



## THE ALLIANCE - INEE ROUNDTABLE

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### ABSTRACT SUMMARY:

A Framework for Collaboration between Child Protection and Education in Humanitarian Contexts



The Inter-Agency Network of Education in Emergencies (INEE) and the Alliance for Child Protection in Humanitarian Action (the Alliance), in partnership with Elevate Children Funders Group and International Education Funders Group, are co-hosting this roundtable.

The theme for this event is “A Framework for Collaboration between Child Protection and Education in Humanitarian Contexts”. As part of this initiative, we have invited humanitarian actors to share their experiences and/or innovative ideas related to integrated programming across the two sectors in humanitarian/emergency contexts. This resource is a summary of highlighted abstracts for the roundtable.

For more information on the roundtable, go to <https://cpie.info/roundtable-booklet>.



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## Voices from the Field: Models of Collaboration at Global and Regional Level

### **Global Coalition to Protect Education from Attack: Safe Schools Declaration** (Global)

Presented by: Diya Nijhowne, Global  
Coalition to Protect Education from Attack

### **No Lost Generation: Coordination at Regional Level** (Middle-East)

Presented by: Mark Chapple, No Lost  
Generation & World Vision Syria Response

### **Improving the Quality of Child-friendly Spaces to Strengthen Education and Protection in Humanitarian Settings** (Global)

Presented by: Vanessa Saraiva, World  
Vision and Gurvinder Singhm, International  
Federation of Red Cross and Red Crescent  
National Societies (IFRC)

### **Save the Children: A Framework for Supporting Integrated Programming** (Global)

Presented by: Sarita Fritzier,  
Save the Children

## Global Coalition to Protect Education from Attack (GCPEA): Safe Schools Declaration

Presented by: Diya Nijhowne, Global Coalition to Protect Education from Attack

The Global Coalition to Protect Education from Attack (GCPEA) was formed with the explicit intention of bringing both education and child protection actors, amongst others, together to prevent attacks on education and mitigate the damage caused. In particular, the presentation will examine the Safe Schools Declaration, an inter-governmental political commitment to protect education during armed conflict that includes a commitment to implement the *Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict* (the Guidelines).

### Activities:

- Use the Guidelines and bring them into domestic policy and operational frameworks;
- Improve data collection on attacks on educational facilities, on the victims of attacks, and on military use of schools and universities during armed conflict;
- Investigate allegations of violations of applicable national and international law and prosecution of perpetrators;
- Develop, adopt, and promote conflict-sensitive approaches to education in international and national humanitarian and development programs;
- Ensure the continuation of education during armed conflict;
- Use the GCPEA Framework for Action as an advocacy tool to guide endorsement and implementation of each of these commitments within the Declaration;
- Ensure a gender-sensitive approach to implementation of the Declaration which takes into consideration the particular needs of women and girls.

### Outcomes:

- An increasing number of endorsing states have taken concrete steps to implement the commitments in the Declaration.
- The UN Department of Peacekeeping Operations has updated its child protection policies and strengthened its policy preventing military use of educational facilities.
- Sudan's armed forces issued a military directive prohibiting the use of schools and is evacuating schools that were under military use.
- The EiE Working Group in Nigeria, with the Ministry of Education in the lead, is working on mainstreaming implementation of the Declaration at federal and state level.
- In Somalia, a number of educational facilities, including the national university, have been rehabilitated, cleared of unexploded ordnance, and returned to civilian use.

### Challenges:

- A lack of standardized, sex-disaggregated data on the topic.
- The difficulty in developing concrete, universally-applicable guidance on this issue.



## No Lost Generation: Coordination at Regional Level

Presented by: Mark Chapple, No Lost Generation & World Vision Syria Response

The No Lost Generation initiative is a concerted effort by donors, UN agencies, NGOs and governments advocating for intensified programme interventions that would ensure children and young people affected by the crises in Syria and Iraq have access to education, protection, and opportunities to engage positively in their community and society.

### Activities:

- Provide children and youth with access to certified quality education;
- Foster a protective environment for children, including adolescents;
- Support adolescents and youth to contribute to resilience and social cohesion in their communities;
- Provide youth with expanded livelihoods opportunities;
- Engage in regional-level strategic efforts to influence decision-makers towards No Lost Generation advocacy objectives;
- Fund programmes under No Lost Generation pillars in each of the 6 No Lost Generation countries at a minimum of 60% of humanitarian appeal;
- Provide country level practitioners in No Lost Generation programme areas with access to relevant resources and strategic frameworks for cross sector programmes, emerging programme areas and innovations; and
- Support children and youth in No Lost Generation countries to express themselves through communications and participation in high level events.

### Challenges:

- Geographically delineated scope (restricting the use of the initiative to benefit children in other humanitarian settings);
- Lack of clarity across the partnership of the objectives and nature of the initiative (where programmatic goals are often stated as the objectives of the initiative);
- Integration with existing coordination structures; and
- A wide range of mandates, objectives and working speeds across the initiative, which in particular impact upon joint advocacy.

### Future Goals:

- An evaluation is now underway to support decision-making in the scope and direction of a potential phase III.

## Improving the Quality of Child-friendly Spaces to Strengthen Education and Protection in Humanitarian Settings

Presented by: Vanessa Saraiva, World Vision and Gurvinder Singhm, International Federation of Red Cross and Red Crescent National Societies (IFRC)

### Activities

WVI and the IFRC created an evidence-informed Toolkit for CFS in Humanitarian Settings that:

- Aims to improve children's CP and psychosocial outcomes and strengthen informal systems by safely engaging communities and caregivers in child well-being;
- Includes materials to assist managers and facilitators in designing and implementing quality CFS, such as practical, evidence-based guidance and training for managers on specific evidence-based activities, structure, processes, and M&E and a thematic CP/PSS activity catalog for use in a structured approach or as individual content-specific activities;
- Collates quality materials and guidance for CFS in emergency contexts including those with fragile and non-functioning education systems requiring complementary support;
- Includes common standardized and evidence-informed tools that help provide gender, diversity, age, and ability-appropriate interventions and are responsive to diverse needs;
- Is designed to existing inter-agency minimum standards and involves: inputs from multiple humanitarian actors, local and national partners; a secondary review and inclusion of existing resources and activities; a systematic inter-agency peer review; pilot training, and field-testing.

### Lessons Learnt

- Collaboration of humanitarian agencies with global and local perspectives is required.
- A step-by-step approach based on UNICEF and partners guiding standards is critical, and should include a clear plan to address gender, age disability integration across the project cycle.
- Activities need to be modifiable to meet diverse needs such as children attending CFS for varied durations of time, or those in hard-to-reach locations requiring mobile access.
- Field testing and evaluation in diverse locations are essential to meet objectives and local needs.
- Successful implementation requires ongoing guidance, mentorship, training, and tools.

### Challenges

- There is a need for: more explicit guidance on engaging children and parents in CFS design, implementation and M&E of CFS; training specific to activities with children; defined linkages with CPMS; an examination of work in hard-to-access locations; activities that are attractive and effective for older adolescents; suitable exit strategies; improvements to referral; and community protection system links to local CFS.

### Outcomes

- The activity catalog portion of the toolkit was field-tested for user-ability, and World Vision is now testing the catalog for outcome and impact on children.

## Save the Children: A Framework for Supporting Integrated Programming

Submitted by: Sarita Fritzler, Save the Children

### Activities

- Save the Children recently developed Return to Learning (RtL), a rapid response education program that enables forcibly-displaced children to return to learning within the first phase of the crisis. The programme prevents delays in learning by bringing education to CFS; and strengthens CFS programming by enhancing the community volunteers' capacity to roll out education activities in literacy, numeracy, and social-emotional learning (SEL) within CFS.
- Save the Children is developing a CFS Toolkit that includes RtL educational activities to aid first-responders with limited/no experience/training in CP or education to meet the needs of children experiencing natural disasters, conflicts, and complex crises.
- In Melilla, Spain and Belgrade, Serbia, Save the Children recently conducted a pilot of RtL activities and CFS Toolkit, related training of CFS teams, and a mixed-methods pilot assessment.

### Lessons Learnt

- Particularly during acute emergencies, some activities should not be used unless all facilitators are trained on PSS and specialized PSS services are accessible.
- Adaptation guidance would help ensure that Save the Children staff can target support to facilitators implementing the RtL package to effectively adapt to diverse learning needs in CFS.
- Research is needed on the impact of using RtL activities in the CFS upon the later academic success.

### Challenges

- Facilitator comfort levels and grasp of new concepts within the time-frame allotted varied.
- Other reported challenges included measuring children's comprehension of learning components of activities, language barriers, and significant differences in age and academic achievement among children participating in activities designed for specific age groups.
- Knowing when CFS toolkit activities were academically/developmentally/age-appropriate for diverse participants was challenging. Trying to prematurely develop SEL skills before children were developmentally ready resulted in a "domino effect" of crying children.
- Newly-displaced children were still emotionally distraught and struggled to cope with their situation, so they found discussing feelings and engaging in activities within the CFS difficult.

### Outcomes

- Overall, facilitators reported that activities for the younger ages were appropriate and relevant, easy to implement, and children displayed a high level of understanding.
- For the older children, adaptations were necessary, particularly for some sensitive activities, as they were not always comfortable discussing experiences and feelings.
- The result of adaptations was an increase in children's engagement and enjoyment of activities.





# SESSION 1

## Voices from the Field: Children Affected by Armed Conflict

**Un Cadre d'appui à la Programmation Intégrée Projet Éducation et Protection en Situation d'urgence au Nord Kivu, RDC (Democratic Republic of the Congo)**  
Presented by Olivier Semivumbi, CAAP-TUJITEGEMEE

**Integrated Programming of Child Protection and Education in Humanitarian Contexts (Democratic Republic of the Congo)**  
Presented by: Simon Kangeta, AJEDI-Ka

**Integrating Child Protection into the Education Response in Dadaab Refugee Camps via Formal and Informal Education Interventions (Kenya)**  
Presented by: Henry Waitindi AVSI Foundation

**Child Protection and Education Integrated Programme (Sudan)**  
Presented by: Sylvester Morlue UNICEF

## Un Cadre d'appui à la Programmation Intégrée Projet Éducation et Protection en Situation d'urgence au Nord Kivu, RDC

Presented by Olivier Semivumbi, CAAP-TUJITEGEMEE

Ce projet, financé par Pooled Fund, visait à contribuer à l'accès à une éducation inclusive et pertinente de qualité des enfants déplacés, retournés et hôtes dans un environnement d'apprentissage protecteur et réduire les risques de protection des femmes, hommes, filles et garçons affectés par l'insécurité et les conflits armés à Masisi.

### Type d'activités/projets

- Plaidoyer auprès des autorités civiles et militaires et des groupes armés pour la sortie des enfants et le non recrutement des enfants dans les groupes armés;
- Référencer les survivant(e)s des violences sexuelles des services de pris en charge;
- Organiser des jeux après les cours en faveur des filles, garçons et adolescents et pour l'encadrement psychosocial et la protection aux risques des violations des enfants;
- Identifier les besoins et réhabiliter des 30 écoles incluant celles d'intégration des enfants et celles détruites d'accueil incluant, sensibiliser, et préparer à la participation communautaire;
- Elaborer les plans de réduction des risques et suivre leur mise en oeuvre;
- Formation des enseignants sur le nouveau programme national; et
- Réaliser les sensibilisations sur l'éducation inclusive et distribuer des matériels scolaires.

### Enseignements tirés

- Un partenariat efficace centré sur l'intérêt supérieur des enfants permet de répondre conjointement aux besoins divers des filles et garçons et de manière participative.
- Une bonne compréhension des lignes directrices des clusters éducation et protection permet d'assurer la complémentarité et conformité entre acteurs mais aussi de partager des approches et principes humanitaires en expérimentant avec leurs applicabilités.

### Résultats et impact sur les enfants

- Les activités récréatives/EAE formés sur les instruments nationaux et internationaux renforcent le mécanisme communautaire de protection des enfants.
- Les réseaux de protection de l'enfance améliorent les compétences, identifient les incidents de protection et 100% des cas sont référés vers les structures appropriées.
- Forte inscription des enfants de la première année primaire suite à la campagne de sensibilisation sur l'éducation inclusive et environs 9,022 garçons et 13,005 filles vulnérables et à risque d'abandon ont été réintégrés dans le système scolaire.
- Les enseignants formés par l'inspection de l'éducation ont amélioré la qualité de l'enseignement résultant un taux de réussite amélioré à l'examen final pour les enfants de 6ième année primaire.

## Integrated Programming of Child Protection and Education in Humanitarian Contexts

Presented by: Simon Kangeta, AJEDI-Ka

Association de jeunes pour le Développement Intégré-Kalundu (AJEDI-Ka), in partnership with Child Soldiers International (CSI) and other local partners, is experimenting with the role of access to education in the process of community reintegration of girls associated with armed groups. The recommendations of young girls and testimonials from community members indicate that education is the most effective way to restore their value, which many perceive as being “lost” due to their association with armed groups.

### Activities:

- Provision of basic literacy and numeracy classes (informal education);
- Provision of school fees for 18 girls for two years in primary and secondary schools and 2 girls for one year of university studies;
- Sensitisation on HIV, AIDS and other sexually-transmitted diseases;
- Provision of quality medical care as needed; and
- Two small farming projects intended to raise the girls’ standard of living.

### Outcomes:

- 244 girls in the Kivus and Upper Uélé, including 56 girls in the Uvira and Fizi Territories, engaged in formal and informal education.
- 97% of the girls satisfied an evaluation test organised with local education authorities.
- After 11 months, the majority of KATOGOTA girls were able to read, write, and make small basic calculations.
- Promoting the education of girls formerly associated with armed groups promotes community acceptance and contributes to their long-term financial empowerment.

### Future Plans:

- The next step will be to sensitise girls to help them set up their own agricultural cooperative with the technical support of AJEDI-Ka and members of the community networks for child protection.

## Integrating Child Protection into the Education Response in Dadaab Refugee Camps via Formal and Informal Education Interventions

Presented by: Henry Waitindi, AVSI Foundation

AVSI has been implementing multi-faceted education interventions in all of the Dadaab refugee camps for the past 9 years with funding provided by European Union, UNHCR, UNICEF, and PRM and private cooperate funds. The camps are filled to capacity, and living conditions are sub-standard. Using a joint participatory approach, the project has the objective of designing and implementing an integrated protective education intervention in Dadaab refugee schools to meet the changing needs of the refugees.

### Activities:

- Training of child protection advocates among primary school teachers and empowering them to be trainers of other teachers;
- Creating Child Rights Clubs (CRC) that help children to understand their rights as children, to recognize education as a right, and to empower children to advocate for those rights;
- Fostering the Scouting movement for boys and girls in Dadaab refugee with its inbuilt protection training and child- and youth-friendly activities; and
- Customizing the Kenya's Teachers' Code of Conduct to the Dadaab refugee school context.

### Lessons Learnt:

- Child-led protection strategies in schools, particularly the scouting movement, have worked well and have helped address the challenge of girls' participation in education.
- Peer-based approaches that include exciting and playful activities have increased the attractiveness of schools and brought children back to school.
- Developing a CP focal person in each school has given a soft landing to child protection in schools in Dadaab.
- Requiring refugee school teachers to sign a customized CoC as part of their contracting document has made teachers aware of their child protection obligations.
- Collaborating with government structures and personnel helps ensure the protection of children in the refugee school.

### Challenges:

- Camp consolidation due to the voluntary repatriation of the Somali refugees alters school-based protection dynamics, stretches already meagre resources, and exposes children to additional trauma and related psychosocial concerns.

## Child Protection and Education Integrated Program

Presented by: Sylvester Morlue, UNICEF

### Activities:

- Restoring access to education and providing lifesaving child protection services;
- Providing life education and protection services to vulnerable and drought-affected populations; and
- Restoring access to education for newly-accessible/displaced school-age girls and boys.

### Lessons Learnt:

- Integrated activities help to increase UNICEF's presence, reduce costs, increase funding for lesser-priority sections (e.g. CP), and bridge the gaps between CP and education.
- Clear links need to be established to ensure smooth and efficient referral mechanisms between the schools and the community-level protection network.
- Building the capacity of teachers and other school authorities helps to increase the knowledge on child rights and protection while reducing violence in school.
- School clubs are a very good medium to provide psychosocial support, build capacity, teach life skills, and reduce the effects of trauma on young children and adolescents.
- Having a social worker at the school level benefits children more than simply providing teachers with training on psychosocial support.

### Challenges:

- The MOU with UNHCR presented a challenge in coordination and provision of protection services in schools and communities where Education programming is taking a lead and CP is not prioritised.
- There are not enough social workers to support children at school level.
- Incentives for teachers and social workers present challenges for sustainability.

### Future Goals:

- Support Ministry of social welfare and State Council for Child Welfare to assign 1-2 social workers in the target schools at least once monthly.
- Form Community-Based Child Protection Networks in the target communities.
- Train CP front line staff on Psycho-social Support (PSS), Life Skills in Emergency, Mine Risk Education (MRE), and referral mechanisms.
- Support and fund the issuing of birth certificates for children without papers.





# SESSION 2

## Voices from the Field: Collaboration Within Existing Programmatic Approaches

### Education, Case Management, and Capacity Building (Iraq)

Presented by: Annalisa Brusati,  
International Rescue Committee

### Cash, Education, and Child Protection (Turkey)

Presented by: Haysam Osman, Children of  
One World

### Integrated Education-Child Protection Emergency Programming, Dominica, Hurricane Maria Response 2017

(Dominica)

Presented by: Naama Gorodischer, IsraAID

### Implementing a Community-based Education and Child Protection Project to Address Child Labour among Syrian Girls and Boys (Jordan)

Presented by: Katherine Roberts, Plan  
International

### Building Resilience through Sport and Play with Dollo Ado Refugees (Ethiopia)

Presented by: Andrea Diaz-Varela, Right to  
Play



## Education, Case Management, and Capacity Building

Presented by: Annalisa Brusati, International Rescue Committee

The IRC conducts an integrated education and child protection program model for both host community and displaced children in a formal school setting in camp and non-camp locations across Iraq.

### Activities:

- Case management training and mentoring for school based counsellors;
- Safe identification and referral training for teachers;
- Parental support/empowerment through parent-teacher associations; parenting skills classes, and parent-driven school improvement plans; and school rehabilitation;
- Child protection committees;
- Safety mappings; and
- Child protection trainings.

### Outcomes:

- Approximately 86% of teachers show gains in knowledge on identifying and referring children in their classrooms who might benefit from specialized support.
- Several high-risk cases were supported by case workers with detailed plans, regular contact, and referrals to specialized services.
- 80% of children whose parents participated in parenting skills programs reported an increased use of positive discipline in the home.

### Lessons Learnt:

- Consider pilot programming before going to scale.
- Increase time spent with local-level Government agencies responsible for Education and Child Protection to agree on expectations for integrated programming and the roles of school counsellors and teachers in child protection.
- Invest in education and child protection teams' understanding of each other's technical expertise. An integrated staffing model might be appropriate.
- Streamline approaches to government/school officials through a small number of persons able to speak to all areas of the project.
- Consider building the capacity of school counsellors to train teachers in identification and referral in support of greater links between school counsellors and teachers.
- Balance the empowerment of school counsellors with an understanding of their capacity to do so, including constraints on their time with reference to their existing duties.
- Create one community-based structure to serve as both parent teacher association and child protection committee.

## Cash, Education, and Child Protection

Presented by: Haysam Osman, Children of One World

Children of One World is conducting an integrated project that aims to strengthen community protection capacity and activate community committees (CPNs) to ensure continuity of child protection prevention and response services in target communities in Syria. It focuses mainly on serving the most vulnerable children, especially children who are recruited or under threat of recruitment by armed forces/groups, through supporting education, livelihoods, health, and finances.

### Activities:

- Service mapping of agencies supporting education, Health, shelter, NFI, and FSL;
- Community network training on identifying and reporting child protection risks in and around educational facilities;
- Psychosocial support activities to vulnerable children (g/b) through structured CFSs and mobile teams and within different education facilities;
- Alternative livelihood and education opportunities for children and families;
- Parenting skills sessions for parents of CAAFAG;
- Child protection awareness and education messages for the community and caregivers;
- Access to catch-up classes for children referred by CAFAAG project;
- Teacher training on the INEE Minimum Standards, particularly Protection and Wellbeing;
- Consideration of flexible alternatives to schools (e.g. Self-learning programme); and
- Support of caregivers' livelihood status through orphans' sponsorship contributions.

### Lessons Learnt:

- Communication and consideration of all child protection layers are important to achieve expected results.
- The common and wide-spread cash support for orphans (in Islamic countries) should be linked with more standardized interventions that consider the prevention of and/or response to serious child protection risks.

### Challenges:

- The absence of a secure server for child protection data collection/case management;
- The instability and continuous movement of IDPs;
- The inability to cross borders to access injured CAAFAG;
- The uncertainty of project sustainability; and
- The messages from community figures or leaders that encourage children to join armed groups.

## **Integrated Education-Child Protection Emergency Programming, Dominica, Hurricane Maria Response 2017**

Presented by: Naama Gorodischer, IsraAID

In September 2017, Dominica was hit by Hurricane Maria, a category 5 storm which exacerbated child protection and education concerns. UNICEF and IsraAID developed a multi-layered response that integrated elements of the safe school initiative, the INEE guidelines for psychosocial support, and the IASC MHPSS in emergency guidelines and accounted for the different 'circles of belonging' of the child with respect to the specifics of Dominica.

### **Activities:**

- Worked with the national ministry of education to develop and implement an EiE plan with a multi-sectoral approach to rehabilitating schools and ending their use as shelters;
- Provided PSS support to all teachers and educational authorities to enable them to conduct a 3-day PSS programme with all students upon return to school;
- Initiated a school-wide participatory DRM programme with additional stakeholder capacity building;
- Operated CFS immediately after the disaster to 4 months after schools resumed activity, for which youth from the specific communities were trained;
- Conducted PSS and CP workshops for caregivers through schools and CFS; and
- Provided community leaders with PFA and protection in emergency training.

### **Outcomes:**

- Technical support to education and child protection authorities, providing lifesaving and education supplies such as tents, recreational kits and school-in-a-box.

### **Lessons Learnt:**

- An integrated approach enables cost effective programming that supports holistic promotion of child rights, prevents duplication and expedites recovery in emergencies.
- During emergency response periods, communities and officials are often open to in-depth systematic change that can be leveraged for long-term impact.
- Participatory and community-based methodologies improve outputs and create a stronger starting point for long-term preparation and future events.
- Basic knowledge on PSS and EiE essential for all the public staff in the country.

### **Challenges:**

- Resources were distributed among several countries due to the severity of the situation.
- Differences in capacities, openness and motivation to implement a holistic integrated approach required creative solutions.

## Implementing a Community-based Education and Child Protection Project to Address Child Labour among Syrian Girls and Boys

Presented by: Katherine Roberts, Plan International

Since 2016, Plan International Jordan and the Jordanian Hashemite Fund for Human Development have partnered to address child labour among Syrian girls and boys by implementing a community-based education and child protection project. The PIJO Irish Aid Project project was implemented by JOHUD's Social Support Centre in industrial East-Amman, targeting working children, out-of-school children and adolescents, and their caregivers.

### Activities:

- Certified alternative learning programmes for working and out-of-school children (6-10) and adolescents (aged 11-17) with pathways to vocational training for young men and women (aged 18-24);
- ECCD for children 3-5 years old so parents can join livelihoods training, awareness raising, and parenting sessions;
- Psychosocial support, including recreational and sports activities and more structured life skill sessions for younger children and older adolescents, to strengthen children's self-esteem and confidence to enrol back in school;
- Community mobilization such as door-to-door outreach, community events, and child-led awareness raising; and
- Referrals for specialized protection support.

### Lessons Learnt:

- Access to a "one-stop shop" that provides quality, multi-sectoral services in one central place removes the financial, logistical, and administrative barriers facing many families of working children.
- A community-based approach can overcome barriers to education (e.g. lack of trust in schools and related services) for working and at-risk children.
- Tailoring programmes to the most vulnerable families (e.g. including recreation/ECCD activities for young children) allows single mothers, young mothers, and other vulnerable groups to attend awareness raising, livelihood, or educational sessions.

### Challenges:

- Scheduling and attendance for at-risk children and child labourers depends upon work schedules and responsibilities in the home.
- Female participants' involvement was considered much less acceptable than male involvement by families.

## Building Resilience through Sport and Play in Dollo Ado Refugees

Presented by: Andrea Diaz-Varela, Right to Play

This project was implemented from January 2014 to December 2017 and engaged refugee and host community children and youth using sport and play with the following objectives: i) Increase student retention in refugee and host educational settings; ii) Increase life skills amongst participating children (both in and out-of-school); iii) Increase engagement of youth in community leadership roles

### Activities:

- Training teachers in play-based pedagogy for use in the classroom;
- Supporting refugee youth (who had no access to school) to identify issues of concern in their community, including child protection issues; and
- Facilitating regular out-of-school sports and play events with refugee children to address identified child protection issues.

### Lessons Learnt:

- Refugee youth programming should include vocational training to help them secure employment, earn income, and reduce the potential for re-migration. As this exceeds RTP's mandate, enhanced cooperation with actors specialized in this area is indicated.
- There is a need to increase activities targeting host communities.
- Partnering with women's associations and associations of people with disabilities would help create awareness and ensure their active participation in the project.

### Challenges:

- External factors such as security concerns, limited coordination mechanisms, the remoteness of the camps, and the limited infrastructure in the camps;
- Lack of awareness among parents/guardians about the importance of sending their children to school, religious beliefs, culture and community-defined gender roles; and
- Limitations on project evaluations such as the absence of control or comparison groups.

### Outcomes:

- The project reached more than 37,000 children, 442 youth and nearly 400 teachers.
- Teachers' use of play-based pedagogy increased students' attendance; reduced the risk of drop-out and other anti-social activities; and supported the development of critical life skills, self-confidence and positive attitudes towards the community and education.
- Youth leaders played a bridging role between children and the community which fostered intergenerational communication and laid a foundation for sustainable change.
- Households that fear violence from youth dropped from 42% to less than 10%.



# SESSION 3

## Voices from the Field: Non-Formal Education and Safety in School

**How to Increase Preventive Measures for Protection in Educational Centers Providing NFE Programs for Syrian Children in Lebanon**

Presented by: Lucia Castelli, AVSI

**Safe Schools in Conflict Settings**

(Somalia)

Presented by: Timira Abdirahman, Save the Children

**Protection Risks in Schools**

(Afghanistan) Presented by: Bethan McEvoy, Norwegian Refugee Council

**Emotional Resilience in Childhood and Adolescence in Conflictive Environments** (Nicaragua)

Presented by: Auxiliadora Alvarado, World Vision



## How to Increase Preventive Measures for Protection in Educational Centers Providing NFE Programs for Syrian Children in Lebanon

Presented by: Lucia Castelli, AVSI

### Activities:

- Early Childhood Education activities targeting children aged 3-5 years without access to Kindergarten; and
- Basic literacy and numeracy services and/or foreign language courses to out-of-school aged girls and boys who lack the minimum skills to join formal education in order to prepare them to enter in the formal system.

### Lessons Learnt:

- Integrate the CP response within education in order to ensure a continuous relationship with the family during the support and to reduce absenteeism.

### Challenges:

- The main challenge when conducting NFE based on cycles is that the intervention with any child is limited mostly by the factor of time. A child enrolled in any activity is attending a maximum of 3 cycles of 8 weeks each with a presence of 3-4 days per week, if the child is not absent. This affects the intervention and makes challenging the measurement of any improvement done with the child.
- Besides the implementation of awareness sessions to parents, the impact would be increased if these parents were engaged in a parenting program and/or self-care program. However, asking this kind of engagement (for a path of 8, 2h sessions) from parents is very challenging.

### Outcomes:

- During the year 2017, 3615 children participated in PSS/recreational activities.
- Many different activities were developed and specifically adapted to the age of the children. The animators are preparing on weekly basis their activities, taking into consideration the curriculum given by the teachers and sharing with the team through an activity session plan.
- Animators report that beneficiaries increase communication skills, social skills, confidence and are able to share ideas more freely after attending sessions.
- Since the beginning of the courses we have seen a reduction of absenteeism from the classes, more in the courses where PSS activities were included in the program (like BLN and CB-ECE courses) than in the other courses where activities were occasional.
- In terms of PSS referrals, for the whole consortium, 33 CP cases were referred during 2017.

## Safe Schools in Conflict Settings

Presented by: Timira Abdirahman, Save the Children

Save the Children's Safe Schools Common Approach is an inclusive approach to keep girls and boys safe from violence, hazards, and attacks on education in and around school. It brings together best practices from programming experience in Comprehensive School Safety, Violence Free Schools, and Schools as Zones of Peace. In conflict settings, the Safe Schools Common Approach aims to secure safe learning environments and educational continuity by: (1) improving school management, (2) securing safe school facilities, (3) increasing teacher and child awareness on risks and risk mitigation, and (4) advocating for policy and system changes to secure safe schools.

### Activities:

- Engage in Teacher Training in Code of Conduct, Child Rights, Child Protection and Conflict Sensitive Education;
- Develop a Child Resilience programme for children and caregivers;
- Educate the school community on attacks on education;
- Sponsor participatory workshops and grants to foster the inclusion of conflict-related risks in Disaster Risk Reduction and School Improvement Plans;
- Host community awareness sessions to encourage wider school/community engagement;
- Identify and mobilise key stakeholders (local, national, and international); and
- Host stakeholders at pilot schools to share practices and outcomes.

### Lessons Learnt:

- Ensure an integrative and participatory programme design process that complements existing programming in both Education and Child Protection Sectors.
- Support teams to review existing programming to identify areas that can help create an internal community that responds to and prevents attacks on education.
- Safe Schools programming requires multi-sectoral and multi-stakeholder partnerships amongst children, civil society organizations, communities, governments, and the private sector to share knowledge, influence others, and build capacity around children's rights.
- Children's rights are at the heart of integrated programming as the problem of attacks on education threatens children's protective rights.

## Protection Risks in Schools

Presented by: Bethan McEvoy, Norwegian Refugee Council

Between November 2017 and May 2018, NRC Afghanistan carried out an analysis on child protection risks within Education in Emergency (EiE) programming, focusing on the eight provinces in which NRC had education programmes at the time of the study. The study aimed to assess the extent to which NRC's education programmes provide safe, inclusive, and protective learning environments that are accessible to all those in need.

### Activities

- The study provides an overview of key barriers to education, main protection risks, and specific child protection gaps in NRC schools.
- The study also investigated WASH and Shelter conditions within government and community schools across Afghanistan.
- A mixed methodology was used including a desk review, key informant interviews (KII) with different protection and education agencies, and focus group discussions (FGD) and questionnaires with teachers, parents, and teachers. In total, the study reached 1438 respondents.

### Outcomes

- The analysis makes recommendations for NRC, for education actors, and for the government to better protect children's right to safe and inclusive education.
- As a result of the report findings and these recommendations, the following actions have been taken (amongst others):
  - Development of minimum WASH and Shelter standards for NRC EiE programmes;
  - Teacher training package developed and rolled out, covering child safeguarding, identifying and referring child protection cases, child friendly communication, and child friendly teaching styles;
  - Presentation of findings to Afghanistan's protection cluster, EiE working group, Child Protection working group, the Ministry of Education, and the Ministry of Labour and Social Affairs; and
  - Advocacy document released, highlighting the prevalence of attacks on schools and calling upon stakeholders to enforce the Oslo Safe Schools Declaration.

### Challenges

- Some of the topics addressed in the study are sensitive issues that are difficult to broach in Afghanistan.

### Lessons Learnt

- The availability of statistical data has proven invaluable thus far to improving NRC's programmes, resulting in a focused strategy that reflects the needs of target beneficiaries.
- In addition, although some steps have been taken to put into action the recommendations from the study, further advocacy is required with partners and stakeholders to prevent attacks on education across Afghanistan.
- Steps have been taken to ensure child protection risks continue to be monitored over time including the dissemination of all tools and an education team briefing.

## Emotional Resilience in Childhood and Adolescence in Conflictive Environments

Presented by: Auxiliadora Alvarado, World Vision  
(Translated and adapted from the original Spanish)

Since April 18, 2018, Nicaragua has been experiencing a socio-political crisis that has exposed children to violence, cessation of school activity, family separation, and grief. World Vision provided psycho-emotional support through Child Friendly Spaces (CFS), Godly Play (which is based on the Montessori methodology and uses Bible stories to foster spiritual orientation and discovery), and opening pathways of protection and tenderness (which helps children discern and/or apply protective elements, restrictors, and self-care techniques).

### Activities:

- Collaboration with non-traditional actors (i.e. religious leaders);
- Integration of spirituality and emotional resilience;
- Implementation of playful activities that were developed to help children identify and apply principles of emotional self-care;
- Capacity-building in emotional and spiritual resilience for churches and schools; and
- Development of sustained commitments from church leaders and school leaders for scaling up and sustainability.

### Challenges:

- To apply the training of trainers methodology without losing the essential focus of the child's emotional, spiritual, and protection needs;
- To follow-up on the plans prepared by the children; and
- To carry out activities that promote protection and strengthen the resilience of this age group at the individual, family, or community level.

### Outcomes:

- 4,700 children empowered with life plans and exposure to CFS; and
- 322 church leaders and 11 Non-Governmental Organisations trained in the protection and emotional care of vulnerable young people.

### Future Goals:

- Finding financing to generate greater social impact;
- Replicating the initiative in border territories to connect this initiative with the migration situation that is beginning to impact the country and its neighbours; and
- Identifying responses for adolescents who need to return to education and/or generate life and business plans.



# ADDITIONAL ABSTRACTS

**The YouCreate Project: A Case for Children and Youth-led Art Initiatives for Protection and Informal Education in Migration and Adversity Settings**

Submitted by: Sendrine Constant, Terre des hommes (Tdh)

**Adapting the FabLab Concept for Humanitarian Contexts**

Submitted by: Patricia Young, Terres des hommes UK

**Street Child in North East Nigeria**

Submitted by: Megan Lees-McCowan, Street Child

**Mainstreaming of CP into Education Systems in Opposition-held Syria**

Submitted By: Alaa Zaza, Hurras

**A Cross-Sectorial Approach to Enhance Resilience and Protection of Syrian Refugees and Other Vulnerable Groups in Turkey in a Protracted Crisis**

Submitted by: Marina Anselme, RET International

**CAAFAG: The Intersection Between Protection at Home and Reintegration at School**

Submitted by: Eddy Bahiga, IRC

**The ChildHub: A Promising Approach for How Practitioners, Researchers, and Policy Makers from CPHA and Education in Emergencies Connect to Share Ideas, Learn from Each Other, and be Kept Abreast of New Developments in their Sector**

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**Assessing the Risks Associated with Safer Learning Environments in Kiryandongo Refugee Community**

Submitted by: Frank Kiyingi, Advocacy for Child Relief Uganda

**Integrated Education, MHPSS, and Child Protection at Frans van der Lugt Center** Submitted by: Roy Gebrayel, Jesuit Refugee Service

## The YouCreate Project: A Case for Children and Youth-led Art Initiatives for Protection and Informal Education in Migration and Adversity Settings

Submitted by: Sendrine Constant, Terre des hommes (Tdh)

Tdh and the IICRD have developed the YouCreate Project to provide PSS to young people in humanitarian contexts and enhance well-being, self-confidence, resilience, empowerment, and social cohesion through tailored, youth-led, arts-based community projects and arts-based PSS-focused services.

### Activities:

- Conducted a study of best practices through a literature review; 25 KIs with international development organizations and academics; and field visits to 3 countries;
- Supported young people to analyze challenges, design creative arts-based solutions for positive community change, implement these project-based solutions, and conduct M&E;
- Integrated both protection and education programming by focusing on Social Emotional Learning (SEL) approaches, creating innovative ways of using arts for protection purposes, and fostering informal education environments through which young people can develop their life skills (communication, leadership, presentation, problem-solving, creative thinking, and project management skills) and explore their experiences to cultivate communities, associations, and relationships;
- Pilot-tested the youth-led methodology in Egypt and Iraq, then fine-tuned and disseminated through Tdh's online Childhub platform; and
- Established communities of practice for 300 local NGO/CBO professionals to:
  - Become oriented to an online version of the methodology the features explanatory videos and e-modules illustrating case studies and examples;
  - Enhance knowledge, shift behavior and attitudes, and improve skills for working with migration-affected youth with the support of IICRD trainers; and
  - Build capacity on participatory methodologies for working with youth in multiple contexts through on and offline training and sharing lessons learnt.

### Challenges:

- Emergency context-related security issues;
- Finding donors for arts-based programs and partnering with the local organizations;
- Young people's engagement throughout the project in humanitarian contexts;
- The role of adults in supporting young people's meaningful participation; and
- Other challenges related to project management, e.g. as the arts projects are decided upon by the young people, project budgets and timeline in advance.



## Adapting the FabLab Concept for Humanitarian Contexts

Submitted by: Patricia Young, Terres des hommes UK

With the Global Humanitarian Lab, the Fab Foundation and MIT's Centre for Bits and Atoms, Tdh has developed Humanitarian Fab Labs (HFLs) that aim to address challenges with positively engaging young people and communities; protect them from conflict, migration, and deprivation; foster and promote empowerment, participation, safety, MHPSS child rights, independence, and innovation.

### Activities

In response to the migrant crisis in Ioannina, Greece Tdh piloted Humanitarian Fab Labs that:

- Function as community-based safe spaces equipped with digital (fabrication) hardware, software to design and run the digital fabrication tools, and a technical (and globally connected) prototyping platform for invention, innovation, and learning;
- Include coaching, education, and youth-led programming that provide young people with opportunities for leadership, skill development, engagement with their own and other communities and foster social cohesion between youth and communities;
- Adapt to what communities identify as the best use of the space to innovate, work collectively to meet their needs, develop solutions to concerns and issues, and find alternative participatory and demand-driven emergency and humanitarian responses;
- Engage young people and the broader community to promote child rights and protection, gender equity, empowerment, and participation for both boys and girls; and
- Provide a safe, stimulating space for young people to share experiences and seek help and relevant stakeholders to assess and respond to their protection and MHPSS needs.

### Lessons Learnt

- The program expansion necessitates adaptation, improvements, and synthesis of lessons learnt and best practices including (1) documentation of pilots; (2) development of an HFL start-up "kit" with integrated MHPSS methodology; (3) establishment of MEAL systems to measure protection, socio-educative, empowerment, and integration impacts.

### Challenges

- This novel concept is challenging to explain to youth, communities, and stakeholders.
- Staff such as the expert in HFLs hired in Ioannina will not always be available.

### Outcomes

The Humanitarian Fab Lab in Ioannina, Greece represents on proof of concept and:

- Received over 5,000 visits from youth and their communities (27 visits per day). 58% of visitors were youth, and 51% were female; thus suggesting the program is gender and age transferable; and
- Fostered development of bonds and partnerships with the host community, including universities that have not traditionally had a humanitarian focus.

## Street Child in North East Nigeria

Submitted by: Megan Lees-McCowan, Street Child

Street Child is delivering an integrated EIE and CP programme in North East Nigeria funded by UNICEF, the Nigerian Humanitarian Fund, and the Fund to End Violence Against Children.

### Activities

- During school hours, CP-trained EIE facilitators/teachers at Temporary Learning Centres (TLC) and schools run daily education and PSS activities; during out-of-school hours, TLC/schools become CFS with PSS facilitators-supported Child Help Desks and recreational and PSS activities.
- To improve first-line engagement in referral, Street Child trained: community members in basic PSS; CP and education staff in PFA, SEL, PSS, CP risk identification, and referral; and national partners in community-based approaches to education and CP strengthening.
- A clear referral system and support for CP first responders (e.g., teachers and schools/TLC) was developed to connect acute CP cases to a specialised case management team. CP caseworkers refer out-of-school/at-risk children to EIE team for non-formal/formal education enrolment; teachers refer CP cases to PSS facilitators for follow up.
- A code of conduct was developed and promoted to address child safeguarding among educators.
- Support state, national, global level coordination between EIE and CP clusters, and consistent EIE and CP prevention and response messaging among partners.

### Lessons Learnt

- EIE is a useful entry point building positive, trusting community relationships for CP.
- The use of TLCs / schools as CFS with well-trained staff is efficient and cost-effective.
- EIE integration with CP reduces gaps and duplication; provides a broader platform for CP prevention and response; deepens the EIE facilitators/teachers' understanding of CP and their capacity to deliver more conflict-sensitive, inclusive pedagogy and content.
- National partners like CBCPCs, facilitators, teachers, PSS facilitators, social workers, caseworkers, and psychologists are integral to effective CP early response and referral.

### Challenges

- Ongoing neglect and a complex humanitarian crisis in which schools are targeted have decimated education and CP services, limited access, and increased the number of particularly vulnerable children and those in need of EIE interventions.
- Severe gaps in EIE provision exist due to the regional bias towards stand-alone, thematic CP interventions and coordination mechanisms as opposed to holistic CP approaches.
- Short-term funding cycles are not well-aligned with the time required to implement integrated EIE and CP programming and build the national systems capacity.
- Differences in each sectors' priorities and geographical focuses and the tendency to have 'preferred' actors for education and CP affect activity integration and alignment.

## Mainstreaming of CP into Education Systems in Opposition-held Syria

Submitted By: Alaa Zaza, Hurras

Hurras has used a multi-sectoral approach to support education and address vulnerability in opposition-held areas in Syria. Interventions include a child-safeguarding capacity building program with PSS activities and the integration of CP services in the existing education system.

### Activities

- PSS activities include training safeguarding officers to act as change agents within the schools; enforce safeguarding measures; disseminate trainings to teachers on non-violent classroom management, PFA, and the Syrian Interim Government (SIG) Ministry of Education's code of conduct; and safely identify and refer vulnerable children to specialized case management;
- Support local government education systems to provide safe, accessible, quality education;
- Collaborate with Education Directorates on a unified and contextualized safeguarding policy that ensures stakeholders can identify and report child protection threats;
- Collaborate with education authorities to ensure children in the NFE program receive a meaningful certificate to encourage them to continue their education; and
- Provide case management for children without education access and at risk for recruitment.

### Lessons Learnt

- Adequately preventing and responding to the school drop out of the highest risk children requires integrated CP and education programs that cater to children who are unable to access quality education and who are at risk of protection threats due to school separation.
- Safeguarding officers play a crucial role in education systems that are profoundly impacted by ongoing conflict, but in this context, implementation presents challenges and requires integration of both local expertise and international best practices.
- Capacity building supports the design of interventions to improve the resilience of children and mainstreaming safeguarding measures into the education system.
- Addressing the vulnerability and resilience of children without addressing the ongoing conflict is unlikely to address their needs or prevent recruitment and violent extremism.
- Combined NFE and PSS programming enhances learning and addresses the deprivation of personal psychological needs for efficacy, autonomy, and purpose that drive vulnerability.
- Multi-sectoral approaches to supporting education and addressing other vulnerabilities are crucial to building resilience against recruitment and violent extremism.

### Challenges

- The ongoing conflict increased insecurity and attacks on educational institutions that severely eroded education infrastructure and led to a lack of any government entity to support CP.
- The loss of education and the conflicts' impact the conflict on children's psychosocial wellbeing have led to extremely high rates of child recruitment by armed groups and early marriage.

## A Cross-Sectorial Approach to Enhance Resilience and Protection of Syrian Refugees and Other Vulnerable Groups in Turkey in a Protracted Crisis

Submitted by: Marina Anselme, RET International

In partnership with UNICEF, RET International has been implementing a comprehensive center-based cross-sectorial project to protect Syrian children & youth and their national peers.

### Activities

- An outreach center and four CFS/safe spaces for adolescents and girls;
- Non-formal education and individual support on education issues, Turkish language courses, youth training, school reentry guidance, and awareness-raising on CP, health, GBV, education;
- CP services/activities, case identification and management, referrals, legal counseling; and
- Specialized PSS, outreach, recreational and life skills and skills for social empowerment, including a youth empowerment programme for young people to become social change agents within their communities through the development of social action projects.

### Lessons Learnt

- Non-formal education provides a critical entry-point to address protection issues; provides protection for learners from the adversity and harm where they live; and allows service providers to address CP risks and support those affected by abuse, neglect, and harmful practices.

### Challenges

- The protracted Syrian crisis coupled with the massive influx of Syrian refugees into Turkey have led to mounting demographic and economic pressure across the country.
- High averages of refugees in Mardin and Şanlıurfa have made responding with sensitivity to refugees' education and CP, SGBV and other protection needs challenging despite Turkey's well-established protection system and investments in expanding education services for refugees. Young refugees face numerous barriers that limit access to education and protection.

### Outcomes

- RET serves an average of 50,000 children, youth, parents, and caregivers per year using a cross-sectorial approach that has increased the young people's sense of well-being by addressing identified protection risks and vulnerabilities through the simultaneous delivery of education and protection services/activities.
- RET non-formal education programs for children and youth have been not only an opportunity to gain a sense of normalcy, develop new skills, and nurture relevant knowledge and abilities to re-enter school but also have been critical for learners to gain confidence and for RET to create the conditions to identify protection risks and abuses for specialised professionals to address.

## CAAFAG: The Intersection Between Protection at Home and Reintegration at School

Submitted by: Eddy Bahiga, IRC

Since 2017, the IRC and their local partner CAJED have supported 76 girls and 346 boys released from armed groups in North Kivu. Their approach is to ensure these adolescents are accepted and feel safe within the home. Secondly, they are able to function normally, mainly through return to school or through community development projects, apprenticeships, or/and income generating activities (IGA). To date, they have supported 31 girls and 180 boys released from armed groups to return to school; their age ranging from 10 – 20 years, majority between 14 and 17 years old. 18 girls and 122 boys have completed economic reintegration projects.

### Activities:

- Community based interventions and sensitization to reduce stigma for CAAFAG;
- A study to understand what competencies parents needed to be able to accept and care for their children returning from armed groups;
- IGAs for parents whose children have returned to school;
- A partnership protocol between IRC and the schools where elementary schools provide up to 6 years of free schooling and secondary schools provide three years in exchange for need-based in-kind support such as supplies, furniture, additional classrooms, rehabilitation of sanitary facilities, etc.;
- Adapted case management services; and
- Adolescent clubs that provide psychosocial support, life skills, and positive social skills.

### Lessons Learnt:

- Reintegration programmes need to target all the levels of the ecological model: the individual child, their family, their school and peers, and their community.
- CAAFAG dropped out of school when faced with violations at school such as harsh discipline, forced work in school-farms, and other forms of corporal punishment.

### Outcomes:

- Parents profess greater ability to empathize and communicate with their adolescents and to deal with their own anxieties, psychological distress, and guilt.
- The support to schools has created a general positive attitude from teachers and other school staff towards CAAFAG, who were once viewed as a danger to society.

### Challenges:

- Accommodating supply chain/administrative policies and audit/accountability systems in a remote location where the nature of doing business is different; and
- Adapting and integrating parenting and protection competencies for teachers.

## **The ChildHub: A Promising Approach for How Practitioners, Researchers, and Policy Makers from CPHA and Education in Emergencies Connect to Share Ideas, Learn from Each Other, and be Kept Abreast of New Developments in their Sector**

Submitted by: Sendrine Constant, Terre des hommes

The ChildHub was created to offer a creative response to some of the challenges faced by the professionals responsible for protecting children in South East Europe (SEE). Regional research conducted on the child protection workforce revealed that the social professional groups (especially social workers, caregivers, and medical professionals) are often demotivated and uncoordinated. They are critically understaffed and have limited to no access to continuous training and peer support. The objective of this 3-year project is to provide child protection professionals and key stakeholders improved access to technical resources and support networks allowing them to expand, improve, and advocate for qualitative services and policies for children in need of protection and their families.

### **Activities:**

- A digital platform ([www.childhub.org](http://www.childhub.org)) that provides locally-contextualized learning and continuous professional development opportunities for a multi-lingual community of professionals;
- Face-to-face trainings and practice exchanges between countries and across disciplines and sectors; and
- Gamified approaches, horizontal support, peer exchange, and supervision processes that enhance the intrinsic motivation of workers.

### **Outcomes:**

- Over 3,800 professionals have engaged in regular exchanges.
- Over 220 resource persons and 55 trainers have been supported through various capacity development, supervision, or advocacy activities at local and regional levels.
- 86% of respondents reported improved cooperation at national and regional levels and increased feelings of connectedness and engagement in promoting child protection services and policy.
- 85% of respondents reported to have improved their knowledge.
- 1,461 professionals benefited from either online and offline trainings.
- ChildHub has demonstrated an increase in the levels of trust amongst actors from across Europe broadened horizons of knowledge and understanding of issues beyond the local and national perspectives, and a more sustainable networking solution.



## Assessing the Risks Associated with Safer Learning Environments in Kiryandongo Refugee Community

Submitted by: Frank Kiyingi, Advocacy for Child Relief Uganda

This study worked with 600 respondents (teachers and children aged 12-17) who were selected using systematic random sampling from 4 schools in Kiryandongo refugee community. The main objective of the study was to measure the risks in and around learning to influence the design, implementation, and adaptation of education programmes to be context-specific and conflict-sensitive.

### Activities:

- Quantitative data was collected electronically using survey CTO and analysed using STATA.

### Findings:

- 64% of children reported emotional abuse by teachers and bullying by peers as persistent problems.
- 74% of children surveyed reported to have experienced caning by an adult in school.
- 78% of students said they were sexually abused. (The child sexual abuse discussed in this study encompasses all forms of sexual abuse including defilement which was established at 45% by this study.)
- 60% of the children experienced sexual abuse perpetrated by a male teacher.
- 50% of girls and 55% of boys said that they never reported sexual abuse.
- 55% of students experienced some form of violence on their way from school.
- 60% of children are not secure on their way to and from school.
- Reasons given for violence in schools included poor implementation of existing child laws, ordinances and bylaws; inadequate child rights sensitization; little community activity on violence in schools; and little confidence to speak out and report violations.

### Challenges:

- Identifying a suitable methodology for interviewing children on sensitive topics.

### Recommendations:

- Rejuvenate the role of local councils in preventing violence in schools.
- Build capacity of the duty holders to effectively handle child safeguarding in schools.
- Conduct initiatives in schools that strengthen active participation of children in child protection activities such as child rights and peace clubs.

## **Integrated Education, MHPSS, and Child Protection at Frans van der Lugt Center**

Submitted by: Roy Gebrayel, Jesuit Refugee Service

The Frans Van Der Lugt Centre (FVDL), operated by Jesuit Refugee Service (JRS) Lebanon, is an educational and community center in the Bourj Hammoud suburb of Beirut. In operation since 2013, interventions at FVDL for Syrian and Iraqi refugees as well as local Lebanese are cross-sectoral and favor the blending of education, psychosocial care, and child protection. FVDL acts as a community “hub” in an urban environment and offers a broad range of services: early childhood education, non-formal education, youth psychosocial programming, adult vocational programs, and mental health/psychosocial service (MHPSS) programs.

### **Activities:**

- A half-day early childhood education programme (Kindergarten 3, or KG3) for children that includes school kits, daily meals, instruction in literacy and numeracy, and—upon completion—assistance enrolling children in local Lebanese public schools;
- Learning support and remediation programmes for primary-age children conducted in English and French that support integration into Lebanese schools;
- A youth club that uses recreational and educational activities to build resilience and promote psychosocial wellbeing of Lebanese, Iraqi, and Syrian youth ages 11-18;
- Mainstreamed MHPSS and Child Protection support in the form of three trained social workers/Child Safeguarding focal points who provide front-line MHPSS services, serve as an internal knowledge base, and serve as liaisons and focal points for referrals to external MHPSS services.

### **Lessons Learnt:**

- Mainstreaming MHPSS services through an education project builds resilience and keeps children engaged in an educational safe space, preventing dropout and associated risks.
- Integrating cross-sector services in one location can improve access to and quality of interventions.
- Concentrating services in an urban setting requires attention to social cohesion with the local community.

### **Challenges:**

- Targeting services at an “other” group can impair social cohesion with local population.
- Consolidation of services is useful but doesn’t replace links with specialized services.
- Maintaining consistent attendance and engagement of youth who struggle to access secondary education and face social and familial pressures to work or marry is challenging.



**THE ALLIANCE**  
FOR CHILD PROTECTION  
IN HUMANITARIAN ACTION

**INEE**