

# Education in Emergencies Toolkit

## Integrated Education and Child Protection Programming in Emergencies



Schweizerische Eidgenossenschaft  
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1

2

3

4

5

6

7

## Table of Contents

<b>1</b>	Introduction	<b>02</b>
<b>2</b>	What is the integration of education and child protection in emergencies?	<b>03</b>
<b>3</b>	Why should education and child protection be integrated in emergencies?	<b>05</b>
<b>4</b>	How to integrate education and child protection in emergencies?	<b>07</b>
<b>5</b>	Examples of integrated education and child protection activities	<b>09</b>
<b>6</b>	References and further resources	<b>14</b>
<b>7</b>	Annex: Key resources for integrated programming activities	<b>15</b>

# 1. Introduction

During humanitarian crises and emergencies, children and youth not only face difficulties in accessing education but are often exposed to specific child protection risks. Violence, physical and mental health challenges, displacement, recruitment into armed forces, gender-based violence, inequities and social isolation can pose barriers for children and youth to accessing education and being able to learn. Limited or no access to education directly affects the protection and well-being of children and youth.

**Education and child protection are mutually reinforcing: protection is a prerequisite for learning, and education can protect children and youth.**

Integrated responses that recognise and comprehensively address the interconnected needs of child protection and education are most effective. Collaboration between the child protection and education sectors, particularly in emergency contexts, complements and strengthens the aims of each sector, resulting in better outcomes for children and youth in crisis-affected communities.

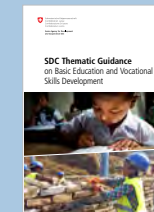
This module is part of the SDC's Education in Emergencies Toolkit. It aims to support the SDC and partners in expanding and strengthening SDC commitments to children and youth affected by emergencies and protracted crises. Beginning with an explanation of integrating Education in Emergencies (EiE) and child protection (CP), it explains the importance of integration and includes guidance and examples of how to integrate in practice. The annexes provide references to tools and additional resources, along with detailed case studies showcasing best practices in integrated EiE and child protection programming supported by the SDC.

## How does SDC promote the integration of education and child protection in emergencies?

Education in Emergencies and child protection are important priority areas of Switzerland, as outlined in [Switzerland's International Cooperation Strategy](#). [SDC's Thematic Guidance on Basic Education and Vocational Skills Development](#) states that "SDC strengthens its engagement in education in emergencies and protracted crises to ensure children's protection and basic education needs are addressed, including those of both the displaced and affected host communities, as well as to ensure that the national education systems' capacity is strengthened to cope with the crisis." 'Basic education' is understood as the INEE definition of quality education in emergencies, covering early childhood development, primary, secondary, non-formal, technical, vocational, higher and adult education (see page 3). [The SDC's Operational Concept on Protection 2021-24](#)<sup>1</sup> embraces EiE as an integral part of protection and promotes integrated EiE and child protection programming to respond to child-specific needs, vulnerabilities and protection risks faced by girls and boys in emergencies and protracted crisis.

To facilitate these efforts, the SDC is committed to increasing its child protection and EiE engagement by strengthening locally owned systems and community-based mechanisms. There is a particular focus on assisting unaccompanied, stateless, forcibly displaced and migrant children, children affected by armed conflict and children affected by sexual exploitation, abuse and sexual harassment (PSEAH). Switzerland is committed to strengthening effective coordination in and throughout the education and child protection sectors at global and country level. The establishment of the Geneva Global Hub for Education in Emergencies as a platform to promote collaboration between the different actors and organisations who are represented in the humanitarian capital of Geneva, across different thematic sectors, illustrates Switzerland's leadership in this area. Switzerland also promotes the integration of education and child protection efforts as part of its multilateral engagement, for example with Education Cannot Wait (ECW).

1. You need to be logged into the E+E Education Shareweb to access this document.



## 2. What is the integration of education and child protection in emergencies?

The two sectors Education in Emergencies<sup>2</sup> and Child Protection in Emergencies are defined as follows:

### Education in Emergencies

Education in Emergencies (EiE) refers to quality learning opportunities for all ages in situations of crisis, including early childhood development, primary, secondary, non-formal, technical, vocational, higher and adult education. EiE provides physical, psychosocial, and cognitive protection that can sustain and save lives. Common situations of crisis in which EiE is essential include conflicts, situations of violence, forced displacement, disasters, and public health emergencies. EiE is a wider concept than 'emergency education response' which is an essential part of it. ([Inter-agency Network for Education in Emergencies, INEE MS, 2024](#))<sup>3</sup>

### Child Protection in Emergencies

Child Protection (CP) 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 and safety, 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. ([Alliance for Child Protection in Humanitarian Action CPHA, 2019](#))<sup>4</sup>

Child Protection and Education in Emergencies are highly complementary areas of humanitarian response. Both sectors are child-centred and can mutually enhance each other's outcomes through collaboration. Effective collaboration between education and child protection in emergency contexts can be achieved through various approaches: child protection mainstreaming, joint programming and integrated programming. These approaches are explained in Figure 1.

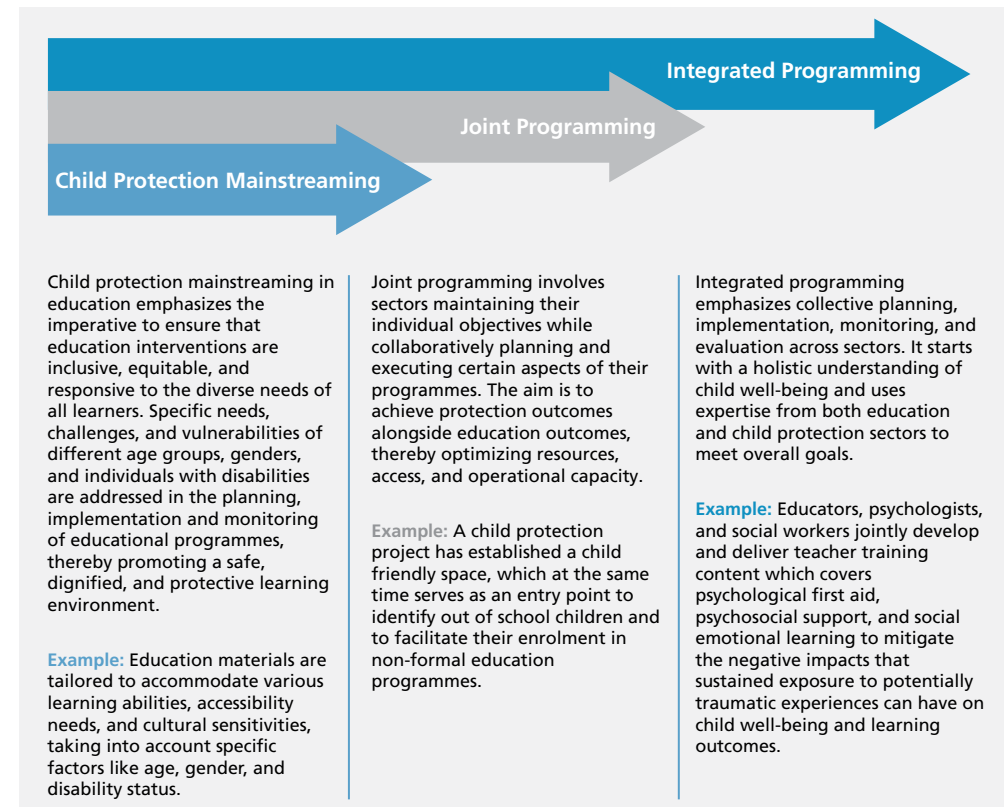


Figure 1: Different types of collaboration between child protection and education sectors (INEE/CPHA, 2020)

In practice, these different types of collaboration cannot be strictly separated, but should rather be seen as representing varying degrees of thematic integration along a continuum. The choice of the appropriate degree of integration depends on beneficiary needs, the phase of an emergency, cultural context, operational constraints (for example accessibility, available response capacity), existing local systems, funding mechanisms and other factors. However, **child protection mainstreaming should be the ‘minimum’**<sup>5</sup> ensuring that all girls and boys can access quality learning opportunities while ensuring their safety, well-being, dignity, and protection from harm. This is also in line with overarching humanitarian standards, such as the [IASC Statement on the Centrality of Protection in Humanitarian Action](#). **Full integration** between education and child protection in

emergencies is achieved when both sectors collaborate throughout the entire programme cycle (joint planning, implementation, monitoring, and evaluation) and when overall objectives reflect a holistic understanding of child well-being, incorporating both child protection and education elements.

2. For further explanations on EiE more generally, please refer to the [Framing Note of the SDC EiE Toolkit](#).
3. **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.
4. **The Alliance for Child Protection in Humanitarian Action (CPHA)** 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.
5. See [INEE MS Domain 2: Standard 9: Protection and well-being](#) and [CPMS Pillar 4 Standard 23 Education and Child Protection](#)



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### 3. Why should education and child protection be integrated in emergencies?

Children's well-being relies on the fulfilment of diverse needs, which range across physical and psychological needs, as illustrated in the child well-being model in Figure 2. These needs are closely intertwined and mutually dependent.

During humanitarian crises and emergencies, children and youth often face threats to their physical safety and protection, including mental and physical health challenges, destroyed shelters and livelihoods, displacement, disrupted family and community support networks, and limited opportunities for play and recreation. In such situations, integrated responses which

address children's and young people's diverse needs comprehensively are most effective, as they recognise the connection between protection, well-being, and education. A child who experiences physical and emotional safety is better able to learn effectively. Conversely, a child with access to quality, safe, and inclusive learning opportunities benefits from secure structures, routines, and social networks, which also help reduce child protection risks.

In a humanitarian response, education and child protection sectors share the common objective to respond effectively to children's

needs. Each sector contributes its expertise and best practice approaches to this goal. Collaboration between Child Protection and Education sectors complements and strengthens the aims of each sector and creates greater positive impacts for children and youth in crisis-affected communities. Integrated programming thereby supports and encourages a child-centred approach to humanitarian response, which can prevent children and young people from 'slipping through the gaps' between services and maximises the impact of multiple sector interventions.

Emphasising a holistic approach also encourages actors to transcend sector-specific 'silos' and work collaboratively, resulting in cost-effective programming that avoids duplication and reaches more children and youth. This approach also aligns with current efforts to transform humanitarian delivery, including considerations of humanitarian-development-peace coherence and the nexus. A key theme is the idea of 'collective' action for collective outcomes or impact, to facilitate working across humanitarian and development institutions and modalities. (Collective Action for Collective Impact: INEE Strategic Framework 2024-2030 (2024).

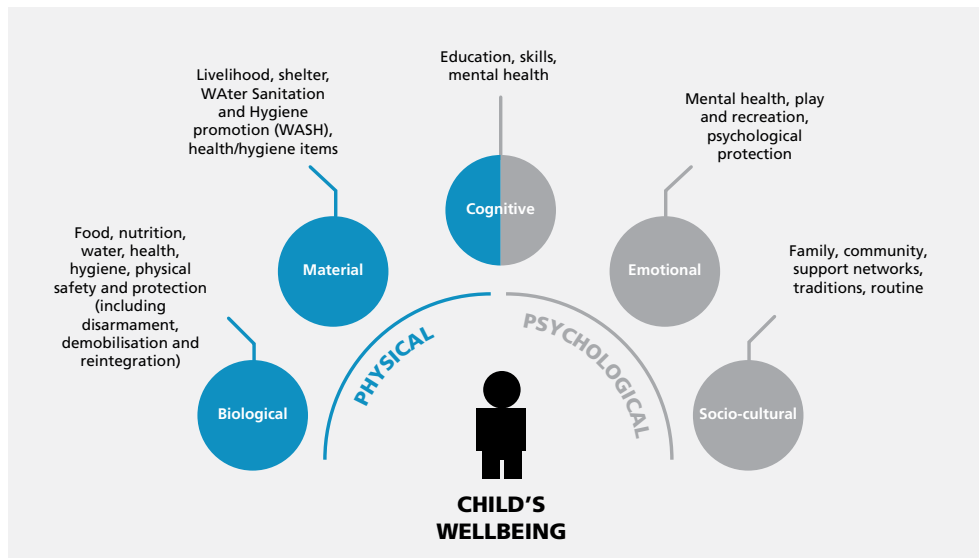


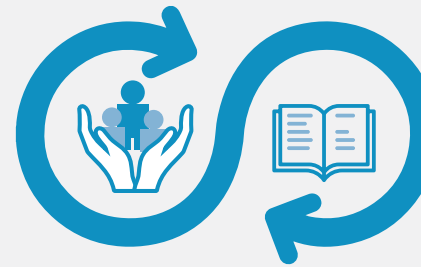
Figure 2: Child well-being model (Save the Children)



The illustration in Figure 3 provides some examples of how education and child protection programmes mutually support each other:

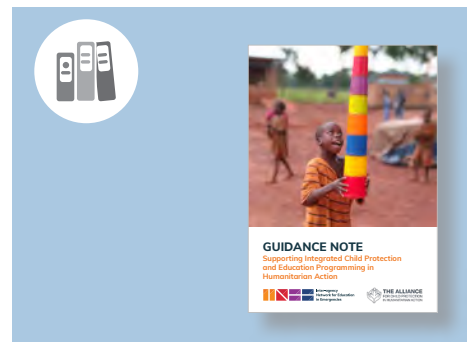
Integration of child protection is therefore central to quality EiE programming. This is also reflected in overlaps between the [Alliance for Child Protection in Humanitarian Action's Child Protection Minimum Standards \(CPMS\)](#) and the [Inter-agency Network for Education in Emergencies' \(INEE\) Minimum Standards for Education \(INEE MS\)](#). More specifically, [INEE MS Standard 9: Protection and well-being](#) and [CPMS Standard 23 Education and Child Protection](#) are the most referenced standards for integrated education and child protection programming. INEE and CPHA have jointly published a [Guidance Note for Supporting Integrated Child Protection and Education in Humanitarian Action](#), which serves as a key reference document for both child protection and EiE actors putting into practice EiE and child protection integration.

- **Child protection centres** such as Child Friendly Spaces (CFS) or Girl Friendly Spaces (GFS), can support the delivery of **education activities**, especially during the first phases of an emergency response
- Child protection programmes can **support vulnerable children**, such as those exposed to violence, child labour and displacement, to **access, remain in, and succeed in education**
- The integration of child protection elements such as **psychosocial support (PSS)** into education programming can **enhance learning and wellbeing outcomes**



- **Learning spaces** can **protect** children and young people from **exploitation and violence**
- **Education provides structure and stability**, reducing exposure to **child protection risks** such as violence at home, child labour, and recruitment into armed forces
- Education provides a **platform to identify and refer** children and young people to **child protection services**
- Education **informs children and young people** about **risks** such as child labour, gender-based violence and mine risks
- **Quality education** promotes **social and emotional skills** that support learners' **ability to manage risks** and can contribute to **peacebuilding**

**Figure 3:** Child protection and education activities: mutually reinforcing (Alliance for Child Protection in Humanitarian Action, 2019)



## 4. How to integrate education and child protection in emergencies?

### Integration across the humanitarian programme cycle

Integration of education and child protection should ideally happen at **all stages of the programme cycle**, from assessment and planning to response implementation, monitoring and evaluation. The CP-EiE Collaborative Framework (2020) is a tool developed by the Global Education Cluster (GEC)<sup>6</sup> and the Child

Protection Area of Responsibility (CPAoR)<sup>7</sup> that illustrates how integration works throughout the humanitarian programme cycle (see Figure 4).

The goal is to achieve efficient, effective, and accountable humanitarian responses through coordination and joint resource mobilisation, strategic planning, assessment, monitoring, reporting, advocacy and capacity

sharing, between the EiE and child protection sectors. For example, GEC and GCPAoR are enhancing the integration of child protection considerations in education needs assessments and have piloted this approach in Niger, Burkina Faso, Myanmar, northwest Syria and Central African Republic to date.<sup>8</sup>

Although primarily developed for sector-level

planning, the CP-EiE Collaborative Framework can also be adapted to the **project cycle level** or for **strategy development** of humanitarian organisations or donor agencies.

### Integration of CP/EiE across all levels of the socio-ecological model

The design of an integrated CP/EiE programme should be guided by the socio-ecological model, which illustrates the different levels in society which influence child development and well-being (see Figure 5).

During assessment and programme design, the potential risks and protective factors within the individual, family, community, society, and policy spheres need to be identified. This requires a thorough understanding of the specific context and due consideration of vulnerability factors such as age, gender, disability, ethnicity, at any level. Efforts should build on existing prevention services and support systems across all levels. For example, children and youth should actively participate in ensuring their education, protection, and overall well-being needs are being met. Strengthening existing protective factors in **families, communities, and learning environments** enhances their ability to identify and respond to protection issues affecting children and youth that prevent them from accessing education. Teachers, protection personnel, caregivers and community members are all affected by crises

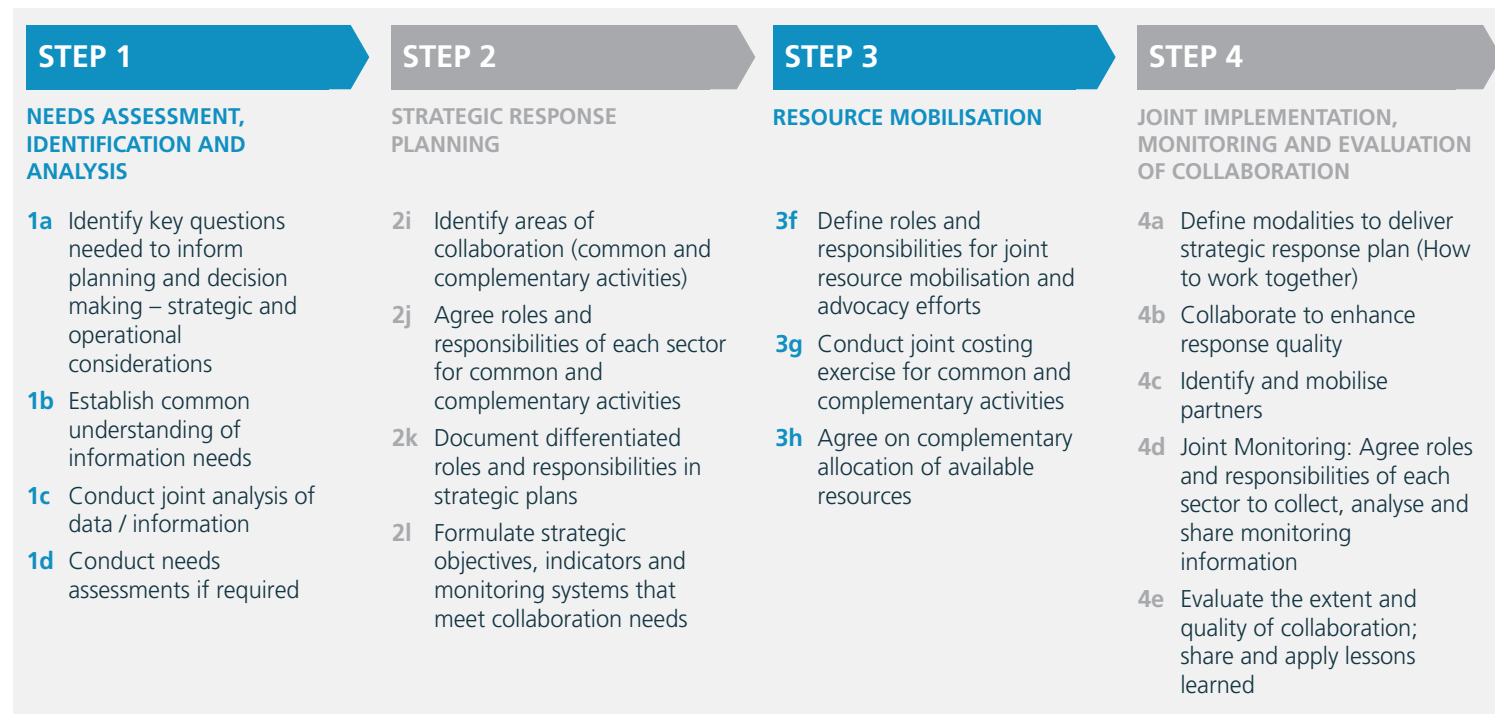
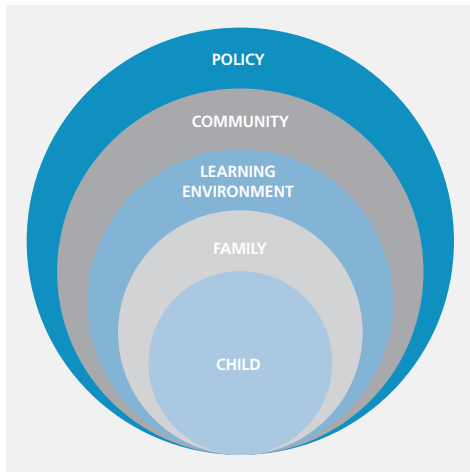


Figure 4: Education- and Child Protection-integration across the humanitarian programme cycle (GEC/CPAoR 2020)

themselves and helping them to manage their own mental health and well-being is critical to supporting children's and young people's protection and well-being. At **policy level**, a key strategy involves strengthening established child protection and education systems, to improve their crisis preparedness and to respond to increased needs during crises (see the following section).



**Figure 5:** Socio-ecological model for child development (INEE and CPHA 2022)

#### Integration across the humanitarian / development / peace nexus

For integrated programming to be sustainable and achieve longer-term impact, close coordination is not only needed across education and child protection sectors, but also across the humanitarian - development - peace 'nexus'. This involves initiatives aimed at addressing **immediate needs** while simultaneously fostering **long-term solutions** at various levels, including systems, services, communities and through peace-building initiatives. Given the central role that national governments and local organisations play in humanitarian responses, a key strategy involves **reinforcing the existing child protection and education systems** at national, regional and local levels. For example, education and child protection actors can collaborate to improve crisis-preparedness of existing education and child protection systems before the next crisis occurs. They can jointly enhance capacities of local organisations and community-based actors to respond more effectively to future crises. The goal is to create a more cohesive and comprehensive response that not only addresses immediate emergencies, but also contributes to sustainable solutions for the future.

#### Example

The Swiss Cooperation Programme for Mali 2022-25 includes a **joint protection and education outcome** in its results framework: "Outcome 1, Human development: Authorities, regional and local authorities and specialised actors improve their response to emergencies, improve access to quality basic education and ensure the protection of civilians." The Cooperation Programme further outlines: "By strengthening capacities, authorities, particularly decentralised and specialised actors, are able to respond to crises through coordinated action. Populations, and the most vulnerable, such as internally displaced people have access to services and to adapted and rapid support, as well as to social protection which prevents vulnerability, precarity and social exclusion. (...) In terms of basic services, Switzerland maintains a strong emphasis on access to basic education, even in times of emergency, seeing its key role in the development of future generations."

6. The **Global Education Cluster** supports Country Clusters and Working Groups to work towards a predictable, holistic, equitable and well-coordinated response by providing direct and remote field support, developing guidance, building evidence, strengthening capacities and advocating for the continued prioritization of education, to meet growing education needs of crisis affected children and youth.
7. The **Child Protection Area of Responsibility** is part of the Global Protection Cluster and leads the coordination of child protection efforts in humanitarian settings in order to ensure children in emergencies are protected from abuse, neglect, exploitation, and violence.
8. See: <https://www.educationcluster.net/strengthening-education-and-child-protection-needs-assessment-and-preparedness>





## 5. Examples of integrated education and child protection activities

The activities highlighted in Figure 6 and described below are examples of integrated programming activities. They are explained in detail in guidance referred to in section 3 (INEE & CPHA 2021 and 2022). Ideally, integrated education and child protection responses consist of a combination of the activities mentioned below, tailored to specific needs. They can be implemented at all levels of the socio-ecological model of child well-being (see [page 7](#)). While some elements may align more with education or child protection, combining the expertise of each sector ensures the delivery of high-quality and effective programmes that optimise immediate and long-term well-being and development outcomes for children in crisis situations. The Annex on [page 15](#) includes a list of key resources which can guide the implementation of all those activities.

### **Safe learning environments and access routes**

This involves establishing physical and psychological safety in educational settings by protecting learning environments from potential harm, such as violence or disasters caused by natural hazards. For example, implementing measures to mitigate the impact of disasters, and emergencies on educational infrastructure and preparedness to respond effectively in case of crises. It includes ensuring safe access to educational facilities for children and youth, particularly in areas affected by conflict or disasters. [See Myanmar example.](#)

### **Learning environments protected from military use and attack**

This means ensuring that educational facilities are protected from attack and military use during armed conflict safeguards the right to education and the physical safety of children, youth, and education staff. This is in line with the [Safe Schools Declaration](#), an inter-governmental political commitment to protect students, teachers, schools, and universities from the worst effects of armed conflict. It has been endorsed by [120 states](#) as of July 2024. Switzerland is a strong advocate for the universal endorsement and implementation of the Safe Schools Declaration. [See Ukraine example.](#)

### **Supportive learning environments and positive discipline**

Involves creating environments where children and youth feel supported, respected, and encouraged throughout their learning journey. Teachers are supported to use positive discipline strategies to promote constructive behaviour management to replace corporal punishment or other punitive measures. This fosters an environment conducive to learning and growth, based on a sense of emotional safety. [See Niger example.](#)

### **Psychosocial well-being (PFA, MHPSS & SEL)**

Psychological first aid (PFA), mental health and psychosocial support (MHPSS), and the incorporation of social and emotional learning (SEL) in teaching and learning approaches are essential for addressing the emotional and social needs of children and young people affected by emergencies. These interventions aim to reduce distress, build resilience, and enhance coping mechanisms among children, youth, and caregivers, contributing to improved

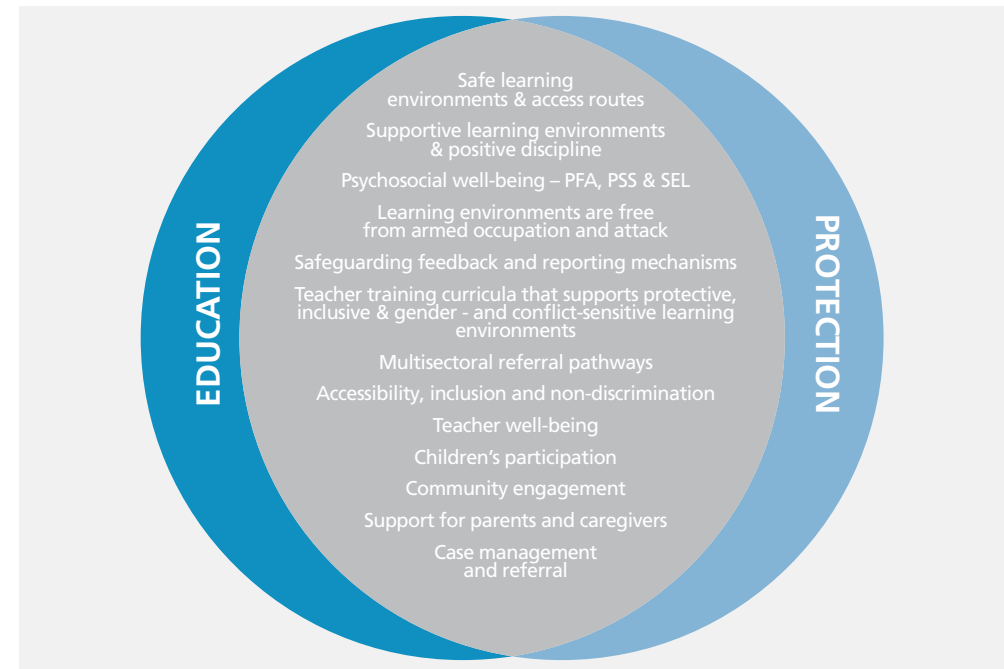


Figure 6: Integrated education and child protection programming examples (adapted from INEE/CPHA 2021)



holistic learning outcomes. They can be part of regular education curricula and/or implemented separately (individually or through group sessions) to complement regular education activities. Teachers are key to implementing such activities, and their training, ongoing support and well-being are fundamental to the effective implementation of these interventions (see also [teacher well-being](#) below). [See Plan International in Lebanon example.](#)

#### **Safeguarding feedback and reporting mechanisms**

Establishing systems for reporting and addressing incidents of abuse, exploitation, or other protection concerns within educational settings is crucial, with a focus on confidentiality, accountability, and child-centred approaches. Feedback and reporting mechanisms must be gender-, age-, and culturally appropriate, and a timely response should be ensured.

#### **Teacher training curricula supporting protective, inclusive and gender- and conflict-sensitive learning environments**

Involves developing comprehensive training and support programmes for teachers that promote protective practices, inclusivity, and gender sensitivity in classroom management, pedagogy, and interactions with students. Training topics can include, for example, child safeguarding, child protection, non-discrimination, gender-sensitive approaches, creating positive learning environments, conflict-sensitive and peace education, and positive discipline.

#### **Case management and referral**

Case management is an approach for addressing the needs of an individual child who is at risk of harm or has been harmed. It provides individualised, coordinated, holistic, multisectoral support for complex and often connected child protection concerns. On-site case or social workers can be assigned to schools or learning centres, for instance, to support individual children and their families directly or through referrals to specialised services, including health, protection, food security, livelihoods, and psychosocial support. [See Save the Children in Lebanon example.](#)

#### **Accessibility, inclusion, and non-discrimination**

This means ensuring that educational opportunities are accessible to all children and youth, regardless of their abilities, backgrounds, or identities, and addressing barriers to inclusion and discrimination, particularly for children and youth with disabilities. Preventing child and early forced marriage, female genital mutilation (FGM), gender-based violence, and addressing gender inequalities to enable children and youth, especially girls, to participate in educational programmes. [See Afghanistan example.](#)

#### **Teacher well-being**

Approaches to well-being through education are often centred around the needs of children and youth, but supporting teacher well-being is also vitally important. Teachers in crisis-

affected contexts work in complex education environments, often with minimal support. They take on a multitude of roles and non-traditional responsibilities to address diverse student and community needs. Providing support and resources to teachers/education facilitators to address their well-being, including training on self-care, stress management and coping strategies is crucial, and will enhance their capacity to support children and youth effectively. [See North East Syria example.](#)

#### **Children and young people's participation**

As outlined in the CPHA Minimum Standards<sup>9</sup>, children and young people must be provided with the time and space to meaningfully participate in all decisions which affect them. This includes encouraging the active involvement of children and youth in decision-making processes related to their education and protection, promoting their best interests, and ensuring that their voices are heard and respected.

#### **Community engagement**

This involves recognising and building upon the strengths and resources already present in the community to promote education and child protection. Collaboration with communities and local civil society partners to support and strengthen child protection and education initiatives, fostering partnerships, mobilising resources, and promoting community ownership and sustainability, is key for this purpose. [See Mali example.](#)

#### **Support to parents and caregivers**

This includes providing guidance, resources, and support to parents and caregivers to enhance their ability to protect and support their children's education, protection, and psychosocial needs, particularly in crisis-affected contexts. In addition, strengthening policies and community services that focus on family empowerment and caregiver support is imperative for an effective response. [See Venezuela example.](#)

9. CPHA Minimum Standards for Child Protection in Humanitarian Action, Principle 3.

With the support of SDC, Save the Children and partners provide vulnerable Syrian and Lebanese host communities in **Lebanon's** Bekaa Valley with improved access to and retention in quality, safe and inclusive education. This is being done through the provision of non-formal education and retention support for children, and capacity building for parents/ caregivers and teachers on how to support children's continuity of learning and well-being.

Vulnerable children have access to **case management**, including referrals to specialised services such as Child Protection, support to children with disabilities and MHPSS services. Teachers are trained on child protection issues and can refer children at risk of abuse, violence, neglect and exploitation to Save the Children's Child Protection and Case Management mechanisms if needed.



Case workers and child protection officers then closely engage with the families, assess their needs and agree jointly on a case-management plan. This work includes regular follow-up and monitoring visits with the family. In some cases, it also includes referrals for caregivers to specialised services, such as MHPSS services to improve caregivers' well-being and other services such as food security, livelihoods and shelter. Those services are either provided by Save the Children or through external service providers via an inter-agency referral platform.

In **Lebanon**, the SDC's partner Plan International ensures that vulnerable children (Lebanese and Non-Lebanese, aged 6-17 years old) in North Bekaa access, follow and benefit from a quality and inclusive education in a safe and supporting environment.



Among other interventions, Plan International and local sub-partner the Lebanese Organization for Studies and Training (LOST) in Lebanon North Bekaa region conduct **socio-emotional learning**

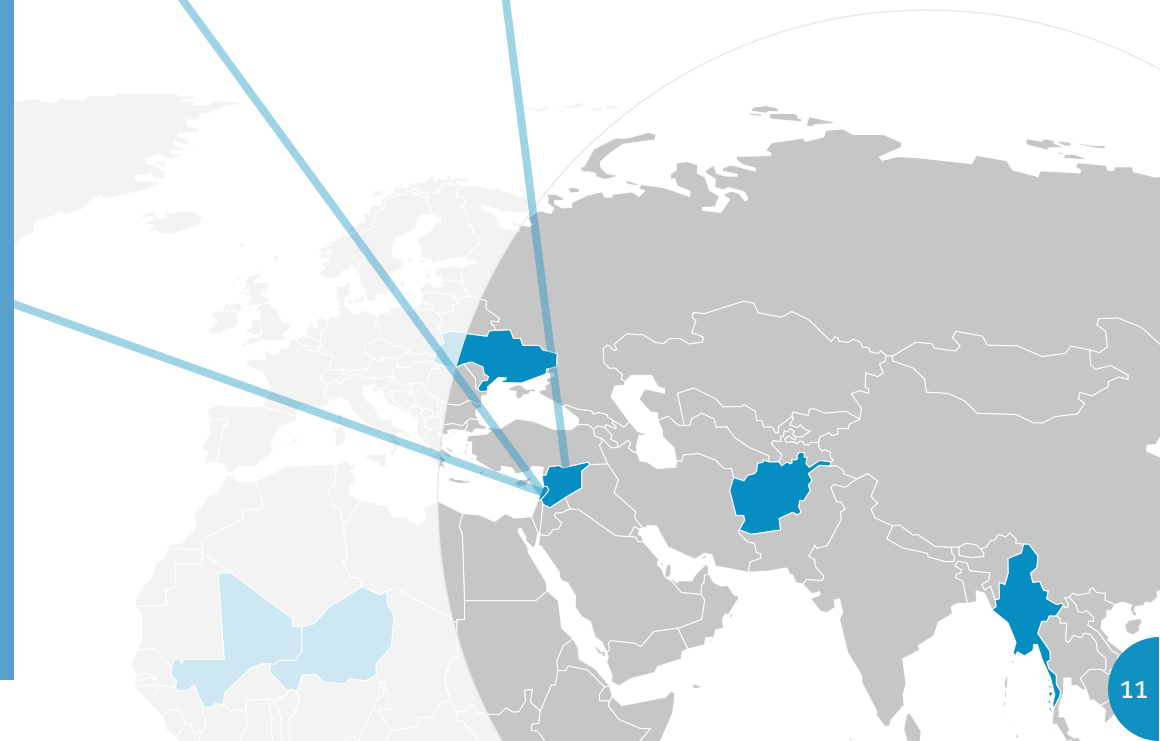
(SEL) sessions and provides **psychosocial support (PSS)** to vulnerable children and young people who are enrolled in the project's non-formal Basic Literacy and Numeracy (BLN) programme. Topics such as gender-based violence, child marriage, sexual and reproductive health and rights, child pregnancies and child labour, and their impact on the access of girls and boys to education are covered in these sessions. The curriculum is complemented by a parenting skills curriculum for parents and caregivers addressing the same topics. Parents and caregivers are referred to specialised mental health and psychosocial support (MHPSS) services if needed. The programme also provides PSS kits, which give adolescents a chance to express themselves through fun and effective motor and cognitive activities at home. PSS kits include a skipping rope, Lego building blocks, board game, puzzle, colouring book, colouring pencils, white board and stationery.

In **North East Syria**, SDC's partner Save the Children provides age- and gender appropriate child protection, mental health and psychosocial support and non-formal education (NFE) services to vulnerable boys and girls and their families in camps and community settings.

To support positive relationships and interactions, the project provides teacher well-being sessions and socio-emotional learning (SEL) training to NFE facilitators in SDC-supported centres in Al Hol camp, complementing SEL sessions provided to children. This approach supported facilitators' understanding of how their well-being is connected to children's well-



being, and ultimately the learning process inside classrooms. In addition, the sessions provided simple yet effective tools for self-care. Teachers learned various breathing techniques and have reported how their application has helped children and themselves to calm down.





In **Venezuela**, the SDC's partner the Norwegian Refugee Council (NRC) implements a multisectoral response to humanitarian needs of children, adolescents, and their families in communities and schools of the Orinoco Mining Arc, a region with high levels of violence and protection risks in Bolivar State.



Because of the presence of significant gold deposits, the target area is controlled by non-state armed groups. School dropout, child and early forced marriage and teenage pregnancies, as well as economic difficulties lead to families being unable to meet their basic needs and therefore not prioritising their children's education. Among other interventions, the project supports families with food security and livelihoods through community gardens and goat kits, addressing food needs and supporting the family economy. These activities complement education and protection interventions, such as the distribution of learning materials, and support to legal identity rights.



In the conflict-affected region of Diffa in **Niger**, on the border with Nigeria, the SDC's partner Save the Children implemented the "Quality improvement of education in a fragile context" project. This aimed at providing quality inclusive education in safe learning environments to children affected by the crisis in the region: internally displaced children, returnees, children with disabilities, refugee children and children from host communities.

Among other education and protection interventions, the project developed and disseminated school codes of conduct to respond to critical protection risks, including managing cases of harassment and sexual abuse. The project involved teachers, children, youth and parents in the development and revisions of the school codes of conduct, leading to "improved discipline at school and more enthusiasm for work", according to a school inspector. A teacher also reported that positive changes were observed following the implementation of the codes in schools: "improved maintenance of schoolbooks, students arriving on time, respect for the code, stronger commitment of parents and teachers, reduced exclusion of girls from school, reduction of fights, violent games, etc."

In **Mali**, the SDC partners Norwegian Refugee Council (NRC) and Centre International d'Expertises et de Formation (CIEF) are promoting access to alternative education opportunities in conflict-affected areas in the Bandiagara, Mopti and Timbuktu regions.

The programme has **strongly mobilised communities** to support the continuation of education in localities under the influence of non-state armed groups (NSAGs) since 2018. Partners trained community leaders to engage with NSAGs and negotiate agreements with them to protect children exposed to insecurity, while



simultaneously raising awareness among community members about the importance of education. This community-owned approach led to the creation of community learning centres (CLCs) targeting out-of-school children aged 8 to 12, as a temporary solution to ensure education and child protection. The project also trained community members to monitor the continuation of CLCs and negotiate / obtain the reopening of closed schools.



In **Ukraine**, the SDC supports the rehabilitation of safe multi-purpose rooms in schools in its partner regions, among other interventions related to the further digitalisation and de-bureaucratisation of education governance in the country. Thousands of damaged educational institutions require rehabilitation, especially in the de-occupied regions.

Among other objectives, the SDC-supported



project strengthens the capacity of local self-governments (LSGs) to provide safe education opportunities, through emergency support for the rehabilitation of educational institutions and bomb shelters in educational institutions. This aims to facilitate the education system's ability to operate in wartime conditions and will raise the competence of the LSGs to implement recovery projects. This will include grants for restoration projects to be distributed in accordance with the scale of needs of each partner oblast/region. The project, through capacity strengthening, also supports local communities in their efforts to make educational institutions safer for both children and teachers.

In **Myanmar**, the SDC supported the implementation of the "Roll-out of Safe and Child Friendly School Construction Guidelines" project, which aimed at providing a more effective, secure, safer, and child-friendlier education environment and school infrastructure in hazard-prone and marginalised zones, including conflict-affected areas.

The Safe and Child Friendly School Construction Guidelines (SCSCG) were developed in line with the [Sendai Framework for Disaster Risk Reduction](#). They address safety standards in school



construction and were endorsed by the central government in January 2019, then disseminated to services in charge of Education in the states and regions of Myanmar.

The project continues the dissemination of these guidelines by raising awareness, delivering training, and conducting practical field missions, with a particular focus on water, sanitation and hygiene promotion (WASH), disaster risk reduction (DRR), maintenance, protection and budget planning. Schools currently being renovated in southeast Myanmar with SDC funds follow the procedures of the SCSCG, becoming a reference for trainings in applying the safety measures and modalities of the guidelines.

In **Afghanistan**, through the Skateistan programme implemented by the Afghanistan Skateboarding Training Organisation (ASTO), the SDC supported the provision of quality education in a safe and friendly environment to 5-17 year-old children in Kabul, Mazar-e Sharif and Bamyan, and improved access to recreational/sporting activities, especially for girls and women.

The programme was implemented before August 2021, in response to protracted crisis and limited education opportunities, particularly for girls. Through skateboarding, the Skateistan programme offered recreational opportunities and physical education, which is essential to the development of motor skills and

physical health but has been insufficiently prioritised in the Afghan public school curriculum. Through sport, the project supported the hardest to reach children in their reintegration into the formal school system, including girls, child survivors of exploitation and trafficking, children with disabilities, internally displaced people, nomadic communities, children of low-income families, and street working children.





## References and further resources

*Note: Several resources can be accessed in multiple languages on the respective websites.*

Alliance for Child Protection in Humanitarian Action CPHA (2019): Minimum Standards for Child Protection in Humanitarian Action (<https://alliancecpa.org/en/technical-materials/cpms-handbook-2019-edition>)

Alliance for Child Protection in Humanitarian Action CPHA (2020): Child Protection in Humanitarian Action Competency Framework (<https://alliancecpa.org/en/child-protection-online-library/guidance-child-protection-humanitarian-action-competency-framework>)

Alliance for Child Protection in Humanitarian Action CPHA (2021): Defining and Measuring Child Well-Being in Humanitarian Action: A Contextualization Guide (<https://alliancecpa.org/en/child-protection-online-library/contextualizing-and-measuring-child-well-being-humanitarian-action>)

Global Education Cluster / CPHA (2020): Education in Emergencies - Child Protection Collaboration Framework (<https://inee.org/resources/education-emergencies-child-protection-collaboration-framework>)

INEE/CPHA (2022): Supporting Integrated Child Protection and Education Programming in Humanitarian Action (<https://inee.org/resources/supporting-integrated-child-protection-and-education-programming-humanitarian-action>)

INEE/CPHA (2021): Position Paper: Collaboration Across Child Protection and Education in Emergencies (<https://inee.org/resources/collaboration-across-child-protection-and-education-emergencies>)

Humanitarian Leadership Academy / INEE / CPHA (2022): e-learning module on child protection and education (<https://kayaconnect.org/course/view.php?id=3128>)

INEE (2024): INEE Minimum Standards for Education: Preparedness, Response, Recovery (<https://inee.org/resources/inee-minimum-standards>)

Nicolai. S. & Triplehorn. C. (2003): The Role of Education in Protecting Children in Conflict. Save the Children for Humanitarian Practice Network, ODI (<https://odihpn.org/publication/the-role-of-education-in-protecting-children-in-conflict/>)

UNHCR / IRC (2011): Field Handbook for the Implementation of UNHCR BID Guidelines (<https://www.unhcr.org/media/field-handbook-implementation-unhcr-bid-guidelines>)

UNHCR (2021): Best Interests Procedure Guidelines: Assessing and Determining the Best Interests of the Child (<https://www.refworld.org/policy/opguidance/unhcr/2021/en/122648>)



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## Annex: Key resources for integrated programming activities

Note: Several resources can be accessed in multiple languages on the respective websites.

<b>Safe Learning environments and access routes</b>	<a href="#">GADRRRES (2022) Comprehensive School Safety Framework 2022-2030.</a> <a href="#">GEC, CP AoR (2020) Safe Back to School: A Practitioner's Guide</a> <a href="#">CPHA (2018): Guidance Note: Protection of Children during Infectious Disease Outbreaks</a> <a href="#">Save the Children (2024): Safe Schools Toolkit</a> <a href="#">UNICEF, UNESCO, UNHCR, WB, WFP (2021): Framework for Reopening Schools Supplement-From Reopening to Recovery-Key Resources</a>	<b>Learning environments free from armed occupation and attack</b>	<a href="#">GCPEA - The Safe Schools Declaration</a> <a href="#">GCPEA (2017): Safe Schools Declaration: A Framework for Action</a> <a href="#">INEE (2021): Measuring school-based security interventions to protect from external threats of conflict and violence: A mapping of measurement frameworks and tools</a> <a href="#">CPHA (2023): Education interventions for CAAFAG Technical Note</a> <a href="#">CPHA (2022): CAAFAG Programme Development Toolkit: Training Guide and Guidelines</a> <a href="#">ICRC (2018): Framework for Access to Education</a>
<b>Supportive learning environments and positive discipline</b>	<a href="#">UNGEI (2014): Teaching Respect for All</a> <a href="#">UNGEI (2019): A whole school approach to prevent school related gender-based violence Minimum Standards and Monitoring Framework</a> <a href="#">UNGEI, UNESCO (2016): Global Guidance on Addressing School-Related Gender-Based Violence Section 2: Practical Action for Holistic SRGBV Responses</a> <a href="#">UNGEI (2021): School-related gender-based violence Ending SRGBV: A Series of Thematic Briefs</a> <a href="#">Save the Children (2017) School Code of Conduct Teacher Training Manual</a> <a href="#">UNESCO-IIEP (2014): Positive Discipline in the Inclusive, Learning-Friendly Classroom</a>	<b>Safeguarding feedback and reporting mechanisms</b>	<a href="#">Save the Children (2020): Feedback and Reporting Mechanism Guidance</a> <a href="#">Save the Children (2019): Safeguarding in Emergencies Toolkit</a> <a href="#">Plan International (2018): Child-Friendly Feedback Mechanisms: Guide and Toolkit</a> <a href="#">Save the Children Micro-Learning Video "Child Safeguarding in Emergencies"</a>
<b>Psychosocial well-being (PFA, MHPSS &amp; SEL)</b>	<a href="#">INEE (2020): INEE PSS-SEL Training Module</a> <a href="#">INEE and Harvard EASEL Lab (2022): PSS - SEL Toolbox</a> <a href="#">WHO, UNICEF (2022): MHPSS Minimum Service Package</a> <a href="#">MHPSS.net (2021): MHPSS and EiE Toolkit</a> <a href="#">Save the Children: Micro-learning video "Psychosocial Support"</a> <a href="#">Save the Children (2023): Technical Guidance for integrated MHPSS programming</a> <a href="#">Save the Children (2020): Comfort, Listen, Support: Psychological first aid for children in emergencies</a> <a href="#">The LEGO Foundation (2022): Coping with Changes: Social-Emotional Learning Through Play</a> <a href="#">Right to Play (2022): Play Opportunities for Wellness and Education Resources (P.O.W.E.R.)</a> <a href="#">International Rescue Committee (2011): Creating Healing Classrooms-Facilitator's Guide: A Multimedia Teacher Training Resource</a>	<b>Teacher training curricula supporting protective, inclusive and gender and conflict-sensitive learning environments</b>	<b>Conflict- Sensitivity</b> <a href="#">INEE (2005): Peace Education Programme</a> <a href="#">INEE page on Conflict Sensitive Education incl. Guidance Note and Training Materials</a> <a href="#">International Rescue Committee (2011): Creating Healing Classrooms Guide for Teacher and Teacher Educators, Tools for Teachers and Teacher Educators</a> <a href="#">UNESCO-IIEP (2015): Overview: Curriculum enhancement to promote safety, resilience, and social cohesion, Curriculum development and content guidance</a>  <b>Gender-Sensitivity</b> <a href="#">INEE (2021): INEE Gender Training Manual</a> <a href="#">Plan International (2020): Gender Responsive Pedagogy Teacher Training Pack</a> <a href="#">Columbia University, IRC (2017): A Toolkit for Integrating Menstrual Hygiene Management (MHM) into Humanitarian Response</a>  <b>Inclusion</b> <a href="#">INEE (2023): Inclusive Distance Education Toolkit</a> <a href="#">Save the Children (2022): Inclusive Education Resources and Toolkit</a>



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<b>Case management and referral</b>	<p><a href="#">CPHA website: Resources on Case Management</a></p> <p><a href="#">CPHA (2019): Minimum Standards for Child Protection in Humanitarian Action (Standard 18 on Case Management)</a></p> <p><a href="#">INEE/ CPHA (2018): Child labour and education in humanitarian settings</a></p> <p><a href="#">CPHA (2020). Inter-Agency Toolkit: Preventing and Responding to Child Labour in Humanitarian Action</a></p>
<b>Accessibility, inclusion, and non-discrimination</b>	<p><a href="#">ECW / INEE / UNGEI (2022): EiE-GenKit, A core resource package on gender in education in emergencies</a></p> <p><a href="#">INEE (2019): Guidance Note on Gender</a></p> <p><a href="#">IASC (2014): Guidance on Gender Equality Programming in Emergencies in Education</a></p> <p><a href="#">Save the Children: Micro-learning video "Gender equality in emergencies"</a></p> <p><a href="#">Humanitarian Leadership Academy et al.: Online course "Gender Responsive EiE"</a></p> <p><a href="#">IASC (2019): Guidelines on the Inclusion of Persons with Disabilities in Humanitarian Action</a></p> <p><a href="#">INEE (2009): Pocket Guide to Inclusive Education</a></p> <p><a href="#">Humanity and Inclusion (2022): Video "Inclusive Education: towards the inclusion of all learners"</a></p> <p><a href="#">UNGEI (2014): Teaching Respect for All</a></p> <p><a href="#">UNESCO (2017): A Guide for ensuring inclusion and equity in education</a></p>
<b>Teacher well-being</b>	<p><a href="#">INEE - Teacher Well-being</a></p> <p><a href="#">INEE (2022): Teacher well-being Resources Mapping &amp; Gap Analysis</a></p> <p><a href="#">Right to Play (2020): Education Technical Note: Teacher Well-being</a></p> <p><a href="#">Save the Children (2021): Enabling Teachers Foundations Course: Teacher professional development: Module 20: Teacher well-being</a></p>
<b>Children and youth participation</b>	<p><a href="#">CPHA (2019): Minimum Standards for Child Protection in Humanitarian Action (Standard 3 on child participation)</a></p> <p><a href="#">Save the Children (2023): Guidance – Children's Consultations in Humanitarian Contexts</a></p> <p><a href="#">Save the Children (2021): The Nine Basic Requirements for Meaningful and Ethical Children's Participation</a></p> <p><a href="#">Elevate (2022): Funders' Toolkit for Child and Youth Participation</a></p> <p><a href="#">African Union (2022): Guidelines on Child Participation</a></p>

## Community engagement

[Child Resilience Alliance \(2018\): Guide and Toolkit for supporting a community-led approach to child protection](#)

[CPHA \(2022\): Community Volunteer Toolkit and Training Manual](#)

[CPHA \(2020\): Strengthening Community-level Child Protection in Humanitarian Action: Capacity-Building Package](#)

[CPHA \(2022\): A Reflective Field Guide: Community-Level Approaches to Child Protection in Humanitarian Action](#)

[UNHCR \(2020\): Operational Guidance on Accountability to Affected People \(AAP\)](#)

[INEE / CPHA \(2021\): Framework for Strengthening the Institutional Capacity of National and Local Actors](#)

[Child Protection Area of Responsibility \(CP AoR\), Save the Children, Street Child UK \(2022\): Inter-Agency Toolkit on Localisation in Humanitarian Coordination](#)

## Support for parents and caregivers

[CPHA \(2023\): Compendium of Resources for Family and Caregiving Strengthening in Humanitarian Settings](#)

[INSPIRE \(2016\): Seven Strategies for ending Violence Against Children](#)

[NSPCC \(2016\): Need-to-know Guide: How to set boundaries and build positive relationships](#)

[UNICEF \(2019\): Caring for the Caregiver](#)

[IRC \(2017\): Building a Safer and Brighter Future for children: 5 Parenting Skills Modules for Caregivers of Working Children](#)

[IRC \(2020\): IRC Parenting Curriculums Families Make the Difference](#)

[Save the Children \(2014\): Psychological First Aid for Parents in Need of Support](#)

[Save the Children \(2021\): Parenting on the Move](#)

[Save the Children, Terre des Hommes, UNHCR, UNICEF \(2013\): Child Protection Sessions for Caregivers and Parents: Training Toolkit](#)

[UNICEF \(2020\): Designing Parenting Programmes for Violence Prevention: A Guidance Note](#)



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