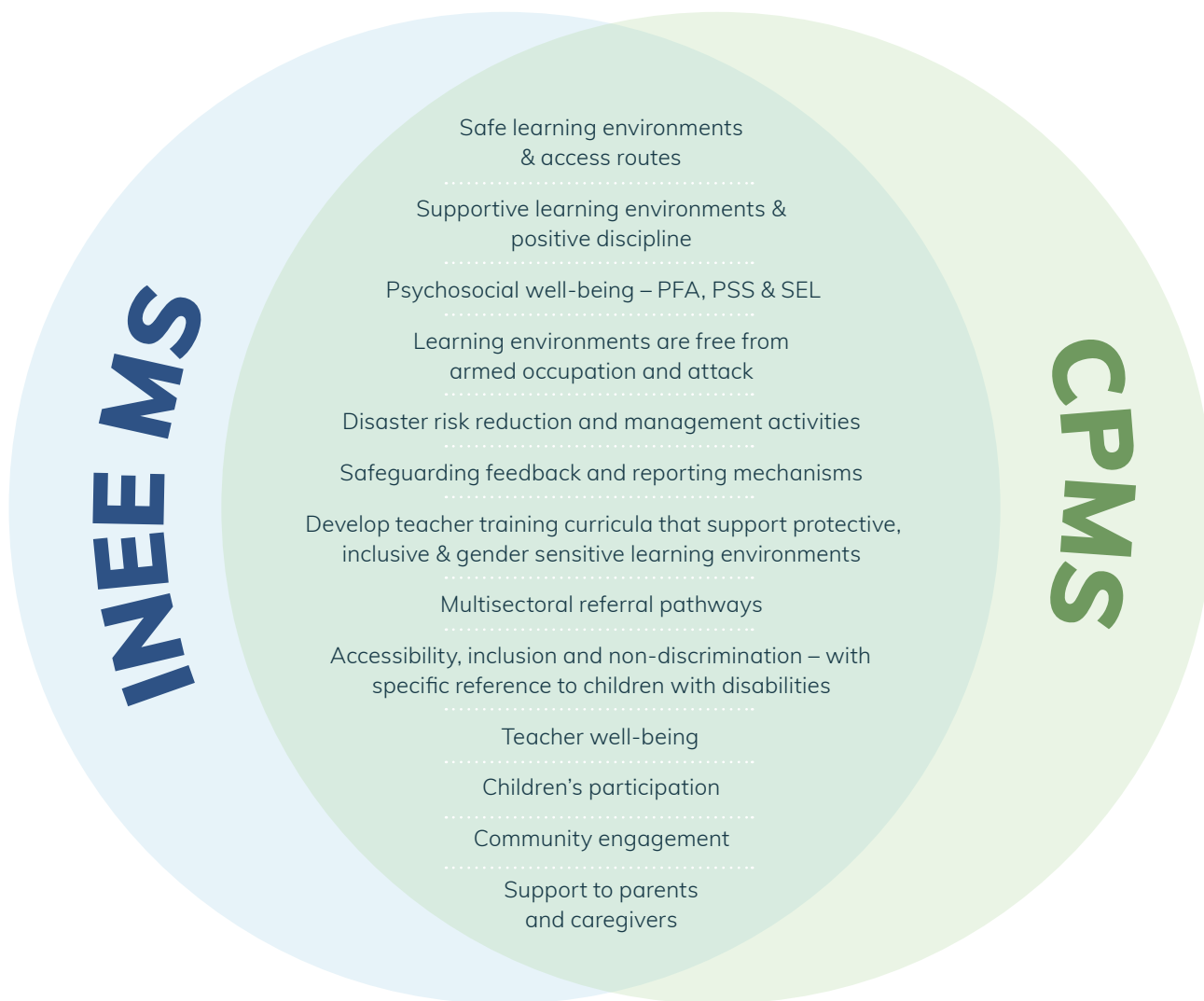>
> Strengthened collaboration between child protection and education actors can:
>
> - Increase children's resilience;
> - Support psychosocial, cognitive and physical development;
> - Mitigate protection risks;
> - Support positive peer relationships and social cohesion; and
> - Promote essential life skills that support children's capacities and confidence (The Alliance for CPHA, 2019).

The INEE MS in turn covers Child Protection under the Access and Learning Environment Domain, Standard 2: Protection and Well-being which aims to ensure that:

> Learning environments are secure and safe, and promote the protection and the psychosocial well-being of learners, teachers and other education personnel.

Considering the content in the related standards from each MS, it is already possible to map out a consensus in the overlapping activities and focus of cross-sector working:

Safe learning environments
& access routes

Supportive learning environments &
positive discipline

Psychosocial well-being – PFA, PSS & SEL

Learning environments are free from
armed occupation and attack

Disaster risk reduction and management activities

Safeguarding feedback and reporting mechanisms

Develop teacher training curricula that support protective,
inclusive & gender sensitive learning environments

Multisectoral referral pathways

Accessibility, inclusion and non-discrimination – with
specific reference to children with disabilities

Teacher well-being

Children's participation

Community engagement

Support to parents
and caregivers

INEE MS

CPMS

This overlap gives us a clear focus for developing a collaboration framework that supports systematic integrated programming that we can build on using additional evidence from the desk review.

DESK REVIEW FINDINGS

FOUNDATIONAL EVIDENCE

From the resources reviewed, only 42% cited or used an evidence base to affirm their findings or assertions. In the main this was drawn from project specific studies. There is a notable gap in broader evidence generated from emergency or crisis contexts that highlights the added value of integration between the sectors, especially in terms of outcomes for children. However, a number of studies do provide some evidence that illustrates the benefits of integrated programming at a foundational level.

In an analysis of the International Rescue Committee's

"Learning to Read in a Healing Classroom" (LRHC) programme in the Democratic Republic of the Congo, Aber et al reflect that a recent meta-analysis of over 200 school-based social–emotional learning (SEL) programs in the United States and other high-income countries shows that such programs are a viable and effective approach to improving both academic and socioemotional outcomes (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011).

"The results from the study provide evidence first and foremost that improving the caring and supportiveness of school ecologies may be a viable and promising target for school-based efforts to improve learning in Conflict Affected Contexts." Additionally, "...these results suggest that understanding how to improve children's literacy scores appears to require attention to family processes and to classroom/school processes beyond the supportiveness and predictability of school ecologies" (Aber, et al., 2016).

In a 2018 mapping by the INEE Advocacy Working Group, their analysis interrogates the perceived benefits and warns of the risks associated with collaboration across the sectors:

"The CP and EiE fields both claim that education is protective because it (1) provides physical, psychosocial, and cognitive protection; (2) gives children a sense of hope and stability; (3) gives children access to other critical, lifesaving services; (4) strengthens social cohesion and supports peacebuilding and conflict-resolution efforts; (5) supports gender equality and provides women and girls, who are often marginalized, with skills they need to empower themselves; and (6) enhances children's well-being over the long term. Despite the positive impact of education in emergencies, most literature suggests that education is not by definition protective and that it carries potential risks. Education can be used, for example, to fuel intolerance and prejudice and exacerbate existing injustice and discrimination. Education infrastructure can also be used for military purposes, making schools prone to attack (Tebbe, 2015; UNESCO, 2011). In addition, the sexual and labor exploitation of children can take place in schools and traveling to and from school can leave children vulnerable to violence and injury. Rigorous prevention and protection measures are therefore needed to create a safe learning environment for all students, one in which they can continue to receive quality education in times of emergency" (INEE, 2018).

One of the best ways to conceptualise the overall benefits of integrated programming, is through a child well-being lens. Forty-seven per cent of the resources had a child-well-being focus, either explicitly or implicitly, and were able to cite improvements in child well-being though some form of integration or collaboration. In an Education Rigorous Literature Review, Burde et al have analysed the benefits of a focus on well-being in education programming in crisis affected contexts:

"Many interventions in countries and regions affected by crises attempt to support children, youth, and their families by helping to mitigate risk, and promote psychosocial well-being and resilience. Although robust evidence from research conducted in the US shows the effects of a wide range of interventions on children's well-being, research conducted in countries affected by crisis is limited primarily to observational studies. We draw the following conclusions from this work.

A. In countries or regions affected by acute conflict, there is promising evidence to support community negotiations to protect schools, students, and teachers from attack.

B. In countries or regions where populations are living in protracted, post-conflict, or disaster contexts, there is strong evidence to support creative arts and play therapies, early childhood development, and the provision of extra services to the most vulnerable (especially girls and younger children) as ways to improve well-being. Emerging evidence also suggests that children and youth affected by conflict respond less well, and sometime adversely, to therapies that focus on trauma rather than on daily stressors. Emerging evidence shows that for most children and youth affected by conflict or disaster, school routines improve mental health and resilience.

C. Robust evidence from stable high-income countries shows that a positive classroom environment and peer-to-peer learning have positive effects on well-being" (Burde, Guven, Kelcey, Lahmann, & Al-Abbadi, 2015).

The European Commission Humanitarian Assistance (ECHO) also states how

"Integrated education and protection interventions provide opportunities to prevent and respond to the negative impacts of a crisis on a child's psychosocial well-being. This, in turn, may allow children to continue building the skills needed to establish and maintain essential relationships and perspectives that can be the building blocks of individual and collective healing, resiliency, and social cohesion. PSS and SEL both focus on children's holistic development and are complementary in their aim and interventions. Within the EiE sector, SEL is an important component under the larger PSS umbrella; evidence indicates that both are important in enabling a return to active participation in the learning process" (ECHO, 2019).

The Alliance are also undertaking work on Child Wellbeing definitions and indicators, the outcomes of this will be reflected into the resources developed under the CPHA-EiE project.

This foundational evidence is critical to support the development of a Collaboration Framework, providing the grounding rationale for integration, as well as advocating for integration between the sectors, from a child-centred perspective.

PROGRAMME COMPONENTS

As with the analysis of the Minimum Standards above many interventions outlined the key components of successful collaborative or integrated programming. Many the resources referred to a specific model of implementation, be that in the form of a guidance note, programme review, project report or study, others contained more general guidance or policy positions. Most of the specific models included or referenced PSS or SEL and teacher training and were delivered using a type of Non-Formal Education, but most were applicable to both formal and non-formal education depending on context.

Some practical examples that stipulate the core components of integrated programming include guidance from CP Sub-Clusters, for example, for NW Syria:

Integrated Approach to Child Protection and Education Services: child protection and education actors should strive for an integrated approach to service provision. Each location (whether a school, community centre or other type of space) should aim to offer:

A. Education (such as: non-formal education, accelerated learning, catch-up classes)

B. Skills building programmes (such as: life skills, vocational training)

C. Psychosocial support (such as: structured and sustained or curriculum based programmes; supervised recreation activities)

D. Referral of girls and boys at risk or survivors of child protection concerns to other specialised services (such as case management and counselling). This may be offered on-site or through another location/actor

E. Community outreach and awareness raising linked to the services offered at the location (such as: awareness raising on child protection concerns and explosive hazards risk education)

F. Parent support (such as curriculum-based positive parenting programmes)

G. Joint assessment, monitoring and reporting (HNO, no double reporting of activities in 4Ws with agreed indicators)

AND FOR COX'S BAZAAR:

Minimum package of services. 'A multi-purpose centre should at a minimum offer the following services'

- Structured Psychosocial Support interventions for children, adolescents and/or caregivers

- Case Management- 2-3 case/social workers will be assigned to each center and the space should include confidential space / storage space of case files, from which CM social workers can operate

- Structured adolescent activities such as adolescent clubs, adolescent led recreational activities and life skills sessions

- Programs for parents or other care givers, for instance positive parenting sessions

- Activities for community-based child protection mechanisms

- Basic education and literacy (foundation skills) mainstreamed through structured activities (Cox's Bazar Child Protection Sub Cluster, 2019)

Other agencies have also elaborated on effective core components of integrated programming, such as Save the Children's ILET - Improving Learning Environments Together in Emergencies, and Safe Schools Common Approach; IRC's Safe Healing & Learning Spaces, and NRC's Better Learning Programme & Recovery Box: all of which contain PSS and/or SEL, child protection considerations and a focus on children's well-being. Plan and FCA also detail similar components in their EiE programming models.

Viva (previously Children in Emergencies) have a simplified stipulation of core components of integrated programming:

- Share child protection messages as part of education programmes, for example around prevention of separation and trafficking, or mine-risk education

- Establish shared referral mechanisms with child protection actors

- Work with child protection actors to facilitate child-friendly spaces and early childhood education interventions

- Work with child protection actors to consider how education programmes can reduce tensions and increase community cohesion (Education: Integrating Child Protection, 2020)

In general, the programmatic focus of the interventions, policies and studies is on integrating CP into EiE programmes, with very few the other way round. However, Nicolai & Tripplehorn also identify how through tackling other external factors in the life of a child, agencies can help improve access to education. These can be addressed through both child protection and social protection programming.

> "Barriers to educational access should be identified and addressed. Educational programmes should aim to include all children. This implies designing programmes that minimise impediments to access, such as poverty, gender, disability, or membership of a particular social or ethnic group. Initiatives should be developed to identify children whose education has been disrupted due to conflict, discrimination, or persecution, and to support them to continue and complete their education. Where cost prevents attendance, education should be made free, or at least subsidised" (Nicolai & Triplehorn, The role of education in protecting children in conflict, 2003).

More specifically, the Turkish Red Crescent in their Situation Analysis suggests a series of recommended interventions that child protection practitioners can focus on that support educational outcomes of at-risk children and young people:

> "A significant portion of child protection efforts consist of activities for out-of-school children or children at risk of dropping out. By talking to children without access to education, children who are unable to attend school regularly, or children who are at risk of losing access to education soon despite regularly attending school and their families, it is tried to spot and eliminate the underlying reasons for these problems.

Interventions Delivered For Schoolization Efforts

- Individual Support – Case Management, Referral and In-kind Assistance
- Information and Awareness Raising Activities
- Advocacy
- Capacity Building

Recommended solutions and policies for children without access to education. [There is a need to] address:

- Child Labor
- Problems With School Integration
- Harmful Traditional Practices
- School Administration/Physical Conditions
- Child at Risk Of Dropping Out
- Long-term Separation from School
- Psychosocial Well-being & Health & Disability
- Identity/Documentation [lack of/missing]
- Children Without Access to Education" (Turkish Red Crescent , 2019)

These interventions are complementary to the activities identified as common to the Minimum Standards and help us view integrated practice from a child protection perspective - how to integrate education considerations into child protection.

GUIDING PRINCIPLES

Some of the guidance notes that were analysed set out guiding principles for integrated programming that are transferable between contexts and can unpin the development of the CPHA-EiE Framework.

Foremost among these was from the Gaziantep Child Protection Sub Cluster and Education Cluster serving northern Syria:

- Advocate with donors for joint funding opportunities stressing the positive outcome of joint and integrated programming.
- Whenever possible consider joint, multi-sector assessments that adequately cover gender, diversity and inclusion.
- Explore opportunities for joint inter-sector and inter-agency training opportunities on specific components like Psychological First aid, Code of Conduct and Child Safeguarding, GBV risk mitigation, etc.
- Ensure collaboration between agencies establishing Child Friendly Spaces and Temporary Learning Spaces making sure they are complementing and not competing (e.g serving different children with different services).
- Develop joint strategies to address Child Protection issues which require a multi-sector approach (e.g. Child labor which requires Child protection, Education, Livelihoods etc).

- It is very important for all staff working with children to understand the limits of the services they can provide. They should NEVER provide child protection specialized services (such as family tracing & reunification, one-on-one counselling for survivors of sexual violence, talking to employers to release children from child labor... etc.) or any other specialized services unless they happen to have been child protection specialists/caseworkers. Please refer such cases to specialized child protection actors.

NRC Afghanistan also outlined learning from their Education programme, from a child protection perspective:

- Advocate for a stronger response to child protection risks within education across the child protection, protection and education working groups.
- Engage and advocate with armed actors, including NSAGs [Non-State Armed Groups] on the protection of education from attacks.
- Provide psychosocial support, life skills and risk awareness for both children and parents.
- Strengthen community-based efforts to involve the community in identifying risks to children and establishing risk mitigation strategies (Norwegian Refugee Council, 2018).

UNICEF's review of their Hurricaine Maria response heavily emphasises the added value of integrated programing, as well as being guiding principles, they can be used to support advocacy work:

1. An integrated approach for the rights of children enables cost effective programming, that supports holistic promotion of child rights, prevents duplication, and expedites recovery in times of emergency. There is a crucial need to develop specific integrated emergency protocols for child protection and education.
2. In emergency responses a timely shift of state of mind to preparedness activities can create high levels of engagement with long term impact, while dealing with the emergency needs. During emergency response periods community and officials at all levels are often open to create in depth systematic change. Leveraging on emergency response activities enables long term impact.
3. Participatory and community-based method-ologies improve outputs and create a stronger starting point for long term preparation and future events.

SITUATING INTEGRATION IN THE BROADER CONTEXT

The case for integration between Child Protection and Education in humanitarian contexts is reinforced by several recent efforts to reform, refocus, or streamline the humanitarian industry.

THE NEW WAY OF WORKING

Collective outcomes are a key component of the New Way of Working (NWOW). This UN-led effort is supported by a wide range of humanitarian actors and aims not only to meet humanitarian needs, but also to reduce needs, risks, and vulnerability. Pertinent elements of the NWOW include the following:

- Common context and risk analyses to create a shared understanding of the context across humanitarian, development, political, and security actors
- A diverse range of partners working collaboratively based on their comparative advantage
- Multi-year time frames for analysing, strategizing, planning, and financing operations

CPHA & EiE partners have been advocating for many years for multi-year strategies and funding streams that bridge the gap between immediate response and longer-term action. Integration between the sectors will also support the development of joint contextual, need and risk analyses that contribute to setting collective outcomes.

HUMANITARIAN-DEVELOPMENT NEXUS

Humanitarian relief and development programmes are not necessarily consecutive processes: they are needed concurrently, and should overlap to better meet the needs of affected populations. To reflect this understanding, the concept of a 'humanitarian-development nexus' has come to prominence. The term focuses on the work needed to coherently address people's vulnerability before, during and after crises and requires transformation of the aid system. The current system is overstretched and not always coordinated across development and humanitarian interventions. As a result, the system does not always effectively meet the needs of the most vulnerable people.

The nexus is a continuation of long-running efforts in the humanitarian and development fields, such as 'disaster risk reduction' (DRR); 'linking relief rehabilitation and development' (LRRD); the 'resilience agenda'; and the embedding of conflict sensitivity across responses, and is the basis for the UN's NWOW above.

Again, a key theme is the idea of 'collective outcomes' whilst working across humanitarian and development institutions and modalities. This has particular resonance for the education sector given its reach across multiple aspects of a child's life, and analysis by USAID highlights the way in which integration with the Child Protection sub-sector can help bridge the nexus through promoting well-being and building resilience:

> The concept of collective outcomes is central to current thinking about humanitarian-development coherence. The education sector has the potential to contribute to collective outcomes by providing protection (in times of higher risks and vulnerability), promoting well-being, and ensuring that children and young people learn basic skills. In conflict-affected and fragile contexts, education programs can be leveraged to contribute to conflict mitigation, peacebuilding, and security. Education also plays a crucial role in strengthening individual and community resilience. Resilient communities particularly need two types of capacities—adaptive capacity and the ability to address and reduce risk—and education can contribute to both (USAID, 2012). In both emergencies and protracted crises, schools can offer a multi-sectoral community platform that enhances localized preparedness, response, and recovery (Nicolai, Hodgkin, Mowjee, & Wales, 2019).

INEE, The Global Education Cluster and the Global Programme for Education are currently working on a joint project looking at greater coherence in education responses across the nexus. The CPHA-EiE Project will be mindful of the conclusions of this work and ensure they are reflected in any outputs.

LOCALISATION AGENDA

The humanitarian sector has been aiming for a more 'local' response to humanitarian crises for several decades. Yet there has been very little systematic progress beyond some isolated examples. Between 2017 and 2019, HPG researched local humanitarian action from a ground level perspective across four key themes: capacity and complementarity, financing, dignity and protection. From this research they learned:

- Humanitarian action is always stronger with local action.
- Effective and local humanitarian action is not a zero-sum game of reduced roles for international humanitarian organisations and increased roles for local actors.
- Power is both the greatest resource and greatest impediment to effective local humanitarian action: the power relations embedded in formal humanitarian structures must be confronted and transitioned to reflect new possibilities (Fast & Bennett, 2020).

In working towards greater integration between CPHA & EiE it is important to recognise not just the programmatic advantages, but the moral imperative to increase local capacities and improve the sustainability of any action.

The CPHA-EiE project will be engaging with the INEE Localisation Task Team, as well as the Capacity Building initiatives of both INEE & the Alliance to endeavour to strengthen the 'localisation' of any products.

GLOBAL COMPACT ON REFUGEES

The Global Compact of Refugees includes commitments on reducing the time displaced children are out of the education system and returning to learning within three months from the start of any disruption. It provides a set of useful principles to work under that relate to integrated programming. Education-related excerpts include:

> 68. In line with national education laws, policies and planning, and in support of host countries, States and relevant stakeholders will contribute resources and expertise to expand and enhance the quality and inclusiveness of national education systems to facilitate access by refugee and host community children (both boys and girls), adolescents and youth to primary, secondary and tertiary education. More direct financial support and special efforts will be mobilized to minimize the time refugee boys and girls spend out of education, ideally a maximum of three months after arrival.

> 69. Depending on the context, additional support could be contributed to expand educational facilities (including for early childhood development, and technical or vocational training) and teaching capacities (including support for, as appropriate, refugees and members of host communities who are or could be engaged as teachers, in line with

national laws and policies). Additional areas for support include efforts to meet the specific education needs of refugees (including through "safe schools" and innovative methods such as online education) and overcome obstacles to their enrolment and attendance, including through flexible certified learning programmes, especially for girls, as well persons with disabilities and psychosocial trauma. Support will be provided for the development and implementation of national education sector plans that include refugees. Support will also be provided where needed to facilitate recognition of equivalency of academic, professional and vocational qualifications.

The emphasis on working within, and the strengthening of, national systems is critical to the success of any action, especially with national governments increasingly leading EiE reponses. The humanitarian landscape is rapidly changing, and this is perhaps evidenced most strongly in protracted crises. This has implications for integrated work, requiring us to seriously consider the role of national authorities, the risks of setting up parallel systems, as well as the need to engage with development partners for sustainable responses that benefit all children and youth, both displaced and host communities.

GLOBAL COMPACT FOR MIGRATION

The Global Compact for Migration is the first-ever UN global agreement on a common approach to international migration in all its dimensions. The global compact is non-legally binding. It is grounded in values of state sovereignty, responsibility-sharing, non-discrimination, and human rights, and recognizes that a cooperative approach is needed to optimize the overall benefits of migration, while addressing its risks and challenges for individuals and communities in countries of origin, transit and destination.

The global compact comprises 23 objectives for better managing migration at local, national, regional and global levels. Articles of most relevance to this project include:

> 23.f. Protect unaccompanied and separated children at all stages of migration through the establishment of specialized procedures for their identification,

referral, care and family reunification, and provide access to health care services, including mental health, education, legal assistance and the right to be heard in administrative and judicial proceedings, including by swiftly appointing a competent and impartial legal guardian, as essential means to address their particular vulnerabilities and discrimination, protect them from all forms of violence, and provide access to sustainable solutions that are in their best interests

> 31.f. Provide inclusive and equitable quality education to migrant children and youth, as well as facilitate access to lifelong learning opportunities, including by strengthening the capacities of education systems and by facilitating non-discriminatory access to early childhood development, formal schooling, non-formal education programmes for children for whom the formal system is inaccessible, on-the-job and vocational training, technical education, and language training, as well as by fostering partnerships with all stakeholders that can support this endeavour

SUSTAINABLE DEVELOPMENT GOALS

The Sustainable Development Goals are a collection of 17 global goals designed to be a "blueprint to achieve a better and more sustainable future for all". Of particular relevance is SDG4: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". Within the goal are a number of articles and indicators that reference protection and protective activities.

4.2, 4.2.1, 4.5, 4.7 / 4.7.1, and 4. A are relevant to both child protection and education in emergencies - especially in relation to the aspects of, safe and non-violent schools, healthy development and psychosocial well-being, educational policy and content, teacher training and pedagogical approaches.

In addition to this, child protection goals are captured in SDGs 5.2 (End gender-based violence), 5.3 (End harmful gender-based practices and early marriage), 8.7 (End child labour in all its forms) and 16.2 (End abuse, exploitation, trafficking and all forms of violence against and torture of children), which will also underpin the development of any CPHA-EiE resources.

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