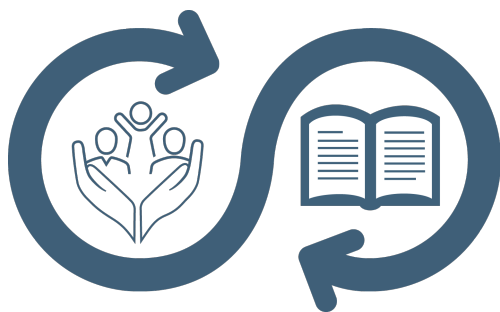


STANDARD 23: EDUCATION AND CHILD PROTECTION

The following should be read with this standard: Principles; Standard 2: Human resources; Standard 10: Mental health and psychosocial distress; Standard 12: Child labour; Standard 15: Group activities for child well-being; Standard: 18: Case management; Standard 26: Water, sanitation and hygiene and child protection. All standards in Pillar 2: Standards on child protection risks are relevant to education programming.



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.

This standard outlines how education and child protection actors can work together more systematically, based on complementarity, to support children's

well-being. For in-depth education guidance, refer to the *INEE Minimum Standards*.

Note: Both education and child protection actors target children in and/or out of formal education/schools, so most activities are conducted jointly. Therefore, all key actions in this standard apply to both sectors' actors. This means that the structure of this standard is different from others in the integrated standards section of the *CPMS*.




STANDARD

All children have access to quality education that is protective and inclusive and that promotes dignity and participation throughout all essential activities.

23.1. KEY ACTIONS

KEY ACTIONS FOR CHILD PROTECTION AND EDUCATION ACTORS TO IMPLEMENT TOGETHER

Preparedness

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- 23.1.1. Collaborate with children and other stakeholders to design, implement and monitor joint child-friendly, accessible and confidential safeguarding feedback and reporting mechanisms.
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- 23.1.2. Develop multisectoral referral pathways and train education workers how to safely refer children with protection needs.
- 23.1.3. Ensure education and child protection staff/actors have signed and been trained on safeguarding procedures and policies that prohibit corporal (physical) punishment and other degrading forms of punishment. (See Standards 2 and 8.)
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- 23.1.4. Develop teacher training curricula that support more protective learning environments by including training on:
- Psychological first aid;
 - Social and emotional learning (SEL);
 - Gender- and disability-sensitive approaches;
 - Positive discipline;
 - Participatory methods; and
 - Child protection principles and concerns. (See *INEE Teachers in Crisis Contexts (TiCC) Training and Peer Coaching Packs* and

Needs assessment and analysis

- 23.1.5. Promote joint education and child protection assessment and analysis that focus on:
- All children (those who are accessing education and those who are not);
 - Issues related to gender, inclusion, disability, protection and the pre-crisis context;
 - Barriers to accessing education (including physical, communication and attitudinal barriers); and
 - Issues that impact school retention.
- 23.1.6. Consult children, families and other community members about barriers to accessing education, including protection concerns in and around learning environments.
- 23.1.7. Present assessment findings to education and child protection staff and all relevant stakeholders, including those who were consulted.
- 23.1.8. Map formal and non-formal educational facilities that are:
- Close to military groups;
 - Contaminated by explosive ordnance (EO);
 - At risk of being attacked or used by military forces;
 - At risk of hazards or disasters; or
 - Used as temporary communal shelters.

Planning

- 23.1.9. Agree upon indicators to track progress related to the protection of children who are and are not accessing formal and non-formal education.
- 23.1.10. Ensure both formal and non-formal educational curricula and approaches are:
- Inclusive;
 - Acceptable (contextually sensitive and translated);
 - Non-discriminatory; and
 - Supportive of all children's participation (including through the use of assistive technology such as listening devices and educational mobile apps).
- 23.1.11. Design educational facilities in line with universal design standards to ensure facilities are:
- Disaster resilient;

- Safe;
- Dignified; and
- Accessible for all children.

23.1.12. Use a needs analysis to address barriers to enrolment and issues related to school retention for specific groups, such as girls, child mothers, etc.



23.1.13. Plan joint interventions for children ages 0–5 that:

- Are based on sector specialties;
- Promote early childhood development; and
- Address the particular concerns of this age group.

23.1.14. Jointly plan and organise safe spaces, group activities and temporary learning spaces to maximise complementarity. (See Standard 15.)



23.1.15. Provide appropriate formal and non-formal educational options for adolescents at all levels, including secondary education in schools, accelerated learning, vocational training and life skills. Integrate non-formal education into group activities for adolescents when they are not able to access formal education.

23.1.16. Implement staff recruitment and selection processes that are sensitive to children’s protection needs and reflect a cross-section of the population (such as persons with disabilities).

Implementation and monitoring

23.1.17. Develop joint policies, strategies and advocacy briefs.

23.1.18. Establish joint coordination groups that regularly review the progress of the strategic plan, including any policy and advocacy work.



23.1.19. Distribute information about codes of conducts, school policies and child-friendly feedback and reporting mechanisms to children, caregivers and the community.



23.1.20. Support primary caregivers, parent-teacher associations and other groups to learn about:

- Positive child caregiving;
- Anti-bullying and anti-discrimination interventions; and
- Other topics related to child protection.

23.1.21. Collaborate with children and relevant sectors to improve children’s safe, dignified access to educational facilities (such as appropriate sanitation facilities).

23.1.22. Jointly develop and distribute child protection and other sectoral messages to children who are both in and out of school about:

- Risk mitigation;
- Life skills;
- Sexual and reproductive health;

- Hygiene; and
 - Preventing the spread of infectious diseases.
- 23.1.23. Advocate for access to educational opportunities for *all children*, including *girls*, children with *disabilities* and children who are refugees or stateless.
- 23.1.24. Disaggregate education data by sex, age and disability for children of *early childhood development* (ECD) and school age to inform and improve interventions.
- 23.1.25. Advocate for data disaggregation in national Education Information Management Systems.
- 23.1.26. Monitor attendance and retention by educational level to identify risks, barriers and trends related to continuing education. Collaborate with all stakeholders to address identified concerns.
- 23.1.27. Monitor and review:
- The use of referral pathways;
 - Compliance with codes of conduct (such as incidences of corporal punishment and PSEA); and
 - The child protection situation in and around educational facilities.
- 23.1.28. Raise children's and community members' awareness of how to identify and report (a) barriers to access and (b) child protection risks in and around educational facilities.
- 23.1.29. Relocate educational facilities away from risks such as military zones and natural hazards where necessary.
- 23.1.30. Advocate with national governments to endorse and implement the *Safe Schools Declaration*.
- 23.1.31. Use the *Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict*.



Evaluation

- 23.1.32. Collaborate with children and community members to assess and document the impacts of (a) quality education on children's safety and well-being (child protection) and (b) child protection interventions' effect on the quality of and access to protection in education.
- 23.1.33. Reproduce promising practices and address any unintended negative consequences found during evaluations.

23.2. MEASUREMENT

All indicators about children should be disaggregated by sex, age, disability and other relevant diversity factors. The indicators below measure progress against the overall standard. Indicators and targets can be contextualised with the goal of meeting the indicative targets below. Additional related indicators are available *online*.

Indicators	Target	Notes
23.2.1. % of non-formal or formal learning centres surveyed in target location that meet 100% of agreed-upon safety criteria and universal design standards.	100%	'Safety criteria' should be determined in-country using a checklist that includes: safe and secure infrastructure, location cleared of explosive ordnance (EO), appropriate facilities, sufficient space, accessibility (both in and around the learning centre), and inclusive environments (in terms of location, gender, language, race, religion, learning environment). See glossary for definition of universal design standards. A timeframe to meet the target can be added according to context.
23.2.2. % of education staff who demonstrate knowledge of participatory, inclusive, positive discipline and gender-sensitive approaches.	100%	Appropriate approaches should align with both child protection and education minimum standards and be adapted in-country.
23.2.3. # and % of safe and ethical referrals of children to child protection services made by education workers.	To be determined in the country or context	'Safe and ethical referrals' refers to following humanitarian principles and principles of confidentiality, respect and safety.

23.3. GUIDANCE NOTES

See *INEE Minimum Standards Domains 2–4* (Access and learning environment, Teaching and learning, and Teachers and other educational personnel) for more details.

23.3.1. EDUCATION WORKERS

In this standard, 'education workers' includes all education:

- Staff (teachers, school principals/directors, etc.); and

- Administrative staff and support workers (managers, human resource managers, administrators, policy advisers, cleaners, janitors, etc.).

This includes qualified professionals or paraprofessionals (both paid and volunteer) and personnel contracted by government or civil society organisations. It also includes staff who (a) work for humanitarian and development agencies and (b) support the education system.

23.3.2. QUALITY, PROTECTIVE EDUCATION

Educators are responsible for creating inclusive and protective learning environments that promote safety, participation and respect for all children. Educators must be trained on child-centred, participatory teaching methods, managing gender- and disability-sensitive classrooms and positive discipline.



23.3.3. ADMINISTRATIVE FLEXIBILITY

Flexibility in the way schools are administered can increase enrolment and retention.

Removing the need for children to have a birth certificate when registering for school may increase school enrolment rates. At the same time, child protection staff can continue to promote birth registration and documentation. Entry into education at any level should be based on capacity and competency-based testing to allow children without documentation to enter and progress.

It may be possible to modify class schedules, yearly timetables and facility design. Decisions regarding location, costs and temporary or permanent educational facilities should be made in collaboration with children, families, communities and relevant authorities. If it is unsafe for children to travel to school or gather in groups, flexible alternatives such as mobile classes may be appropriate.

23.3.4. EQUITY AND INCLUSION

Inequity in education can cause harm and increase school dropout rates. Equity in education requires adjustments for children with different personal, economic or social resources that influence their access to education and their ability to learn. Adjustments that promote equity include:

- Reviewing curricula for discrimination and/or harmful content;
- Providing free learning materials to children;
- Providing menstrual hygiene products and awareness;

- Supporting teachers to effectively teach children who need additional assistance (such as providing teachers' assistants or school-based family support workers); and
- Collaborating with child protection and gender-based violence specialists to encourage positive social change, particularly related to equality and safe access to education for:
 - Girls;
 - Children of diverse sexual orientation, gender identity and expression, and sex characteristics;
 - Children in conflict with the law;
 - Children accused of witchcraft;
 - Children with disabilities;
 - Children who are refugees, displaced or migrants; and
 - Any other children who may be stigmatised by their communities

23.3.5. EDUCATION PERSONNEL'S TRAINING AND WELL-BEING

Supporting and ensuring the well-being of teachers and education administrative personnel is important for promoting protective learning environments. Activities may include:

- Providing teachers with peer support and continuous professional development;
- Providing mental health and psychosocial support services to teachers who have been affected by traumatic events;
- Limiting class size; and
- Preventing unrealistic expectations of teachers.

23.3.6. APPROPRIATE LEARNING FACILITIES

Educational facilities should follow universal design principles, use quality materials and promote the safety, well-being and dignity of each learner and education worker. Educational facilities should be enclosed, with limited or monitored access, and have clean water, sanitation and hygiene facilities that promote proper hygiene and waste management, including menstrual hygiene management. (See Standard 26.)

23.3.7. PREVENTION OF AND RESPONSE TO THE MALTREATMENT OF CHILDREN IN EDUCATION

Unfortunately, education personnel sometimes discriminate against or even harm children. Students sometimes bully other students. Education personnel



must implement child-friendly measures to prevent and respond to any form of maltreatment, exploitation or harassment, including online abuse. Such measures include:

- Safe, user-friendly reporting and referral pathways;
- Community training on where and how to report or prevent incidents;
- Safe, timely and ethical responses to reports of maltreatment committed by education workers, students or others; and
- Community awareness of relevant codes of conduct.



Child protection and education workers, children, families and communities should work together to develop, monitor and evaluate feedback and reporting mechanisms.

23.3.8. ATTACKS

Educational facilities can be targets for violence against or the recruitment of children by armed forces or groups. In some contexts, educational facilities that welcome girls (and even the girls themselves) may be targeted by individuals or groups who oppose the education of girls. Risks of violence and attacks increase when educational infrastructure is used by armed actors.

If these risks are present, initial assessment and protective strategies for schools must include:

- Establishing schools and learning spaces where violence is less likely; and
- Mitigating risks related to accessing educational facilities.

Risks of harassment and physical or sexual assault on the way to and from school should be regularly monitored and mitigated with the support of education and child protection actors, children, caregivers and communities. Mitigation might also include moving the educational facility or removing dangers, such as clearing landmines.

Child protection and education actors should agree upon roles and responsibilities for advocacy, monitoring and reporting. Child protection actors should follow the guidance given in *Resolution 1612* and utilise the *Monitoring and Reporting Mechanism* as appropriate.

23.3.9. MESSAGING

Education provides children with essential academic knowledge, practical awareness and life skills. Awareness and risk mitigation materials must be accessible for all children, including children with disabilities and those who

are out of school. Education and child protection workers must work with caregivers to identify and distribute essential protection messages including:



- Prevention and risk mitigation of family separation, explosive ordnance, recruitment, child labour, child marriage, communicable diseases, bullying, online abuse and other risks;
- Evacuation procedures and disaster risk reduction for specific hazards (see Standard 7);
- Life skills to support independence, civic engagement and inter-personal relationships; and
- Topics such as children's rights, critical thinking, conflict prevention, positive coping, healthy communication and leadership skills.

REFERENCES



Links to these and additional resources are available *online*.

- *Minimum Standards for Education: Preparedness, Response, Recovery*, INEE, 2010.
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- 'Education', *Including Children with Disabilities in Humanitarian Action*, UNICEF, 2017.
- 'Education and Life Skills', *INSPIRE: Seven Strategies for Ending Violence Against Children*, World Health Organization (WHO), 2016, pp. 66–73.
- *INEE Conflict-Sensitive Education Pack*, INEE.
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- *Comprehensive School Safety: A Global Framework in Support of The Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector and the Worldwide Initiative for Safe Schools*, GADRRRES and UNISDR, 2017.
- 'SHLS Approach', *Safe Healing and Learning Spaces Toolkit*, International Rescue Committee, 2016.
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