

MAPPING: EDUCATION IN EMERGENCIES AND CHILD PROTECTION

Introduction

The objective of this mapping was to compile a list of all SDC (SC and HA) projects containing Education in Emergencies (EiE) and / or Child Protection (CP) elements in order to:

- Provide an overview of the existing SDC projects in the area of EiE and CP;
- Visualize the existing overlaps of EiE and CP;
- Understand the potential of further integrating EiE and CP elements in ongoing and future projects;
- Understand the links of EiE and CP with other protection issues such as GBV.

It was decided to look at EiE and CP specifically due to their strong interlinkages and mutual benefits. SDC aims to exploit and build upon these through an integrated protection-education approach. GBV being one of the 3 focus area of HA-Protection¹ (together with EiE and Migration/Displacement) and being usually an important component of EiE-responses in context where GBV is widespread (ex. RDC), a particular attention was also paid to this issue. Linkages to sectors such as health and others exist, yet they are not part of this mapping.

This note is intended to present key findings of the mapping exercise. Insights and conclusions will flow into the development of the new protection concept, various country programmes and other ongoing, thematically related processes, such as an EiE guidance or a database on protection themes.

I. Scope of the mapping and methodology

The mapping includes projects with an EiE and/or CP component, still open in September 2020, or closed in 2019 and 2020. Projects closed earlier have not been taken into account except for some lighthouse projects. This timeline is only pragmatic (limiting the number of cases analysed) and does not reflect a strategic change or reorientation within SDC.

The list of the projects was created in three steps:

- (1) A first list of projects was established by the SDC Statistics Service by compiling all projects containing the relevant SAP markers for Education, Protection and GBV, namely: 20001; 20002; 20003; 20004; 20005; 20006; 20007; 20067; 20070; 20076; 20077; 20082; 20086, 20092.
- (2) Exchanges with geographical desks (HA: MENA, Africa, EAA; SC: Bangladesh) and the thematic desks (GBV, WASH), asking them to identify projects containing elements of EiE and CP. The desks were able to provide the requested information, even though the latest rotation meant that some desks could not provide in-depth insights.
- (3) Compare and compile the two lists.

Although it cannot be ensured that the list is exhaustive, it can be assumed that the vast majority of projects has been listed.

II. Overview of EiE and CP projects

Overall, the mapping contains 74 programmes and contributions based on the criteria as listed above. Included are also two projects that are currently in planning and that will have a specific focus on EiE and CP. It was decided to already include them in the mapping due to their targeted focus, even though the outcomes are not yet defined.

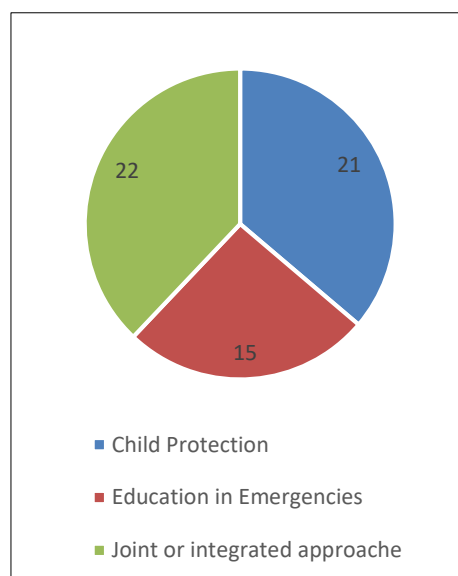
¹ See «Operational Concept on Protection 2021-2024»

2.1 Thematic breakdown (EiE, CP, GBV)

In order to better understand the overlapping between EiE and CP, the projects were classified according to three scenarios: (1) the project is mainly focusing on EiE, (2) mainly focusing on CP, (3) both elements are present in the project. Projects containing EiE and CP elements are labeled as “integrated programming” referring to the CPMS Pillar 4². Due to a lack of detailed information, no differentiation was made in this exercise between joint and integrated programming.

As stated by The Alliance for CPHA, “there are many natural links between CP 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 education outcomes”³.

Thus, it is encouraging to note that more than a third of the projects were developed in a collaborative mode (joint or integrated). Some child protection concerns are not related to education (access to health, legal documentation, etc.), which can help explain why an equivalent number of projects with a CP focus do not have an EiE component. However, in the sense of looking at children’s needs holistically, future programming could be even more sensitive towards children’s educational needs and seek for opportunities how education can be integrated; thereby acknowledging that education is an important protection-instrument with evidence that crisis and conflict affected children in schools or non-formal (temporary) learning environments are less exposed to risks such as forced recruitment, GBV, child labor etc. Access to education during emergencies and crises also helps overcome psychological trauma, prevents “lost generations” and offers resilience, prospects perspectives.



Thematic breakdown - main focus of the projects

Looking only at projects and contributions with EiE components or integrated projects, 48 projects and contributions can be counted. These vary from core contributions to UNHCR or Education Cannot Wait (ECW), Small Actions such as an EiE Summer School in Geneva to projects that emerged from an existing education domain as well as child protection projects that include an education component.

Looking at the GBV component, 9 relevant projects can be identified based on the SAP marker. 5 of these projects are amongst those that were classified as having CP as main focus, and 4 amongst those classified as integrated projects. This suggests that GBV aspects are primarily introduced in projects via CP. While gender equality and equal access to education is reflected in the majority of EiE projects through a disaggregation of beneficiaries into boys and girls, the risk of sexual violence at schools does not seem to feature as a priority theme in the listed EiE projects.

Initially, the question was raised whether the projects of interest could be found through the SAP search given that colleagues’ previous experience in such mapping and portfolio exercises showed that the relevant education markers were often not correctly applied. However, the combination of searching SAP and having the geographical desks and thematic units confirm and add projects has delivered a sufficiently complete list. Looking at the EiE or integrated EiE and CP programmes, almost 100% of the projects were correctly assigned an education marker and can be found in future SAP searches.

² <https://handbook.spherestandards.org/en/cpms/#ch007>

³ Minimum Standards for Child Protection, 2019

2.2 Geographical breakdown

In terms of geographical distribution, CP and EiE projects are implemented in the MENA, Africa and EAA regions.



Geographical breakdown - EiE projects (blue); CP projects (green); Integrated projects (purple)

A closer look at the 58 specific projects implemented by partners (INGOs, LNGOs) or by SDC (direct actions) shows that the composition of the project portfolio varies considerably from one country to another.

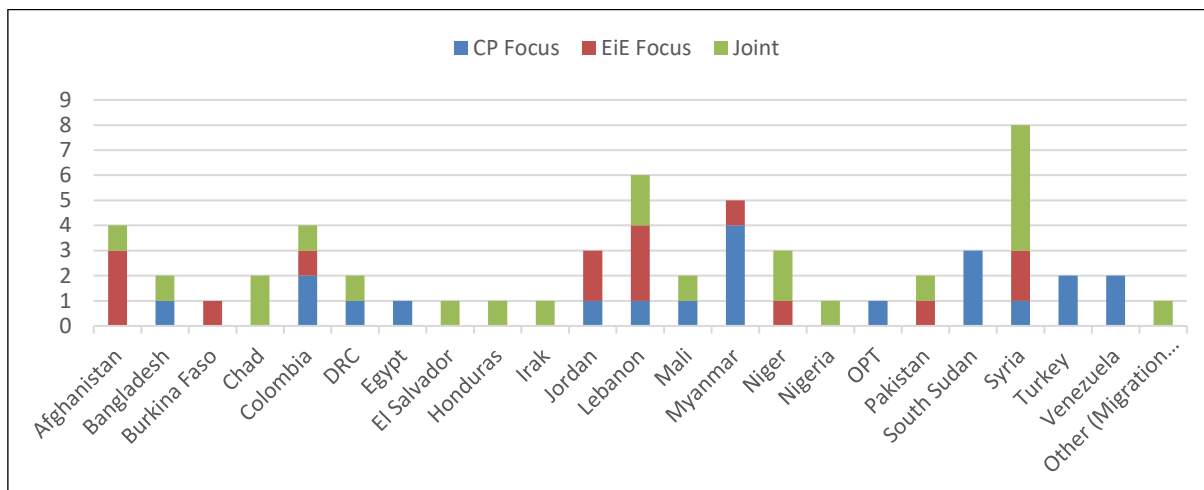
From 39 projects being integrated or with an EiE focus, 29 are based in countries that already have an education domain in their cooperation strategy. It thus seems reasonable to assume that an existing education domain facilitates the programming of EiE. In this regard, **Burkina Faso** can serve as an example for an existing, strong education portfolio, representative for many West African cooperation countries of SDC. In the case of Burkina Faso, due to increasing extremist incidents and attacks on schools, an education in emergencies project was piloted in 2016 and resulted in the support of the UNICEF resilient school project which is currently still ongoing.

Afghanistan stands out as the country with the most EiE projects according to the current status of the mapping. It is an interesting example in terms of better utilizing the given linkages between EiE and CP: any EiE activity that is programmed falls under a national framework adopted by the government which requires the inclusion of child protection. Hence, CP has to be programmed in all EiE activities. It would be interesting to evaluate whether a reversed automatism for CP programmes to include EiE, or at least checking the potential of including EiE as a mandatory step, could be beneficial and help utilize education's full potential as a protective measure for children. In addition, Afghanistan is also a good example of a "nexus approach" as there is a link between the HA-financed EiE interventions and the SC-financed education program (which also embedded some specific EiE activities).

Three more countries stand out in the mapping. **Syria** as one of them can show for the biggest number of integrated EiE and CP programmes. There is no specific strategy strengthening this dynamic, neither specific link between the two themes at sector meetings. The COOF team has made a strong effort to engage partners who are aware of the importance of combining the two themes and are keen to develop integrated projects. Also, as authorities are very reluctant to see protection projects implemented, integrated programming allows to address protection issues through EiE/education programs. Education is thus a "door opener" for protection.

In **Myanmar**, currently only one programme falls into the category of integrated programming while four projects have a clear child protection focus. Considering the potential relation between and the facilitation factor of an existing education domain for EiE programming, it seems worthwhile to note that SDC does not pursue an education domain in Myanmar which could be why EiE has not been more strongly considered in CP programming and utilized as a protective measure in Myanmar.

Lebanon shows up in all three categories of programming, targeting vulnerable and marginalized children in Lebanon, but also refugee children. This could possibly be explained due to the recent introduction of the cooperation strategy with a clear education and livelihood domain and at the same time increased protection needs for children due to large numbers of Syrian but also Palestinian refugee children.



Thematic breakdown by country

2.3 Implementing partners

Apart from WASH projects which are implemented directly by SDC (direct actions), all other projects are implemented by partners. Out of the 54 implementing partners identified, slightly less than 20% are local NGOs.

III. Conclusion

The mapping at hand provides an overview of existing EiE and CP programmes at SDC and emphasizes that many projects already contain Education and Child Protection in Emergencies components. Despite not relying on in-depth interviews with colleagues in the field, the analysis of the mapping provides first ideas why EiE and/or CP programmes and components are being implemented or not. Possible reasons are the pre-existence of an education domain on the one hand, the national context and (un-)favorable policy frameworks on the other hand. Despite many projects already benefitting of integrated programming, it does not seem to be done in a systematic way.

It would thus be worthwhile to look into strengthening capacities and understanding of EiE and CP at HQ and in the field. This in order to find more entry points for EiE/CP collaboration, better utilize the existing links between EiE and CP and in view of future integrated and joint EiE/CP programming such as expressed in the Swiss Pledge at the Global Refugee Forum 2019 and in the Objective III) “Human Development” of the Swiss Dispatch on International Cooperation 2021-24⁴, which entails saving lives, ensuring quality basic services, especially in relation to education and healthcare, and reducing the causes of forced displacement and irregular migration. At the same time, with the new Operational Concept Protection 2021-24, EiE is an integral part of Protection, together with GBV and Migration /Durable Solutions. The Operational Concept fosters synergies between EiE, CP and GBV and

⁴ Switzerland's International Cooperation Strategy 2021-24 outlines four objectives for Switzerland's international cooperation: i) Economic Development, ii) Environment Rehabilitation, iii) Human Development, and iv) Promotion of the Peace, Rule of Law and Gender Equality.

promotes an integrated program approach of EiE/CP to better respond to the multiple protection risks, girls and boys are facing.

On a more technical note, it is worth to mention that inconsistencies in the use of the SAP markers were observed. A few projects with substantial EiE activities, had no SAP Education markers. This limits the possibilities of having a complete view of the activities undertaken in this field.