



DG ECHO

Education in Emergencies PROJECT MAPPING REPORT

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Protection and
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Aid Operations



DG ECHO Education in Emergencies documents

Education in Emergencies Facts and Figures

DG Echo Thematic Policy Document No 10:
Education in Emergencies in EU-Funded
Humanitarian Aid Operations

Communication from the Commission to the
European Parliament and the Council on Education
in Emergencies and Protracted Crises
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Acronyms

AEP	Accelerated Education Programme	OOSC	Out-of-school children
CBE	Community Based Education	PFA	Psychological First Aid
CP	Child Protection	PSS	Psychosocial Support
CRM	Complaints and Response Mechanism	PTA	Parent Teacher Association
CSE	Conflict Sensitive Education	PSEA	Protection from Sexual Exploitation and Abuse
CWD	Children with disabilities	SEL	Social and Emotional Learning
DRR	Disaster Risk Reduction	SMC	School Management Committee
DG ECHO	European Civil Protection and Humanitarian Aid Operations	SRGBV	School Related Gender Based Violence
ECE	Early Childhood Education	SZOP	Schools as Zones of Peace
EiE	Education in Emergencies	SWD	Commission Staff Working Document
EMIS	Education Management Information Systems	TLS	Temporary Learning Spaces
EU	European Union	TiCC	Teachers in Crisis and Conflict
GBV	Gender Based Violence	TVET	Technical and vocational education and training
GEC	Global Education Cluster	WASH	Water, Sanitation and Hygiene
IASC	Inter-Agency Standing Committee	UN	United Nations
ICT	Information and Communications Technology	UNICEF	United Nations Children's Fund
IDP	Internally Displaced Person	UNHCR	United Nations High Commissioner for Refugees
ILET	Improving Learning Environments Together	UXO	Unexploded Ordnance
IM	Information Management		
INEE	Inter-Agency Network for Education in Emergencies		
INGO	International Non-Governmental Organisation		
LSE	Life Skills Education		
MEHE	Ministry of Education and Higher Education		
MRE	Mine Risk Education		
MoE	Ministry of Education		
NA	Needs Assessment		
NGO	Non-Governmental Organisation		
NRC	Norwegian Refugee Council		
NFE	Non-Formal Education		

Foreword



Access to quality education is crucial to give every child a better future, develop its full potential and ultimately, ensure peaceful, inclusive and prosperous life for our societies.

This basic right is unfortunately challenged by increasing complexity and duration of crises across the world, forced displacement, violence and disasters, both natural and man-made. Millions of children worldwide are at risk of being out of school for long periods or growing up without education.

It is our shared responsibility to act and to prevent lost generations. Investment in education is a strategic investment in our peace and development. Recognising the unprecedented needs, the EU has established education in emergencies and protracted crises as a key focus in its humanitarian aid operations. This is deeply rooted in a comprehensive approach to promoting safe, inclusive and quality learning opportunities for all.

Our support has significantly increased in the last years, from 1% of the EU humanitarian aid budget in 2015 to 10% as of 2019. To date, we invested more than EUR 450 million benefiting over 8.5 million girls and boys in 59 countries around the world, leading by example and championing education for peace and protection.

To sustain our strategic approach through better prioritisation, to reach those in greatest need of support, and mobilise global support for further action, the EU's new policy framework developed in 2018-2019 has guided our funding in the education in emergencies and protracted crises sector.

I am proud to see the broad reach of our actions, as clearly demonstrated in this report. Our efforts will continue around four identified priorities: 1) to improve access to learning opportunities for children and young people, 2) to ensure quality education and training, 3) to ensure that education protects and is protected from attacks, and finally 4) to support rapid, innovative and coordinated education responses.

I recognise the importance to work closely together to break the cycles of violence and poverty, to deliver quality actions and allow children to return to learning within three months. I remain committed to a holistic approach, using new and innovative solutions, synchronising humanitarian and development assistance for greater impact, strengthening individual, community and country resilience and promoting education that protects and is protected.

I hope this project mapping report will act as a source of even greater sense of duty, as a call to deliver, to enhance efficiency and effectiveness while addressing all education needs in emergencies and crises.

A handwritten signature in blue ink, reading 'Janez Lenarčič'.

Janez Lenarčič

European Commissioner for Crisis Management

Executive summary

This mapping report reviewed 311 Education in Emergencies (EiE) and EiE-related projects DG ECHO approved and funded between 2015-2019, a period of five years when the European Commission significantly scaled up its work in this sector. Quantitative, qualitative and trend analyses were conducted on projects recorded in DG ECHO's database of projects in order to identify and better understand the EiE-related activities and interventions DG ECHO and its partners are supporting and implementing.

Summary of projects

- **Where:** The 311 EiE-related projects reviewed were/are being implemented in 59 countries and 7 regions with North, West and Central Africa (29%) and the Middle East (25%) receiving the majority of projects. Specific countries with the highest project count include: Iraq, Syria, Colombia, Democratic Republic of Congo, South Sudan and Venezuela.
- **Who (Partners):** 41 different partner organizations have implemented these projects with 73% being implemented by INGOs, 25% by UN agencies and 1% by the Red Cross/Red Crescent. No projects were bi-laterally funded directly to local or national NGOs.
- **Who (Beneficiaries):** Children living in host communities were targeted the most by projects (65%) with IDPs (55%) and Refugees (50%) also being frequently prioritized. In terms of targeting by specific vulnerabilities, out-of-school-children were targeted by projects the most (62%).
- **What:** 77% of the projects were multi-sector in nature that included EiE-related activities while the remaining 23% were EiE specific projects. Primary (94%) and Secondary (75%) age children were targeted by far the most. In terms of type of education delivery, supporting formal education was prioritized by most projects (69%) with approximately one quarter of projects doing some form of catch-up classes, accelerated education programmes, basic literacy and numeracy and/or remedial education.

Summary of activities

The various and numerous types of EiE-related activities conducted by partners were analysed and grouped into 21 different categories. These categories were in turn organized, grouped and are presented below according to the four primary objectives outlined in DG ECHO's Staff Working Document on Education in Emergencies in EU-funded Humanitarian Aid Operations (SWD: 2019). These can be viewed on the [summary table](#) on page 21. This Executive Summary highlights some of the key findings; it does not summarize the findings for all 21 categories.

Promoting access, inclusion and equity

Promoting access, inclusion and equity is a broad category that encompasses a wide range of activities focused on infrastructure, provision of education supplies, recruitment and compensation of teachers and education personnel,

conflict and disaster risk reduction (C/DRR), community sensitisation, gender-related activities, cash-related assistance and use of technology. The most notable results are highlighted below:

- The most common type of activity under this category (82% of projects) is community sensitization, mobilisation and awareness raising. While the specific types of activities vary widely, sensitisation around enrolment/back-to-school (56%) and child protection (51%) feature predominately. It is also interesting to note that the vast majority of the C/DRR activities being conducted are through community sensitization activities.
- Over three quarters of projects (77%) engaged in some form of supply provision, which predominately consisted of teaching and learning materials (learner kits, uniforms, textbooks, etc.) and school furniture.
- Infrastructure was also a very common type of activity (71%) with most activities focusing on the rehabilitation of existing classrooms/facilities and the provision of adequate WASH facilities. One creative project highlighted below is getting in-kind contributions from the community of existing, appropriate spaces that can be used for learning spaces. 18% of projects supplied girls with sanitary kits (menstrual hygiene management kits) increasing the likelihood they would be able to overcome gender related barriers to education access.
- In addition to the sanitary kits, 55% of projects conducted activities that are specifically gender-related. This figure includes a 15% increase between 2015-2017 and 2018-2019 in the number of projects conducting gender-related activities. The most common type of gender-related activity is related to GBV interventions.

Supporting quality education for better learning outcomes

Protracted conflicts, forced displacement, violence, and climate disasters are denying millions of children the right to accessing quality education. The EU is committed to improving the quality of education for primary and secondary formal education as well as non-formal education services. Activity categories under this objective include: Accelerated Education Programming, language instruction, training and support to teachers and education personnel, supporting learning outcomes and supporting community education groups and student/children clubs.

- The most commonly conducted type of activity in this section (and for the entire analysis) is training for teachers and other education personnel (86%) with 83% conducting training related to EiE topics – Psychosocial Support (PSS)/Psychological First Aid (PFA), Child Protection (CP), referral mechanisms, Conflict/Disaster Risk Reduction (C/DRR), Conflict Sensitive Education (CSE), Mine Risk Education (MRE), etc. – and 63% conducting training related to teaching and learning (pedagogy, curriculum, literacy/numeracy, etc.).
- 27% of projects conducting Accelerated Education Programs (AEP) are doing so in countries affected by protracted conflicts and mostly target out-of-school-children (OOSC) and the most vulnerable populations such as girls and children with disabilities.
- The percentage of projects conducting language instruction is quite low (4%). This is most likely due in part to the lack of need (e.g. in IDP rather than refugee settings there may be less of a need for language instruction); however, even within the refugee contexts this appears low and may be an important area to consider in the future.

- While only 10% of projects are conducting PSS for teachers and caregivers, there has been a significant increase (21%) in this activity when comparing 2015-2017 and 2018-2019.
- Similarly, the number of projects that had some component of community education groups and student/children clubs increased within these same periods by 22% and 12%, respectively.

Championing education for protection

Safe and accessible learning environments can help provide protection to children in times of crisis. The types of activities included under this category relate to: child protection, child safeguarding, conflict sensitive education, PSS, and life-saving and life skills education.

- The most common type of activity in this category is the provision of PSS (73%). 49% of projects are directly providing PSS to children. PSS activities also include training teachers and other education personnel on PSS as well as PSS provision to the teachers and caregivers (see above).
- Child protection-related activities was also a common type of activity (66%). While there was some intentionally double counting with the direct provision of PSS to children (counted both under child protection as well as PSS categories), additional child protection activities included referral mechanisms and case management. Also worth noting, many projects analysed involved inter-sectoral collaboration between education and child protection specialists.
- While child safeguarding (code of conduct, complaints and response mechanisms, etc.) was slightly lower (28%) this represents a 21% increase in the number of projects conducting child safeguarding activities between 2015-2017 and 2018-2019.

Coordination, partnership, and capacity development

Humanitarian crises require supporting educational systems and coordination mechanisms in order to return children to learning opportunities. A key priority of DG ECHO is to help prepare and ensure the state and humanitarian system can meet EiE needs during times of crisis. Two types of activities were analysed under this objective:

- Supporting coordination, assessments and monitoring (67%) mostly involving supporting various types of assessments such as needs assessments or capacity assessments. Coordination support via the Education Cluster or EiE Working Group (24%) and implementation of feedback mechanisms (11%), however appear to be relatively low.
- Working with the Ministry of Education and other authorities (68%) typically involved coordination support to the ministry at both national and local levels but also involved some advocacy related activities, technical support and conducting joint supervision site visits.

Looking forward

While there have been excellent advances and results from the DG ECHO funded projects over the analysis period, there remains opportunities to increase effectiveness and further align projects to the recently outlined objectives and aims of DG ECHO in the field of EiE.

- This analysis found that rather than being “integrated,” projects were often “multi-sectoral” with specific activities related to specific sectors with independent objectives, results and activities. While multi-sector collaboration is a key priority of DG ECHO, there are many opportunities to increase collaboration with more holistic integration, especially between child protection and education.
- While cash programming for EiE activities appears to be becoming more common for DG ECHO-funded projects, this continues to be an increasingly important delivery modality and this analysis found a wide range of understanding and types of implementation within cash-related approaches. It is important that DG ECHO better understand and potentially standardize these various approaches as well as emphasize a strong, coordinated, inter-sectoral coordinated approach.
- A highlighted priority of DG ECHO is the use of new and innovative approaches to ensure access to inclusive and safe and quality learning environments. While certainly not limited to technology, the SWD does highlight that this may include the use of information technology, digital learning and online solutions and platforms, among other types of innovative approaches. This analysis, however, found very few good examples of projects using technology. More emphasis could be placed on identifying and adapting examples of innovative technology solutions being used to deliver education in crisis contexts.
- DG ECHO emphasizes the importance of language instruction for both learner success and integration into national systems. As mentioned above, with the relatively low percentage of projects conducting language instruction, DG ECHO may wish to explore increased opportunities for supporting language instruction.
- Conflict sensitive education was often treated merely as a training topic rather than as a lens through which to view the entire programming process. Additional capacity building may be required within this area.
- Coordination with governments and support to Education Clusters and working groups could be further increased to enhance systemic efficiency and effectiveness in the sector.

1. Introduction

Education in Emergencies (EiE) has been a priority under the European Commission's 2015-2019 mandate. It rose to prominence in its humanitarian assistance underpinned by the ambitious commitment by Commissioner Christos Stylianides at the World Humanitarian Summit to scale up EiE funding from the European Union's (EU) humanitarian budget from 1% in 2015 to 10% by the end of his mandate. This resulted in a total amount of over €450 million invested in EiE between 2015 and 2019, including €34 million through the EU Facility for Refugees in Turkey and €25 million through the Emergency Support Instrument for Greece and benefiting over 8.5 million girls and boys in 59 countries around the world.

Behind the scale-up managed by the European Civil Protection and Humanitarian Aid Operations (DG ECHO) lay a number of reasons:

1. tens of millions of children do not have access to quality education due to crises¹, while education can provide much-needed protection during crises and it contributes to individual, community and societal resilience;
2. education is one of the key 'asks' by crisis-affected children and their families;
3. humanitarians have a unique agility and capacity to reach children where other forms support cannot;
4. Education in Emergencies is one of the most marginalised sectors in terms of humanitarian funding.

The EU's novel EiE work was developed under a humanitarian-development nexus approach from the beginning. As the EU has been a major donor in support of education across the world through its development cooperation, the aim was to avoid duplication, improve coordination, define and strengthen added values and complementarities, and build effectively on a number of funding streams available for the EU. This approach is at the heart of the policy framework put in place in 2018-2019 to guide the EU's funding and actions in the sector. The Communication on Education in Emergencies and Protracted Crises² adopted in May 2018 identifies key priorities and actions for the EU, encompassing all of its funding instruments: development cooperation and humanitarian assistance alike. The Communication was endorsed by EU Member States in Council Conclusions in November 2018³.

Within this wider policy framework, DG ECHO set out its humanitarian assistance-focused policy document – Commission Staff Working Document on Education in Emergencies in EU-funded Humanitarian Aid Operations⁴ – in March 2019. This was the first document that publicly set out the scope, contexts, and principles

¹ Overseas Development Institute (2016) "A common platform for education in emergencies and protracted crises: Evidence paper." ODI, London;

² Communication from the Commission to the European Parliament and The Council on Education in Emergencies and Protracted Crises, COM (2018) 304 final

³ Council Conclusions on Education in Emergencies and Protracted Crises, 14719/18

⁴ Staff Working Document on Education in Emergencies in EU-funded Humanitarian Aid Operations, SWD(2019)150 final

of EiE humanitarian assistance, and provided programming considerations for the design, implementation and monitoring of EU-funded EiE actions. It presents the European Commission's vision on the role and added value of humanitarian actors in EiE for the first time in such detail, preparing the ground for efficient and effective nexus work in the sector. In particular, it defined that EU humanitarian aid works towards four objectives, all contributing to the EU priorities defined in the Communication:

- **Objective 1:** To increase access to education services for vulnerable girls and boys affected by humanitarian crises.
- **Objective 2:** To promote quality education that increases personal resilience of children affected by humanitarian crises.
- **Objective 3:** To protect girls and boys affected by humanitarian crises by minimising damage to education service delivery and enabling education to provide life-sustaining and life-saving physical, psychosocial and cognitive support.
- **Objective 4:** To strengthen the capacities of the humanitarian aid system to enhance efficiency, quality and effectiveness in EiE delivery.

2. Objective and Methodology

Since 2015, DG ECHO's investment has increased and the scope and objectives of its work on EiE evolved in parallel with and as a result of the changes in the EU policy framework. Against this background, this mapping and analysis was commissioned with a dual objective. First, to provide a detailed, substantive overview of DG ECHO's EiE project portfolio between 2015-2019. And second, to provide an analytical insight into whether DG ECHO's funding was indeed supporting the priorities established by 2018-2019 or any major adjustments or increased focus is needed to more closely align EiE actions to the new policy framework.

This mapping of Education in Emergencies (EiE) and EiE-related projects analysed 311 DG ECHO approved and funded projects between 2015-2019, a period of five years when the European Commission significantly scaled up its work in this sector. Specifically, the mapping provides an overview of the various types of activities and education modalities for these projects. The following approach was used for this analysis:

- In consultation with DG ECHO staff, a methodology and analysis framework were determined based on a pilot review of 16 projects in late 2018.
- The analysis framework consisted of a taxonomy pertaining to different types of EiE activities (e.g. establishment of Temporary Learning Spaces, Distribution of teaching and learning materials, etc.) as well as different project metadata related to the type of: education, level of education, beneficiary, population vulnerability.
- EiE-related project proposal forms, eSingleForms, from 2015-2019 were downloaded from DG ECHO's HOPE database, reviewed and then tagged with the relevant tags from the analysis framework using an online software⁵. Priority of review was given to Section 4 'Logic of Intervention' and specifically to the short and detailed descriptions of each activity under each result. Other select sections (e.g. 1.3 Narrative summary, 3.1.4 Response analysis, 3.2.4. Beneficiaries selection criteria, etc.) were also consulted to obtain key metadata pertaining to each project.
- As more projects were reviewed, the analysis framework/taxonomy was revisited, expanded and refined accordingly.
- Once tagging was complete, the data was then exported into an Excel database where an initial, quantitative analysis was conducted with all projects to determine a general overview and breakdown of the various activities being implemented.
- As part of the quantitative analysis, a trend analysis was also conducted comparing activities within projects grouped within two time periods, roughly representing projects approved before and after DG ECHO's most recent EiE policy: from 2015-2017 and 2018-2019. Where activities that have experienced a significant change between these two time periods (~10%)

⁵ The online software DEEP was used for the tagging of all project sheets. DEEP is a web-based platform offering a suite of collaborative tools tailored towards sourcing, managing and analysing secondary data in humanitarian crisis responses. Development of DEEP began in early 2016 and is a collaborative project governed by UN OCHA, UNHCR, UNICEF, ACAPS, IFRC, IDMC, OHCHR, IDMC and JIPS. Although open-source, data is secure and visible only to users granted relevant access.

these are highlighted in the findings below. Note: the year of the project for this analysis is determined by the year in which the project was approved/funded. Projects that were approved in 2017 but continued into 2018 have been analysed under the 2015-2017 grouping for all trend analysis findings throughout this report.

- An in-depth, qualitative analysis was also conducted. This entailed filtering the database by each of the identified and attributed tags and then reviewing the narrative texts for those tags. As a single tag (e.g. Temporary Learning Spaces) provides basic, general information about a specific activity, the qualitative analysis allowed for a more in-depth and nuanced understanding regarding what specific activities entailed (e.g. Temporary Learning Spaces may include tents, pre-fabricated structures, or local building materials to provide temporary or seasonal shelter) as well as any trends, anomalies or good practice examples.
- The findings from the analysis have been developed into this mapping report.

Limitations and challenges

The following limitations and challenges should be noted:

- The format, structure and manner of completion of ECHO's eSingleForms made tagging and analysing the projects difficult. Despite the form having general, standardized section headings, the manner in which partners complete the form and the language used varied greatly from partner to partner. Thus, relevant information pertaining to the EiE activities and project metadata was often not only challenging to locate within the form but once located it could be difficult to unpack and understand the exact activities being conducted. For example, a partner may indicate in the short description of an activity that they will be distributing teaching and learning materials; however, on closer inspection of narrative in the detailed description the partner may also mention teacher training, community sensitisation, MoE capacity building, and repairs of infrastructure. A reportedly 'single' activity, therefore, was often in actuality a composite activity containing multiple types of interventions. It is worth noting that for this reason the project log frames were not used for the analysis as it became apparent early on that they contain only a fraction of the actual activities being conducted. The only way to ensure all activities were being captured was to mine the information from the lengthy descriptive narrative.
- A wide range of language used to describe the activities also occasionally contributed to an element of subjectivity during the tagging process. This was compounded by the fact that multiple rounds of tagging were conducted by multiple reviewers. While caution and care was taken to ensure reviewers communicated and sought clarity to reduce inconsistencies and discrepancies, it is certainly possible that some remain.
- Due to limited time and resources, qualitative analysis was only conducted for the most recent projects from 2017-2019.

Findings presented in [Section 4: Education in Emergencies Activities](#) have been organized, grouped and presented around the four primary objectives outlined in the DG ECHO's policy document. To note that the original analysis framework and tags pre-dated the policy document itself, so while efforts were made to follow the structure of the policy document, the findings below they do not always align with and match the policy perfectly.

3. Summary of projects

Prior to exploring specific EiE-related activities conducted within the reviewed projects (see [Section 4: Education in Emergencies Activities](#)), this section first provides a summary of the projects pertaining to:

- [Where](#) (geographic coverage)
- [Who](#) (partner organisations as well as beneficiary types)
- [What](#) (type of project, education level and type education delivery)

3.1. WHERE: Geographic coverage

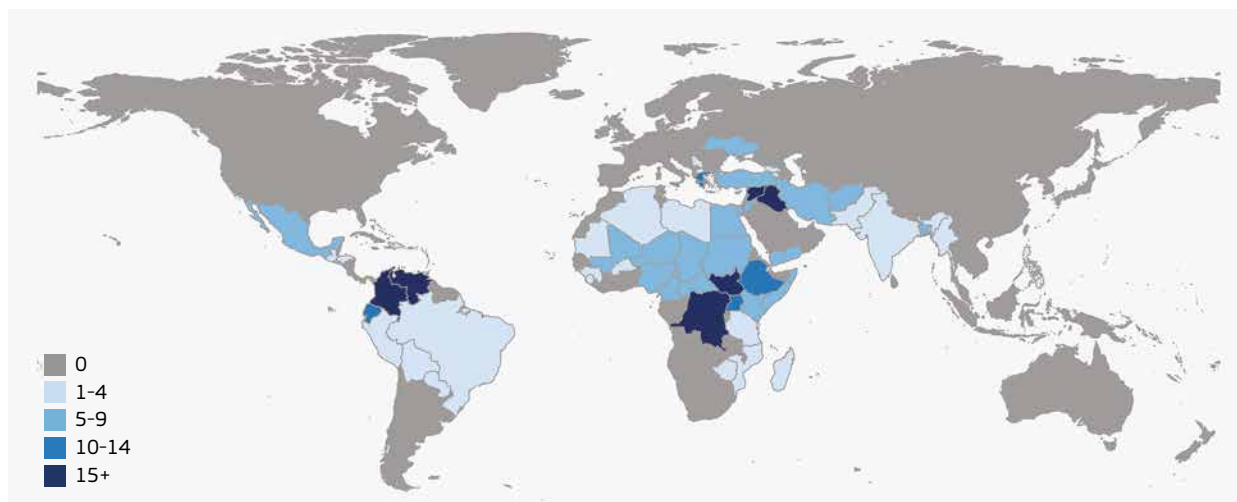
The 311 EiE-related projects from 2015-2019 were/are being implemented in 59 countries and 7 regions. North, West and Central Africa was the highest targeted region (29% of the projects reviewed targeted countries in this region) followed by the Middle East (25%), East and Southern Africa including the Great Lakes (15%), Latin America and the Caribbean (12%), Asia (10%), Eastern Neighbourhood (6%), Europe (i.e. 10 projects in Greece – 3%) and two Global-level projects to support the Global Education Cluster in its efforts to improve rapid education responses in emergencies, coordinate EiE responses and needs assessments and to build the capacity of its country-level staff, Cluster members and MoE counterparts.

Region	# of Projects	% of Projects
North, West and Central Africa	89	29%
Middle East	79	25%
East and Southern Africa, Great Lakes	46	15%
Latin America and the Caribbean	36	12%
Asia	32	10%
Eastern Neighbourhood ⁶	19	6%
Europe	10	3%
Global	2	0.6%
Grand Total	311	100%

The project-level density varies greatly between the regions. Although North, West and Central Africa region, for example, has the highest number and percentage of projects, these projects are spread across 17 different countries with in a relatively low project-level density (Ethiopia and Uganda are the highest targeted countries in that region with 12 and 11 projects, respectively) compared to the Middle East which has 79 projects spread across only 7 countries (Iraq and Syria being the highest targeted countries not only in that region but for all regions with 23 and 21 projects, respectively). Other countries with 15 or more projects between 2015-2019 include: Colombia (19), Democratic Republic of Congo (16), South Sudan (15) and Venezuela (15).

⁶ Armenia, Georgia, Macedonia, Serbia, Turkey and Ukraine.

For a full list of countries and number of projects, see [Annex A](#). The map below shows the geographic coverage in terms of project-level density.



In addition to the total number of projects, it is also worth noting shifts in geographic trend when comparing the number of projects funded in 2015-2017 to those funded in 2018-2019.

Region	2015-2017	2018-2019	# Change	% Change
Latin America and the Caribbean	14	22	8	57%
Middle East	35	44	9	26%
Global	1	1	0	0%
Asia	18	14	-4	-22%
North, West and Central Africa	51	38	-13	-25%
East and Southern Africa, Great Lakes	30	16	-14	-47%
Eastern Neighbourhood	13	6	-7	-54%
Europe	10	0	-10	-100%
Total	170	140	-30	-18%

This trend analysis shows a clear increase in the number of EiE-related projects being conducted in Latin America and Caribbean with the vast majority of these new projects focusing on the Venezuela refugee crisis affecting countries throughout the region. At the same time, the decrease in the number of projects does not mean a decrease in funding. On the contrary, several countries and regions, among them Uganda, Somalia, and the Southern Africa region have stepped up their investments through increasing the scale of their projects.

In terms of multi-country programming from 2015-2017, 9 different projects (5%) in six different regions targeted more than one country (2 of these projects were in Latin America and the Caribbean). In 2018-2019 this has risen to 16 projects (11%) with all 16 projects are in Latin America and the Caribbean, meaning that 73% of projects from 2018-2019 in that region are multi-country. This is perhaps unsurprising given the multi-country nature of the Venezuela refugee crisis.

3.2. WHO: Partner organisations and target beneficiaries

3.2.1. Partner organisations

A total of 41 partner organisations and agencies have implemented the 311 reviewed projects⁷. As the table shows below, the vast majority of projects have been implemented by either International Non-Governmental Organisations (INGO) (73%) or United Nations (UN) Agencies (25%). 4 projects (1%) have been implemented by the Red Cross/Red Crescent.

Type of partner	# of Projects	% of Projects
INGO	227	73%
UN	79	25%
Red Cross/Red Crescent	4	1%
Grand Total	311	100%

UNICEF has been the primary partner for ECHO accounting for 20% of the implemented projects, with Norwegian Refugee Council (16%), Save the Children (12%), Plan International (6%), Danish Refugee Council (6%), UNHCR (4%) and International Rescue Committee (3%) as other common partner organisations. These seven organisations account for implementation of two-thirds (67%) of ECHO's EiE-related projects globally. For a full list of partner organizations and the number and percentage of projects, see [Annex B](#).

3.2.2. Target beneficiaries

Humanitarian response activities traditionally aim to target children who are most in need and most vulnerable. DG ECHO's EiE policy is therefore based on needs and vulnerabilities. It outlines some of the key areas/types of vulnerabilities in the context of EiE actions such as children who are: out-of-school, at risk of education disruption, affected by displacement, living in hard-to-reach areas or active conflict zones, girls, separated or unaccompanied, living with disabilities, associated with armed forces and groups, living in poverty and part of minority groups. (SWD, pp. 8-9).

This exercise analysed projects' beneficiaries using a two-tiered approach: 1) based on population type/displacement and 2) based on other vulnerabilities. For the first tier, the following categories were analysed:

- Forcibly displaced children – refugees and internally displaced persons (IDPs)
- Returnee children – children who have been forcibly displaced but have since returned
- Children in host communities – those affected by the crisis due to receiving IDPs, Refugees or Returnees into their households and communities
- Remainees – those directly affected by the crisis, without any element of displacement involved (non-displaced and non-hosting)

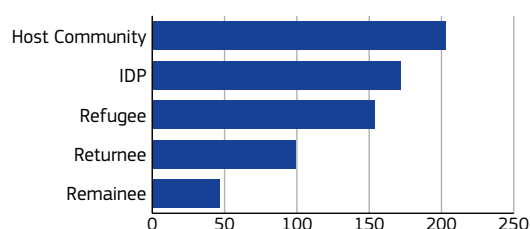
These terms vary slightly from the designated terms found on the eSingleForm. While the eSingleForm contains IDP, Refugee and Returnee selection options, the fourth option is simply "Local Population". Wishing to get more nuance and based on information provided in the narrative description, this analysis disaggregated Local Population into "Host Community" and "Remainee" as they

⁷ Note: For this analysis, partner organizations have been determined by the organization submitting the proposal. It does not include any collaborating organizations or additional implementing partners identified in the project sheets.

are significantly different population types with different needs.

65% of the projects reviewed contain activities targeting Host Community populations, 55% IDPs, 50% Refugees, 32% Returnees and 15% Remainees.

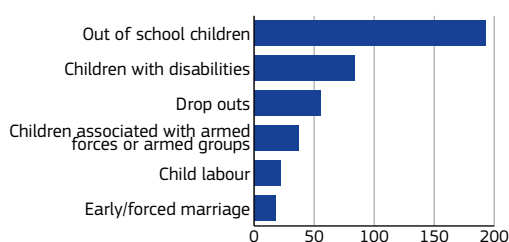
Population type	# of Projects
Host Community	203
IDP	172
Refugee	154
Returnee	99
Remainee	47



Support to host communities and children living in host communities is an important consideration during an EiE response: education systems and the teachers, children, classrooms and materials which are a part of them can be significantly affected, for example, by receiving an influx of displaced children. It can also be important to provide support to host communities to avoid tensions or increased conflict with the displaced populations who are often prioritized. So, while host community support is certainly understandable and an important consideration, often their needs and vulnerabilities are less acute and severe as those who have been forcibly displaced or are still living in highly affected areas. It is interesting to note, therefore, that this analysis finds that host communities are the most targeted beneficiary type. Future analyses may wish to seek to better understand this prioritization.

In addition to these population types, which provide strong indication of vulnerability and risk of education disruption, for the second tier, additional target population groups based on vulnerabilities highlighted by partners within the project sheets. By far, the most targeted vulnerability type was out of school children (OOSC) with 62% of all projects reviewed targeting this group. 27% of projects reviewed targeted children with disabilities (CWD), 18% children who have dropped out of school, 12% children associated with armed actors, 7% children vulnerable to child labour and 6% children vulnerable to early and/or forced marriage. It should be noted that these categories are not mutually exclusive and that children can be affected by multiple types of vulnerabilities; it is possible, therefore that some children may fall into multiple categories during a project's targeting of beneficiaries.

Vulnerable groups	# of Projects
Out of school children	193
Children with disabilities	84
Drop outs	55
Children associated with armed forces or armed groups	37
Child labour	22
Early/forced marriage	18



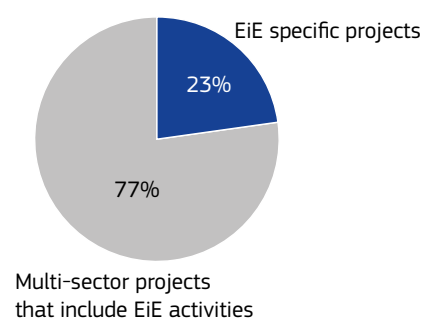
3.3. WHAT: Type of project and level and type of education

3.3.1. Type of project

Although humanitarian response is often divided into clearly defined sectors, the needs of affected people, especially children, often are not. A holistic and integrated approach to response, therefore, is important to be able to effectively address the range of needs of a child. As education is closely linked with other sectors, it is well-suited for inter-sector collaboration, especially with child protection, water sanitation and hygiene (WASH), health, nutrition, food security and shelter. Capitalizing and integrating relevant activities, synergies and strengths of these other sectors will not only improve the quality and effectiveness of an education response but education itself can serve as key entry point for these other critical sectors. For these reasons, when considering EiE, DG ECHO not only promotes and encourages that projects implement an integrated programming approach with relevant sectors but that protection mainstreaming be a prerequisite for any project to receive support (see SWD pgs: 7, 12; for more on EiE and child protection integration refer to SWD Annex C: “EiE and Child Protection Linkages” pp 37-40).

Of the reviewed projects, 23% were EiE-specific projects. 77% of the projects were multi-sectoral with sector-specific results, activities and indicators. Disaggregated, sector-specific data was not collected during this analysis; however, protection and child protection were most commonly found as an accompanying sector to education in these projects. Additional sectors commonly coupled with Education included: WASH, health, shelter, nutrition, food security and mine action.

Project type	# of projects
EiE specific projects	71
Multi-sector projects that include EiE activities	240



While it is encouraging to see such a high percentage of multi-sector projects among all projects supporting EiE, especially in light of the DG ECHO’s reaffirmation of the promotion of integrated programming, “multi-sector” and “integrated” should not be taken as synonymous. Future efforts should be made to better measure integration in order to better encourage partners in these efforts.

3.3.2. Education level

Under the EU Communication, targeted education levels within an education response in emergencies and protracted crisis can range from the youngest children through early childhood education (ECE) all the way up through tertiary levels and even adult learning. In the SWD, DG ECHO has clearly outlined that humanitarian aid should focus on education levels that are already a part of a state’s free and compulsory basic education in order to avoid creating parallel structures.

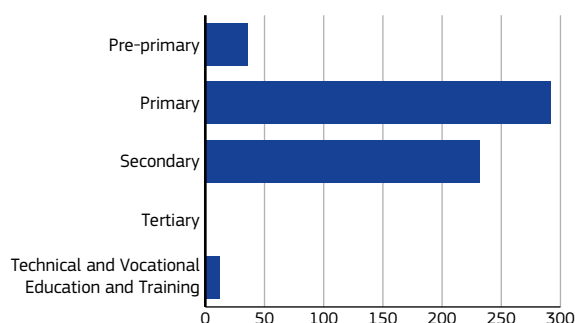
This typically includes three levels:

- Primary
- Lower secondary
- Upper secondary

While not common, ECE activities can be considered for support: 1) where it is already a part of the formal education system and/or 2) where entrance into primary education is dependent on prerequisite learning. Tertiary education as well as technical and vocational education and training (TVET), however, should not be considered for support. For more information, see the SWD, p. 10.

Findings from this analysis suggest current alignment with current policy as 94% of the projects reviewed have activities targeting primary school-aged children, 75% secondary school-aged children⁸. It should be noted that the eSingleForm does not ask for beneficiary type by education level, but rather by age group, and partner organisations were not always clear in defining the education level within their project descriptions. As it is certainly possible to have secondary school-aged children participating in and benefitting from primary-level activities (e.g. [accelerated education programming](#)), to ensure a more accurate reading of these findings, the modifier “school-aged children” should be included in interpretation. Ages for primary and secondary education range by country but are typically 5/6-11/12 for primary and 12/13-17/18 for secondary.

Education level	# of projects
Pre-primary	36
Primary	292
Secondary	232
Tertiary	0
Technical and Vocational Education and Training	12



12% of projects are conducting activities targeted at ECE/pre-primary school-aged children (typically 3-5 years of age). A trend analysis shows a decrease in the percentage of ECE-related projects between 2015-2017 (13%) and 2018-2019 (10%), however the decrease is quite small. For the 2018-2019 ECE-related projects: they are spread fairly evenly across regions and partners, with the exception of UNICEF who is implementing 6/14 ECE-related projects in 2018-2019 (43%). It is beyond the scope of this current analysis, however, future research may wish to further explore whether these projects are in line with the policy allowances for ECE outlined above and in the SWD.

Despite current DG ECHO policy stating that TVET falls outside the scope of humanitarian assistance to EiE, 12 projects (4%) reviewed have TVET-related activities. The majority of these projects (9/12) are from either 2015 or 2016, prior to recent policy clarification that TVET should not be prioritized by DG ECHO funding. However, three projects from 2019 did contain TVET-related activities. This included one project in Mauritania, one multi-country project in Peru and

⁸ Lower secondary: 19%; Upper secondary 14% and Unspecified secondary 56%

Venezuela and one multi-country project in Venezuela, Colombia, Brazil, Ecuador and Peru.

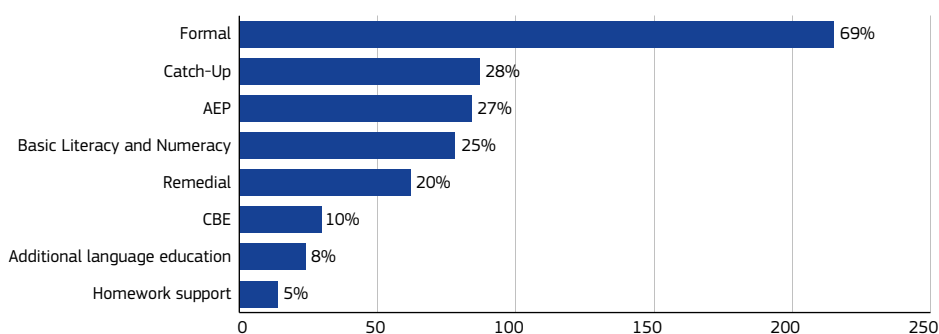
In accordance with current DG ECHO policy, no projects reviewed from 2015-2019 have actions targeting individuals at the tertiary level.

3.3.3. Type of education delivery

Due to disruptions caused by a crisis, most EiE responses will have elements of both formal as well as non-formal education (NFE) as governments and humanitarian actors seek to help children get back to safe, protective education spaces and quality learning as quickly as possible. DG ECHO encourages both formal and non-formal education activities that support governments to resume education services. It is important, however, that NFE activities do not create a parallel education system, but rather are designed to serve as entry pathways into the formal education system and are therefore aligned as much as possible in terms of curriculum and accreditation.

Elements of both formal education and non-formal education (NFE) were found throughout the actions of the projects reviewed. The majority (69%) of the projects had actions supporting formal education, while 28% focused on catch-up classes, 27% on accelerated education programming (AEP), 25% on basic literacy and numeracy, 20% on remedial education, 10% on community-based education (CBE), 8% on additional language education and 5% on providing homework support.

Education type	# of Projects
Formal	215
Catch-Up	87
AEP	84
Basic Literacy and Numeracy	78
Remedial	62
CBE	30
Additional language education	24
Homework support	14



[Accelerated education programming](#) and [additional language education](#) (language instruction) both have their activity-specific sections below.

4. Education in Emergencies Activities

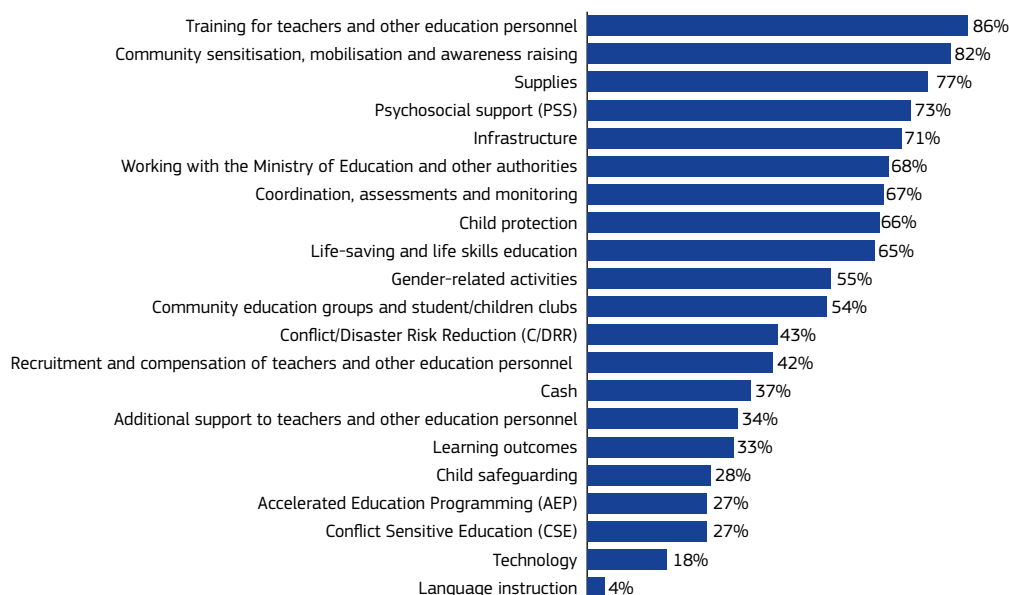
A wide variety of EiE-related activities are reported throughout the 311 projects. This section presents findings pertaining to these activities. It is organized using the four primary objectives outlined in the SWD:

1. Promoting access, inclusion and equity: To increase access to education services for vulnerable girls and boys affected by humanitarian crises
2. Supporting quality education for better learning outcomes: To promote safe, equitable, quality education that increases personal resilience of girls and boys affected by humanitarian crises.
3. Championing education for protection: To protect girls and boys affected by humanitarian crises by minimising damage to education systems and enabling education to provide life-sustaining and life-saving support.
4. Coordination, partnership and capacity development: To strengthen the capacities of the humanitarian aid system to enhance efficiency, quality and effectiveness in the delivery of EiE.

The table and chart and overleaf provide a summary breakdown of each of these categories by percentage of projects reviewed conducting relevant activities:

4.1. Promoting access, inclusion and equity	# of Projects	% of Projects
4.1.1. Infrastructure	220	71%
4.1.2. Supplies	240	77%
4.1.3. Recruitment and compensation of teachers and other education personnel	131	42%
4.1.4. Conflict/Disaster Risk Reduction (C/DRR)	134	43%
4.1.5. Community sensitisation, mobilisation and awareness raising	255	82%
4.1.6. Gender-related activities	169	55%
4.1.7. Cash	116	37%
4.1.8. Technology	56	18%
4.2. Supporting quality education for better learning outcomes		
4.2.1. Accelerated Education Programming (AEP)	84	27%
4.2.2. Language instruction	11	4%
4.2.3. Training for teachers and other education personnel	266	86%
4.2.4. Additional support to teachers and other education personnel	106	34%
4.2.5. Learning outcomes	101	33%

4.2.6. Community education groups⁹ and student/children clubs¹⁰	167	54%
4.3. Championing education for protection		
4.3.1. Child protection	205	66%
4.3.2. Child safeguarding	88	28%
4.3.3. Conflict Sensitive Education (CSE)	83	27%
4.3.4. Psychosocial support (PSS)	226	73%
4.3.5. Life-saving and life skills education	200	65%
4.4. Coordination, partnership and capacity development		
4.4.1. Coordination, assessments and monitoring	207	67%
4.4.2. Coordination, assessments and monitoring	210	68%



The findings below explore each of these categories in more detail.

⁹ Community Education Groups typically refers to Parent Teacher Associations (PTAs) or School Management Committees (SMCs) which focus on school management and governance as well as helping to promote and ensure child protection, girls' enrolment, community awareness raising, community-based resource mobilisation, etc.

¹⁰ Student/Children Clubs refers to clubs that serve as a forum for discussing life skills and protection issues, conducting peace building activities, peer-to-peer education activities, doing creative arts and sports, as well as some clubs serving as child-led education governing bodies to support school management, advocacy of child rights, etc.

DG ECHO OBJECTIVE 1: To increase access to education services for vulnerable girls and boys affected by humanitarian crises

4.1. Promoting access, inclusion and equity

During humanitarian crises, barriers such as displacement and violence arise that prevent children from accessing educational services and can even negatively impact the learning opportunities of children in communities that host them. A rapid and effective response is therefore necessary to mitigate the effects and minimise the duration of these disruptions which further disconnect vulnerable children from education pathways and increase the likelihood of them never returning to school.

To reduce this eventuality, DG ECHO, in line with the EU priority to promote access, inclusion and equity, seeks to reinstate and improve access to inclusive and equitable education services for vulnerable girls and boys within three months of a crisis. This is being achieved by supporting formal education systems and schools to prepare for and recover from crises as well as addressing additional, broader barriers preventing children from accessing education. The findings below analyse specific activities that DG ECHO partners have conducted or are currently conducting to meet this objective.

4.1.1. Infrastructure

Inherent in being able to access education services is the accessibility of safe and protective infrastructure in which quality education and learning can take place. During a crisis, however, there is often a lack of adequate, safe infrastructure which can be a critical barrier for children to access education. School buildings and classrooms may be damaged or destroyed during conflict or disaster rendering them unsafe or unusable. For surviving structures, militaries may occupy the learning spaces, or forcibly displaced persons may find shelter in them. Camps or sites organized for the displaced may be located very far from the nearest school. Within host communities, an influx of displaced children into schools – schools that are often already overcrowded – may lead to an increased strain on the existing infrastructure. Without access to safe learning environments, vulnerable children risk further marginalization by keeping them from learning opportunities.

Ensuring adequate, safe and protective learning spaces that can help children and their families feel comfortable returning to learning is, therefore, a priority. The provision of temporary learning spaces, semi-permanent classrooms and rehabilitation of existing infrastructure will allow the rapid return of children to educational opportunities. Longer-term solutions may involve working with ministries and development actors to (re)construct permanent classrooms and schools. The following definitions from the SWD were used to help with the analysis of the infrastructure-related EiE activities conducted in the reviewed projects:

- Temporary Learning Spaces (TLS) may include tents, pre-fabricated structures, or local building materials to provide temporary or seasonal shelter.
- Semi-permanent structures are designed, use materials, and are constructed to provide shelter across multiple seasons and academic cycles. These may

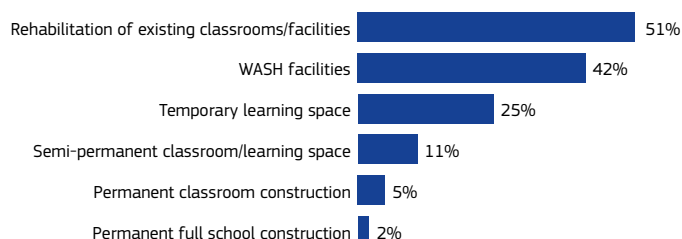
include stronger foundations, framed roofs, half walls, or pre-fabricated structures.

- Emergency school rehabilitation prioritizes improving the safety and protection of learning spaces and may include winterization interventions, minor repairs to reduce impacts of current/future hazards, repairing WASH facilities, improving accessibility.
- Retrofitting increases the strength and ability of a structure to withstand anticipated future hazards (earthquakes, cyclones, explosives, etc.).

The majority of projects reviewed (71%) are performing activities related to education infrastructure. Classroom rehabilitation (51%) and establishing WASH facilities (42%) were the most common infrastructure activities. Rehabilitation activities reported refurbishment of doors, windows and roofs, installation of fences and ramps for easy access for children with disabilities, etc. Implementation methods were often not specified; however, several projects reported using a school voucher system for conducting the repairs. While the trend analysis shows only a minor increase (6%) when comparing the overall percentage of projects conducting infrastructure activities between 2015-2017 and 2018-2019, there is a significant increase (23%) when considering this specific activity of rehabilitation of existing classrooms/facilities.

Projects establishing WASH facilities typically report repairing or installing gender-segregated latrines and handwashing facilities as well as ensuring adequate drinking water is available. Often, WASH activities were reported by partners as a component of another infrastructure activities (i.e. rehabilitation, temporary, semi-permanent or permanent construction) rather than as a stand-alone activity. Distribution of teaching and learning materials and supplies is also a common activity done in conjunction with these infrastructural activities; this is covered in the [Supplies](#) section below.

Infrastructure	# of Projects	% of Projects
Rehabilitation of existing classrooms/facilities	158	51%
WASH facilities	129	42%
Temporary learning space	78	25%
Semi-permanent classroom/learning space	34	11%
Permanent classroom construction	17	5%
Permanent full school construction	7	2%
Total	220	71%



In addition to rehabilitation of classrooms and establishment of WASH facilities, 25% of projects reviewed are establishing TLS and 11% are constructing semi-permanent classrooms. These are predominantly taking place in contexts

of displacement in camp as well as host community settings in order to provide immediate, safe learning spaces as well as to provide more space for overcrowded classrooms. Many projects are doing a combination of both TLS and semi-permanent construction, depending on need and availability of materials. A small number of projects report specific activities involving upgrading existing TLS into semi-permanent structures using more robust building materials. For more guidance and information, see Annex J in the SWD “Temporary Learning Spaces and Emergency School Rehabilitation”

DG ECHO generally considers construction beyond its scope and has encouraged humanitarian actors to work with development actors to establish permanent schools as soon as possible. While it prioritizes humanitarian education infrastructure interventions, it has supported a limited number of projects beyond that: 17 projects report constructing permanent classrooms (5%) with 7 projects (2%) conducting full school construction.

In-kind contribution of safe learning spaces in Pakistan

In addition to the more common infrastructure-related activities discussed above, one project in Pakistan is taking a creative, community based approach to find speedy and low cost solutions by identifying existing, appropriate spaces that can be used for learning. Hundreds of Original Projects for Employment (HOPE’87) is working with communities in Pakistan to provide safe and accessible learning spaces for children. Mapping activities are being conducted to existing identify rooms and available spaces within the community to be

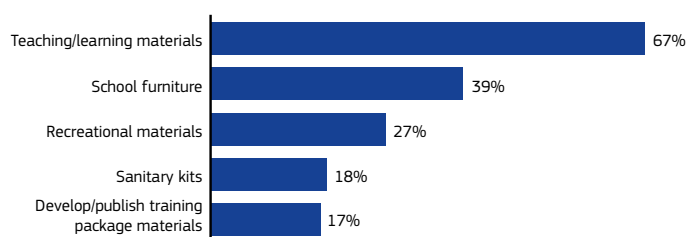
used as classrooms that could be available as in-kind contributions. If none are available, rental options will be explored. The Mohalla Committee, village education committee, and parent teacher committees are leading the mobilization of community resources for these in-kind donations or contribution collection for rental options. HOPE’87 ensures all potential classrooms meet the INEE Minimum Standards for access and learning environments.

4.1.2. Supplies

Hand-in-hand with the accessibility of safe and protective learning environments is the need to ensure the provision of the supplies necessary for quality education. A lack of educational materials creates physical, financial, and social barriers for children returning to learning. Forced displacement may leave them unable to afford required education supplies, such as school uniforms and the books, necessary to attend while a lack of teaching materials may hinder teachers from delivering quality instruction. Ensuring schools, teachers, and students are equipped with the necessary educational supplies is essential to overcome the barriers children face. To help overcome these barriers, education in emergency actors may need to provide schools, learners, teachers, and other education personnel with needed supplies.

Of the projects reviewed, 77% are delivering some form of education-related supplies. The majority of projects report distributing teaching and learning materials (67%). Contents of materials being distributed varies from project-to-project, but examples include learner kits (pens, coloured pencils, markers, paper, notebooks, erasers, etc.), school uniforms, textbooks, chalk, teaching guides, lesson plan notebooks, etc. 18% of projects specifically report distributing sanitary kits to support menstrual hygiene management, a key intervention for helping ensure female adolescents access and continue accessing learning opportunities.

Supplies	# of Projects	% of Projects
Teaching/learning materials	208	67%
School furniture	122	39%
Recreational materials	83	27%
Sanitary kits	57	18%
Develop/publish training package materials	52	17%
Total	240	77%



Distribution of school furniture is the second-most common supplies-related activity with 39% of the projects distributing items such as: blackboards, desks, floor mats, fire extinguishers and first aid kits. 25% are distributing recreational materials to schools and learning spaces which most often consist of balls, pumps, whistles games art supplies for the purpose of encouraging constructive and free play as a component of psychosocial support. 17% of projects are developing materials to be supplied to teachers and other education personnel as part of a training package. For a list of the various types of topics on which materials are being published see [Training of teachers and other education personnel](#) section below.

4.1.3. Recruitment and compensation of teachers and other education personnel

In crisis contexts, the lack of qualified teachers may prevent the reopening of schools or establishment of additional educational opportunities. Teachers and education personnel are also impacted by conflict or disaster which can make it difficult to resume their posts at the head of a classroom. Additionally, those who are able to teach may not be able to be paid in formal, non-formal, or temporary education services. The need to recruit and support teachers, therefore, is essential if education is to resume.

To manage classrooms, teachers may need to be identified and recruited from the host communities and displaced populations. To ensure their continued participation, especially in situations where payment is difficult, monetary compensation may need to be provided by humanitarian actors until the national ministries are able to take over. Additionally, psychosocial support should be considered to support their well-being. For more on training and additional support to teachers and other education personnel see sections [4.2.3.](#) and [4.2.4.](#) below.

42% of projects reviewed are conducting activities pertaining to recruitment and compensating teachers and other education personnel. More than one out of every four projects (26%) are providing some form of payment of compensation

and incentives, 18% are conducting recruitment activities for qualified teachers and 18% are conducting recruitment activities for voluntary or unqualified education personnel.

Recruitment and compensation of teachers and other education personnel	# of Projects	% of Projects
Compensation/incentives	82	26%
Recruitment	57	18%
Voluntary/unqualified teacher/facilitator recruitment	57	18%
Total	131	42%



The purposes for recruiting and compensating these teachers and other education personnel vary by project. Some projects, like the example presented below, are seeking to address the issue discussed above by recruiting and paying salaries to teachers and volunteers to mitigate a severe lack in teaching personnel due to the crisis. Other projects, however, are recruiting and/or paying incentives to teachers and other education personnel to compensate for their time attending trainings (per diems, transport costs, etc.) as well as supporting non-formal education activities such as community-based education programmes or accelerated education programmes. Future project analyses should seek to disaggregate these different types of compensatory purposes.

4.1.4. Conflict/Disaster Risk Reduction (C/DRR)

For areas prone to natural disasters or conflict, a well prepared Disaster Risk Reduction (DRR) plan can help protect students and education personnel from injury and death. Education systems that acknowledge potential risks and hazards can better prepare to continue education opportunities for children in the event of a crisis. While DRR efforts are typically multisectoral in nature, DRR in the education sector focuses on minimising disruptions to education as well as enhancing student's safe access to schools in times of crisis.

As outlined in the SWD, DRR in education can be framed through three pillars: safe school environment, school safety and disaster management, and DRR in teaching and learning. Together these pillars help to ensure schools are physically safe for students, plans are established for education continuity in the face of

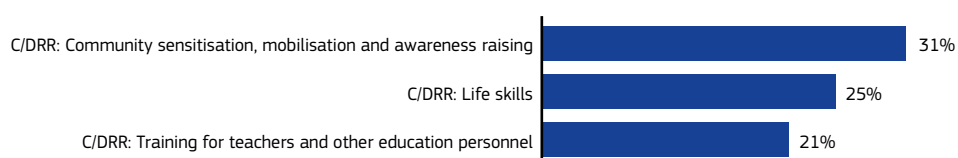
Recruitment of volunteer education personnel in Nigeria

Teachers have continued to be targeted by Boko Haram in Northeast Nigeria making retention difficult. Plan International is bridging the gap by providing incentives to 100 volunteer education personnel. Terms of reference will be drawn up in coordination with local education authorities with easy monitoring of teachers by education authorities, project staff, and school based management committees. Along with incentives, volunteers will be provided with teaching materials such as chalk and textbooks as well as and psychosocial support (PSS) as needed.

disaster, and the safety and resiliency of communities is enhanced. DG ECHO also supports [capacity building activities for teachers and education personnel](#) in DRR planning, DRR advocacy and awareness raising, and life skills training for students that incorporates components of DRR.

Of the projects reviewed, 43% are conducting conflict and/or disaster risk reduction (C/DRR) activities¹¹:

Conflict/Disaster Risk Reduction (C/DRR)	# of Projects	% of Projects
C/DRR: Community sensitisation, mobilisation and awareness raising	97	31%
C/DRR: Life skills	76	25%
C/DRR: Training for teachers and other education personnel	66	21%
Total	134	43%



31% of projects are doing C/DRR activities in relation to [community sensitisation, mobilisation and awareness raising](#). These activities typically involve partners bringing together community members, children, caregivers and teachers and other education personnel and raising awareness about conflict and disaster risk reduction. This is often accomplished through participatory and collaborative approaches using community [education groups and student/children clubs](#) to develop, implement and make others aware of school risk mapping and improvement, safety and/or preparedness plans.

25% of projects are doing C/DRR activities in relation to [life-saving and life skills education](#). These may be stand-alone C/DRR activities but are more often part of a broader life-skills 'package' of topics (e.g. hygiene promotion, health, mine risk education, etc.) and often contain components of community sensitisation as well as training (see above and below, respectively). When conducting C/DRR life skills education, projects typically develop and/or contextualize and distribute child-friendly and age/sex-appropriate materials and messaging, train [community education groups and student/children clubs](#), [teachers and other education personnel](#) including government officials (21% of projects reviewed report training on C/DRR) and students/children, and then supporting these groups to develop and implement safety and preparedness plans.

Additional C/DRR activities were discovered pertaining to advocacy and policy work, particularly with the [Ministry of Education and other authorities](#) and can be read about in that section.

¹¹ Note: Findings for each of these three types of C/DRR activities are repeated in their corresponding sections of this report. They have been pulled out here to highlight this important topic and for better alignment with the SWD.

School safety planning in Syria

Between September 2018 and November 2019, Save the Children provided parent teacher associations (PTAs) and students in a Syria a workshop based on the Schools as Zones of Peace School Safety Planning modules. The workshop covers topics such as: identifying risks and mapping at the school and community levels, planning in the event of school-based attacks, and mitigating community-based risks. Plans were endorsed by both PTAs and student representatives and led to an overall increase in the capacity of communities to respond to potential attacks on education. Coordination with local authorities on emergency evacuation drills in class locations strengthened the responsiveness of the community to respond to attacks.

The Improving Learning Environments Together (ILET) in emergencies tool was implemented to improve feedback and accountability to key stakeholders in schools, enabled better utilization of this feedback through a developed database platform which facilitated analysis, and the creation of linked School Improvement Plans to improve the overall teaching and learning environment for children, as well as community level accountability, buy-in, and ultimately, resilience. The ILET has helped schools understand where they are succeeding in providing protective spaces for children as well as where their safety and learning needs are not being met.

Contingency planning in Burkina Faso

Save the Children is strengthening the capacity of communities to create emergency response plans in the Sahel region of Burkina Faso. A "Safe Schools" training is being conducted covering emergencies and creation of contingency plans to prevent and address events that

can be barriers to education. The plans will be created to respond to attacks on education but will also simulate responses to natural disasters as a way to reduce fear among students and communities from using the words "armed group" or "attack".

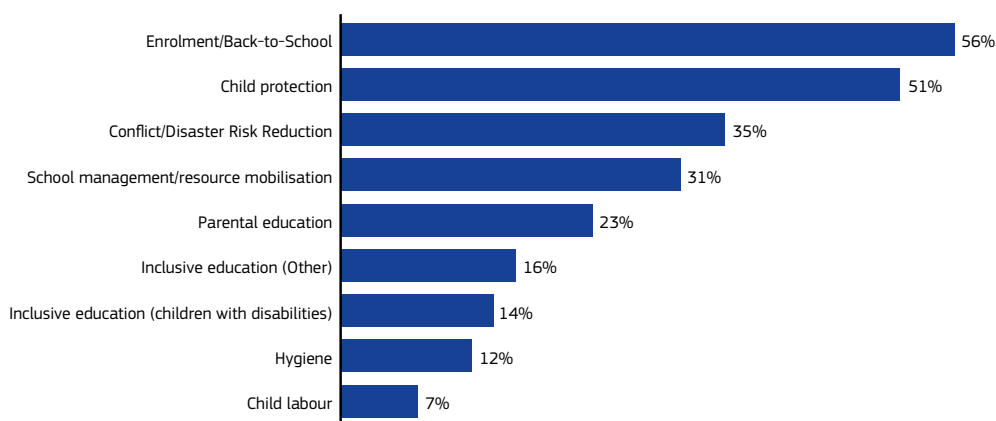
4.1.5. Community sensitisation, mobilisation and awareness raising

Community sensitisation, mobilisation, and awareness raising activities can vary greatly, but centres on a child's right to education. They may focus on ensuring children are not discriminated against based on their ethnicity, age, or gender or may be campaigns focusing on enrolling/re-enrolling out-of-school-children into learning opportunities. They also help communities to identify common barriers for vulnerable children, especially girls and those with disabilities. Whatever the message being delivered, the focus is on engaging the community to understand the importance of education for children and ensuring all children are able to access education.

82% of projects reviewed are doing some form of community sensitisation, mobilisation and/or awareness raising. Modalities and methods of delivering messaging vary greatly but most commonly included: community group meetings, workshops and focus group discussions, door-to-door and home visits, media (radio and television), public events and dissemination of project visibility materials (posters, t-shirts, caps). Projects often involved implementing partners (including child protection specialists) as well as community education groups (parent-teacher associations, school management committees, etc.), student/children clubs and faith-based groups.

In addition to the modality, the topics around which project activities are conducting community sensitisation, mobilisation and awareness raising also vary widely and are broken down below:

Community sensitisation, mobilisation and awareness raising	# of Projects	% of Projects
Enrolment/Back-to-School	173	56%
Child protection	158	51%
Conflict/Disaster Risk Reduction	110	35%
School management/resource mobilisation	97	31%
Parental education	71	23%
Inclusive education (Other)	51	16%
Inclusive education (children with disabilities)	43	14%
Hygiene	37	12%
Child labour	22	7%
Total	255	82%



The following description of these topics provides explanation and examples of the types of activities being conducted for each:

- Enrolment and back to school campaigning (56%): Centred around helping communities understand the importance of having their children attend school and learning opportunities. Emphasis is also often placed on ensuring enrolment of children more vulnerable to exclusion or dropping-out (girls, children with disabilities, working children or at risk of armed recruitment or early/forced marriage).
- Child protection (51%): Focus on sensitizing communities on protection risks facing children particularly in times of crisis (separation from family, abduction, armed recruitment, sexual violence, etc.), child rights, psychosocial advice for dealing with reactions to severe stress or trauma (e.g. bed-wetting, anxiety attacks, withdrawal, aggression). Some of these projects also incorporated awareness raising around positive discipline and child-centred methodologies rather than abusive, corporal punishment both in the classroom and at home.
- Conflict/Disaster Risk Reduction (35%): As discussed above, these activities typically involve partners bringing together community members, children, caregivers and teachers and other education personnel and raising awareness about conflict and disaster risk reduction. This is often accomplished through participatory and collaborative approaches using [community education groups and student/children clubs](#) to develop, implement and make others

aware of school risk mapping and improvement, safety and/or preparedness plans.

- Community school management and resource mobilisation (31%): Often this involved projects supporting community education groups, such as parent teacher associations or school or community management committees (for more on this, [see below on page 43](#)). In conflict settings, such as Somalia, this is essential as communities are often responsible for the education system due to a lack of government support. In Afghanistan, the Community Based Education model is to provide early grades within remote villages linked to hub schools in order to reduce risky travel to and from schools as well as to extend the system's reach.
- Parental education (23%): While a small number of projects reported conducting activities pertaining to adult literacy (with the purpose of having a knock-on effect for child-enrolment and learning), the majority projects conducting parental education activities focus more on positive parenting skills including: Nurturing positive social behaviours, communicating and playing with children, understanding child development (social, emotional, physical, cognitive), school readiness, psychosocial well-being, child rights and inclusion, dealing with behavioural challenges, importance of education, understanding how to identify and respond to stress and trauma. It is important to note that many of these activities are reported to be done in collaboration with child protection experts. Some projects are also training parents, particularly mothers, on monitoring children at risk of dropping out, advocating for their enrolment and return to school and acting as mentors; this is seemingly having a particularly strong impact on girls' education. Other topics of parental education included hygiene, family planning, gender equality and often in contexts of displacement information on obtaining birth certificates and legal rights regarding land, property and legal stay. At least two projects conducting school feeding interventions conducted educational sessions for parents on how to use the provided ingredients to prepare nutritious meals.
- Inclusive education (Other) (16%): This topic has been disaggregated from inclusive education pertaining to children with disabilities (see below). In contexts of displacement, projects pertaining to this topic report conducting activities that promote social cohesion and integration of refugee and displaced children into host communities, often through awareness raising extra-curricular activities such as sports, music events, art competitions, school clubs, field trips, science workshops. Other inclusive education activities involve advocacy and awareness raising activities for improved policy and community support of inclusive education particularly for girls (with particular emphasis on early and forced marriage, early pregnancy and survivors of gender based violence (GBV), children who are ex-combatants and other marginalized groups.
- Inclusive education (children with disabilities) (14%): The most common form of this activity reported by partners is emphasizing the importance of education

'Mothers in Schools' in Ethiopia

In 2018, Plan International implemented the 'Mothers in Schools' initiative in Ethiopia which provided increased gender balance for the often male-dominated Parent Teacher Associations (PTAs). Mothers were recruited from within the community and refugee camps and provided incentive payments for their involvement. Identified mothers were trained on school-, community-, and home-based violence; menstrual guidance; emotional support; and advocating for girls' education. Incentives will be paid to identified 'mothers' to secure their continued participation in the program.

Through this project, PTAs were also established. Two days of training were provided for members of selected PTAs and Mothers in Schools cohorts on psychosocial first aid. The trainings focused on theory and practice, identification of signs and symptoms, responding to and addressing problems, and referral mechanisms for children to ensure their protection and psychological wellbeing.

for children with disabilities during the enrolment/back-to-school campaigns being conducted. Some projects also report raising awareness of and working to ensure learning spaces are accessible to children with physical disabilities as well as providing families of children with disabilities transportation fees.

- Hygiene promotion (12%): Awareness raising around hygiene promotion was also a part of some projects. Activities on this involve training communities (children, caregivers, education personnel and wider community) on risks of improper sanitation and preventative hygiene measures, particularly pertaining to WASH in schools. These activities were often accompanied with provision of WASH facilities (see the section on [Infrastructure](#) above) as well as provision of hygiene kits. Menstrual hygiene management is another key component that is reported as a common component of hygiene promotion and which can greatly impact girls' education.
- Child labour awareness (7%): During analysis of this category, it was noted that the economic vulnerabilities facing households leading to child labour are often the same leading to early or forced marriage; thus, many projects report focusing on both vulnerable groups. The activities in this category involve an element of awareness raising with caregivers, communities and even employers, however most, recognizing the economic barriers to education couple the awareness raising with additional support (cash, vouchers, in-kind supplies, etc.).

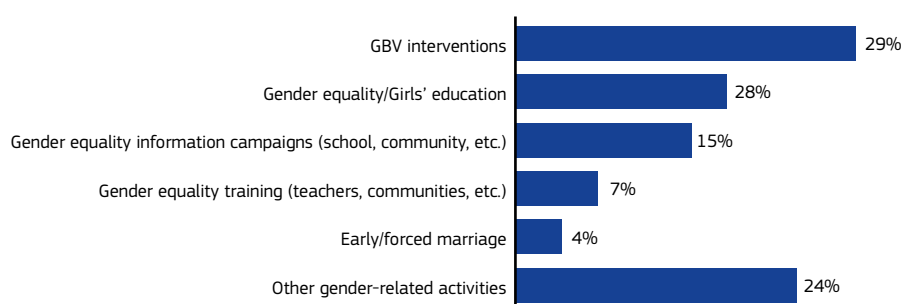
4.1.6. Gender-related activities

The risk of exploitation based on gender is exacerbated for girls in times of crisis. Girls may be subject to early or forced marriage, early pregnancies, and sexual and gender-based violence. Even within the confines of a school, girls and boys are not immune to gender-related violence. School related gender-based (SRGBV) is common even when access to education is available. WASH facilities that are not gender-segregated and large distances between homes and schools are common barriers that decrease safety and increase risks that make accessing education prohibitive in times of crisis.

To provide safe and accessible education opportunities for all vulnerable children, emphasis needs to be placed on preventing and responding to sexual and gender-based violence in the communities and schools. Ministries and education in emergency actors need to develop gender sensitive policies that are customized to the specific needs of boys and girls based on their age and gender. The Gender and Age Marker tool helps assess how each humanitarian action considers age and gender to ensure alignment with DG ECHO's Gender policy.

55% of the projects reviewed are doing some form of gender-based interventions:

Gender	# of Projects	% of Projects
GBV interventions	89	29%
Gender equality/Girls' education	56	18%
Gender equality information campaigns (school, community, etc.)	45	15%
Gender equality training (teachers, communities, etc.)	21	7%
Early/forced marriage	12	4%
Other gender-related activities	75	24%
Total	169	55%



29% of projects are doing activities related to Gender-Based Violence (GBV). Although the GBV interventions reported are typically part of a broader education-related child protection package of activities, this analysis includes them here under Gender (for more information, see the [Child Protection](#) section below). These GBV interventions, done in consultation and collaboration with Protection, Child Protection and GBV specialists target range of students (particularly adolescents via student clubs), caregivers, community education groups (PTAs/SMCs), education personnel and community members and include training on, implementing and making aware of school-based GBV prevention, referral mechanisms, Protection from Sexual Exploitation and Abuse (PSEA) policies and practices and Code of Conducts. While other gender-related activities in this section show very little change over time, there is a significant increase (15%) in the percentage of projects conducting GBV-related activities between 2015-2017 (22%) and 2018-2019 (37%). This shift aligns with DG ECHO priorities as outlined in the SWD which specifically emphasizes the importance of supporting interventions seeking to prevent and respond to school-related gender based violence.

18% of projects are conducting activities pertaining to gender equality and girls' education as well as 15% on gender information campaigns. While these two activity types were analysed separately, in actuality the majority of activities indicated for "gender equality and girls' education" pertain to emphasizing girls education during enrolment/back-to-school campaigns and community sensitisation, mobilisation and awareness raising activities ([see above on page 29](#)). Gender and the issue of girls' education, therefore, is an important topic that is being integrated into more general information campaigns (rather than gender-equality specific information campaigns being conducted). Other activities falling under "Gender equality/Girls' education" include remedial education as well as vouchers and cash programming targeting girls (particularly those vulnerable to early and forced marriage, GBV, etc.). There are also a few projects reporting

girl-focused mentoring programs where female teachers, older female students or caregivers (see the ‘Mothers in Schools’ activity presented above), mentor younger girls in their education choices, performance, community participation and self-confidence while monitoring their attendance and performance, equity of girls and boys at school, and the safety for girls at school and traveling to and from school.

7% of projects report conducting trainings on gender equality to teachers and education personnel, caregivers and community members, which appear to delve deeper than encouraging girl enrolment with a greater emphasis on gender equality within the school/classroom and on gender-sensitive teaching and pedagogical approach. A small number of projects (4%) are conducting activities specifically targeting girls vulnerable to early or forced marriage; these activities are mostly financed based and providing vouchers or cash assistance to help overcome the economic barriers forcing them to these situations and allowing them to attend school (see the section below on [cash](#)).

24% of projects are doing ‘Other’ gender-related activity. Many of these have been captured in other sections of this report, but include activities such as: provision of separated latrines and WASH facilities, distribution of sanitary kits, hygiene promotion (specifically menstrual hygiene management), etc.

4.1.7. Cash

Many of those who flee conflict and disaster are prohibited from accessing gainful employment. This causes many children who would otherwise attend school to drop out to pursue financial opportunities to support their families. For children who are able to access education, the cost of transportation, supplies, school fees, and uniforms may present additional financial barriers to enrolment. In some contexts, the provision of cash directly to beneficiaries allows them the freedom to meet their basic needs and reduces the financial burdens associated with education.

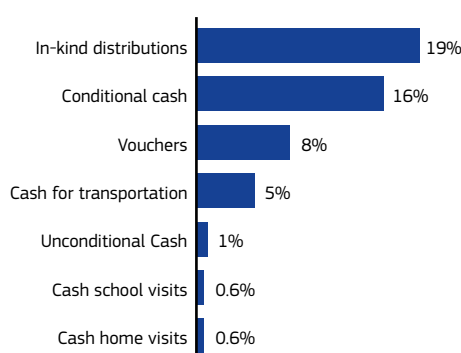
Cash can often be appropriate in terms of speed, flexibility, choice and dignity of beneficiaries¹². It can also be particularly effective for addressing both supply and demand-side barriers to education. DG ECHO supports programmes that implement cash based interventions but takes into consideration what type of cash assistance and modalities are used, whether monitoring activities will take place, and the transparency of the assistance. For more information, see Annex G in the SWD, “Cash and voucher assistance in education.”

37% of the projects reviewed are doing cash, voucher or in-kind based interventions.

The majority of projects reporting these activities appear to be done at family/household level for the support of children accessing education (especially targeting households where children are working or vulnerable to early or forced marriage), however, some projects are providing cash transfers to schools and community learning centres (for supplies, furniture and school improvements, etc.), as well as individuals in exchange for cash-for-work (e.g. establishing TLS, rehabilitation of classrooms, etc.).

¹² DG ECHO (2017) *Guidance to partners funded by the Directorate-General for European Civil Protection and Humanitarian Aid Operations (ECHO) to deliver large-scale cash transfers*

Cash	# of Projects	% of Projects
In-kind distributions	60	19%
Conditional cash ¹³	50	16%
Vouchers	24	8%
Cash for transportation	16	5%
Unconditional Cash ¹⁴	4	1%
Cash school visits	2	0.6%
Cash home visits	2	0.6%
Total	116	37%



19% of the projects report conducting in-kind distributions, predominately in the provision of school uniforms, clothing, and school supplies. In the projects analysed, in-kind distributions typically target specific families and children with a need for such supplies to overcome financial barriers to access education while the provision of teaching and learning materials reported in the [Supplies](#) section above is typically targeting entire groups of learners

and education personnel at a particular school or site. A trend analysis also reveals a significant increase (12%) in in-kind distribution when comparing 2015-2017 (14%) and 2018-2019 (26%).

16% of the projects report doing conditional cash transfers, 8% vouchers and 1% unconditional cash transfers. Note: some confusion seems to still exist from partners surrounding cash-based terminology, particularly pertaining to (un)conditional (conditional on specific actions) vs. (un)restricted (restricted for purchasing certain goods). For example, some projects referred to conditional cash transfers when in fact it appears to be unconditional but restricted and vice versa. For these reasons these findings are presented together here. When purchasing was restricted, allowed purchases were primarily restricted to expenses pertaining to obtaining documentation to enrol, school fees, transportation costs, school supplies (uniforms, books, stationary, etc.), health tests, and other school-related fees.

5% of the projects are doing cash programming specifically for transportation costs for children going to and from school and 2 projects are conducting home and school follow-up visits for their cash programming.

While cash programming for EiE activities appears to be becoming increasingly common for DG ECHO-funded projects, it is important that projects emphasize an inter-sectorally coordinated approach. As the SWD states, “Cash is often most effective when it is not tied to a single sector, but when it is left to families to use cash to meet their individualised needs.” The Global Education

¹³ Conditional cash transfers given to beneficiaries, conditional on specific actions such as sending girls and boys to school, school attendance, learner performance, etc.

¹⁴ Unconditional cash transfers are provided to beneficiaries with no requirement for the recipient to meet any conditions to receive the assistance.

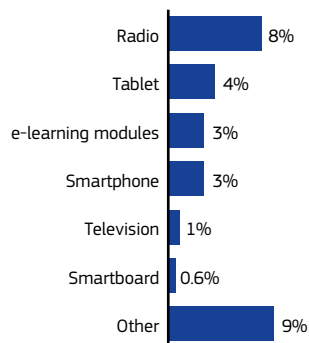
Cluster (GEC), with financial support from DG-ECHO and technical support from CashCap / NORCAP conducted a study in 2018 intended to expand the evidence base and guidance on [Cash and Voucher Assistance for Education in Emergencies](#). This is an area of focus for DG ECHO that needs to be strengthened in line with guidance.

4.1.8. Technology

The use of new and innovative approaches is important to help ensure access to inclusive and safe and quality learning environments. While certainly not limited to technology, the SWD does highlight that some innovative approaches may include the use of information technology, digital learning and online solutions and platforms, among other types of innovative approaches. The effective and appropriate use of technology in humanitarian crises can potentially help program delivery models to reach vulnerable children with learning opportunities. Distance learning can replace long, unsafe walks to and from school. A lack of qualified teachers can potentially be overcome with adaptable learning content and accelerated programs can be delivered to those who need support to reach grade level proficiencies before enrolling in formal education. Technology is not a replacement to education, but where it contributes to improved learning outcomes for targeted populations, options should be pursued.

18% of projects reviewed reported conducting activities involving technology:

Technology	# of Projects	# of Projects
Radio	25	8%
Tablet	13	4%
e-learning modules	10	3%
Smartphone	10	3%
Television	4	1%
Smartboard	2	0.6%
Other	27	9%
Total	56	18%



Radios were the most-cited use of technology in projects activities (8%). The majority of the activities using radio are for community sensitisation, mobilisation and awareness raising primarily for back-to-school/enrolment but also for sensitisation around PSS, C/DRR, health and hygiene promotion and child protection issues. Tablets (4%), e-learning modules (3%), smartphones (3%), television (1%) and smartboards (0.6%) are all being used primarily for training teachers and other education personnel and formal and non-formal education including such as formal curriculum instruction (including interactive games and exercise), basic literacy and numeracy, assistive devices for children with disabilities, provision of key messaging on child rights, GBV, referral systems, PSS, and life skills education.

9% of the projects reviewed use 'Other' types of technologies. Further analysis

reveals that many of these activities involve the use of computers and ICT rooms and schools and community centres¹⁵.

DG ECHO OBJECTIVE 2: To promote safe, equitable, quality education that increases personal resilience of girls and boys affected by humanitarian crises.

4.2. Supporting quality education for better learning outcomes

Protracted conflicts, forced displacement, violence, and climate disasters are denying millions of children the right to accessing quality education. Professional development and support to teachers, accelerated education, language support, and foundational literacy and numeracy skills all contribute to the provision of quality education for vulnerable children. The EU is committed to improving the quality of education for primary and secondary formal education as well as non-formal education services. DG ECHO is also emphasizing children's learning and advocating for the certification, mobility, accreditation, recognition, and transition of displaced children into formal education systems.

4.2.1. Accelerated Education Programming (AEP)

Disruptions in education are likely outcomes from crises. In cases of protracted displacement, conflict, or re-current crises, disruptions may last for years at a time. Children who are over-age for their education level risk never returning to school which further increases the risk of exploitation and abuse. For 10-18 year old students who have missed a year or more of schooling, an accelerated education program (AEP) can help bridge the gap between their educational level and age. AEPs provide the certified, basic education competencies necessary to prepare them to re-enter formal education at age appropriate grades. A well-designed AEP ultimately contributes to ensuring no lost generation of learners by bringing those who have lost access are brought back into formal education.

As reported above in section [3.3.3. Type of education delivery](#), 27% of projects reviewed (84 projects) are conducting accelerated education programming (AEP). These are being conducted in 33 countries, all of which are in countries affected by protracted conflict crises¹⁶. DG ECHO partners conducting AEP are typically targeting out-of-school children often with emphasis on most vulnerable or disadvantaged (girls, ethnic minorities, children with disabilities, children at risk of GBV, children at risk of child labour, young mothers, children associated with armed forces or armed groups, etc.) with the purpose of helping these children catch up, transition and (re)integrate into the formal education system. The majority are being done in displacement settings particularly with IDP and refugee children, however, some are also targeting non-displaced children who have had their education interrupted due to the crisis.

The majority of projects reviewed conducting AEP have a focus on primary education (including primary education for over-aged children), but a smaller number do target secondary levels. The AEP activities being conducted mirror

¹⁵ 'Computers' was an unfortunate oversight in the analysis framework's tagging taxonomy and should be included in any future updates.

¹⁶ Afghanistan, Burkina Faso, Cameroon, Central African Republic, Chad, Colombia, Democratic Republic of the Congo, Djibouti, Ecuador, El Salvador, Ethiopia, Guatemala, Guinea, Honduras, Iran, Iraq, Kenya, Lebanon, Libya, Mali, Mexico, Niger, Nigeria, Pakistan, Somalia, South Sudan, Sudan, Syria, Turkey, Uganda, United Republic of Tanzania, Venezuela, Yemen

many of the activities presented throughout this report. Most AEP projects are recruiting, compensating and training AEP personnel. The profiles being recruited vary by project; some projects recruit formal, qualified teachers for summer and after school AEP classes, while other projects recruit non formal teachers or 'learning facilitators', often recruited from the IDP, refugee and host communities for classes during normal school hours. At least one project reports using staff from its civil society implementing partners to conduct AEP courses. The topics on which these individuals are trained mirror those presented in the section on [training for teachers and education personnel](#), with training on the AEP curriculum (which may contain basic literacy and numeracy), pedagogical skills, and classroom management as well as key EiE- related topics on life-saving and life skills (social and emotional learning, psychosocial support, child protection, etc.).

Additional AEP activities being conducted by DG ECHO partners also include: distributing [school supplies](#) for learners, printing and distributing curriculum texts and teaching materials, conducting aptitude/assessment exams for grade placement post-AEP during the transition and integration process and rehabilitating [infrastructure](#) and facilities and/or establishing temporary learning spaces for necessary AEP classroom accommodation. Most projects also report working closely with the [MoE and other authorities](#) throughout the AEP process, particularly pertaining to curriculum development, selection and/or implementation, training of personnel and identification of formal schools for (re)integration of AEP learners into the formal education system.

4.2.2. Language instruction

Children who have been displaced may face language barriers when accessing educational opportunities. Even a child displaced within the same country or region may face differences in dialect that make comprehending lessons difficult or being subject to social barriers based on their mother tongue. Reintegration into the formal education system becomes almost impossible for these children without additional support.

The SWD states that when displacement is expected to be short-term or for early childhood literacy learning, instruction in the mother tongue should be prioritized. However, for older learners or when the length of displacement is uncertain, host community language acquisition should take precedent. Bridge and catch-up programmes that focus on language acquisition can be utilized to prepare the integration of students into the formal education system.

As reported above in section [3.3.3. Type of education delivery](#), 8% of projects reviewed are conducting additional language instruction. This is being conducted almost entirely in refugee contexts where a significant cause of drop out and non-enrolment may be due to language barriers. Projects conducting additional language instruction range from pre-primary, primary and secondary levels and are typically part of a wider non-formal education program that often also includes elements of basic literacy and numeracy, life skills education, etc. Some projects (4%) report [training of teachers and other education personnel](#) on additional language education.

4.2.3. Training for teachers and other education personnel

A lack of trained teachers during times of crisis can lead to a reliance on un(der)-qualified and voluntary teachers. These teachers often lack pedagogical and classroom management skills as well as the technical knowledge and awareness of child protection, gender-related, and inclusive practices needed to provide safe and accessible education for all learners. This, ultimately, impacts the educational quality accessible to children.

Training these teachers and personnel in specific, crisis related content is essential to ensure quality education. Collaborating with government ministries on teacher professional development will help un(der)-qualified teachers receive trainings and certification in line with national teacher policies. Advocating for their continued professional development with refresher trainings on core content will also help ensure the effectiveness and longevity of teachers in the face of protracted crises.

Overall, 86% of projects reviewed are conducting some type of training for teachers and other education personnel. The SWD highlights, “Training for teachers [and other education personnel] in crisis should provide specific, crisis-related content while orienting educators on effective teaching methodologies aligned with capacities and classroom needs.” The tables and graphs below are divided into these two types of trainings: 1. Training on teaching and learning and 2. Other types of training, especially topics that are crisis-related.

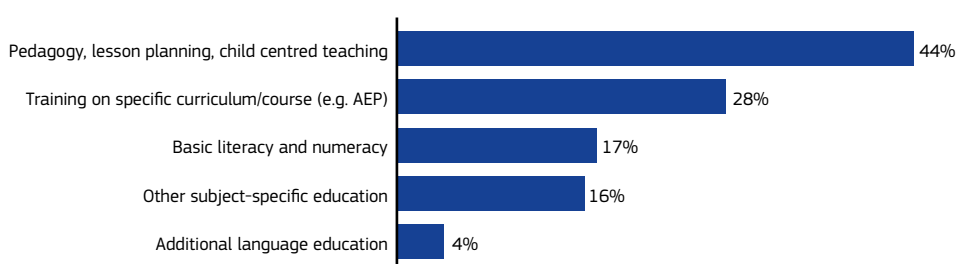
Target audiences seem to be quite varied by context and project. For example, some projects in displacement/refugee settings are training unqualified, community member volunteers to help facilitate learning activities where there is a severe lack of teachers due to the crisis (e.g. teachers have fled, influx of displaced children causing shortage of teachers within host communities, etc.). Other projects are doing in-service trainings for qualified teachers either to improve teaching and learning in their classrooms within the formal education system. Both qualified teachers and unqualified, volunteer community members are being trained on non-formal education activities (e.g. accelerated learning programmes, basic literacy and numeracy, additional language education, homework support, etc.) as well as key crisis-related topics below in order to help (re)integrate children affected by the crisis into the formal education system and to help ensure they are attending safe and protective learning environments.

The methodologies for the trainings also varied by context and need. Some projects reported direct facilitation of trainings directly targeted teachers and other education personnel. A more common approach, however, was the cascade approach of ‘Mentor Trainings’ or ‘Training of Trainers’ wherein select individuals were trained on the prioritized training topics who would in turn conduct trainings at the school/learning site/community level. This approach allows for wider coverage.

The topics covered the projects’ trainings are explored below. It is important to note that although this analysis presents these topics individually, the vast majority of trainings conducted incorporated multiple, often several, of the topics below into a single training.

63% of projects are conducting trainings pertaining to teaching and learning:

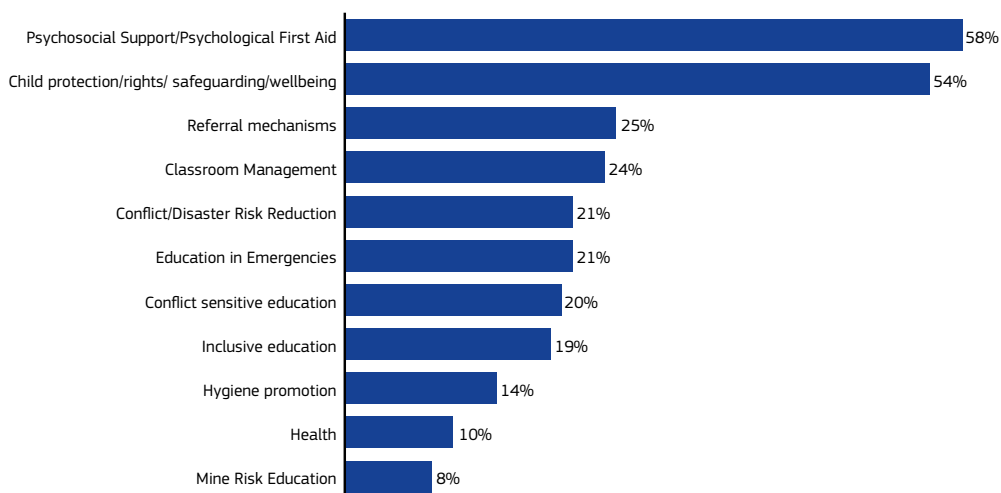
Training: Teaching and Learning	# of Projects	% of Projects
Pedagogy, lesson planning, child centred teaching	136	44%
Training on specific curriculum/course (e.g. AEP)	88	28%
Basic literacy and numeracy	52	17%
Other subject-specific education	50	16%
Additional language education	11	4%
Total	195	63%



The most common training topic under teaching and learning (44% of all projects reviewed) focused on teaching methodology such as pedagogy, lesson planning and child-centred teaching. This topic also has an increase of 23% between 2015-2017 (34%) to 2018-2019 (56%). 28% of the projects reviewed are conducting trainings on specific curriculum or course. For example, training teachers and education personnel on the curriculum and methodologies required for conducting an accelerated education program (AEP). Other topics include: basic literacy and numeracy (17%), other subject specific education (e.g science, history, etc.) (16%), and additional language education (4%).

83% of projects are conducting trainings on other EiE and key topics:

Training: Other	# of Projects	% of Projects
Psychosocial Support/Psychological First Aid	180	58%
Child protection/rights/ safeguarding/wellbeing	166	54%
Referral mechanisms	78	25%
Classroom Management	74	24%
Conflict/Disaster Risk Reduction	66	21%
Education in Emergencies	66	21%
Conflict sensitive education	61	20%
Inclusive education	59	19%
Hygiene promotion	44	14%
Health	31	10%
Mine Risk Education	25	8%
Total	256	83%



Many projects, though not all, reported using inter-sectoral coordination and expertise when developing and delivering many of these training topics (e.g. Child Protection: PSS/PFA, Child protection/rights/ safeguarding/wellbeing, Referral Mechanisms; WASH: Hygiene; Protection: Mine Risk Education). This is seen as a good practice and should be encouraged in future DG ECHO projects.

58% of the projects reviewed are doing training on Psychosocial Support and Psychological First Aid (PSS/PFA) and 54% on other child wellbeing topics – such as child protection, child rights and child safeguarding. This latter topic experienced an increase of 21% between 2015-2017 (44%) and 2018-2019 (65%). Many of the projects did not specify what the exact content of these trainings/modules are; however, those that did focused quite a bit on nonclinical psychosocial and protection methodologies, particularly on training teachers and education personnel how to help children develop resilience and positive coping mechanisms. Projects report varied approaches to how this is done but include: use of calming and self-regulatory techniques, recreational activities

(e.g. sports, games, storytelling, art activities) and identification of signs of trauma and referral mechanisms (note: 25% of projects reviewed are conducting trainings that have an element dedicated to referral mechanisms).

Other key topics covered in trainings include: Classroom management (24%), C/ DRR (21%), EiE (21%), Conflict sensitive education (20%), Inclusive education (19%), Hygiene promotion (14%), Health (10%) and Mine Risk Education (8%).

4.2.4. Additional support to teachers and other education personnel

In addition to providing professional development trainings aimed at increasing content and pedagogical knowledge, support can also be provided by mentors and the formation of communities of practice. Mentors and communities of practice provide teachers and other education personnel the space to collaborate with their peers on effective teaching techniques and the sharing of best practices. Teachers and education personnel should also be encouraged to care for their own wellbeing by the provision of psychosocial support (PSS). A teacher who is not able to care for themselves will not be able to provide quality instruction or contribute to a safe learning environment. Ensuring teachers' wellbeing contributes to a positive and protective environment for children to support their own wellbeing.

In addition to [teacher recruitment and compensation](#) as well as [training](#), 34% of projects reviewed supported teachers in other ways, such as by sending staff to the schools to provide support and mentor visits (28%) and helping to establish and manage communities of practice (CoPs) and teacher support groups (13%).

Support to Teachers and Other Education Personnel	# of Projects	% of Projects
Support/mentor visits	87	28%
Communities of Practice/ Support groups	40	13%
Psychosocial support for teachers/caregivers	31	10%
Total	106	34%



The support and mentor visits reported are most often conducted at the schools/ learning sites as follow-up to a training for teachers and other education personnel (see above) in the form of observation and coaching sessions. These may be conducted directly the project partner or, if a mentor training or training of trainings approach was used, by the designated mentor who reports back to the project partner on teachers' progress. A few projects are conducting support/ mentor visits that are not associated trainings.

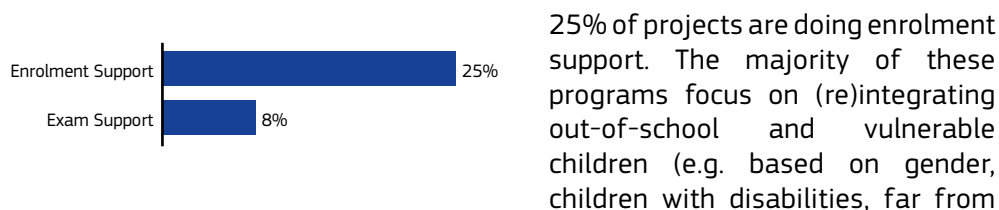
The CoPs and support groups for teachers and other education personnel are primarily focused on the sharing of experiences, challenges, good practices and other information in order to improve teaching practices. Topics for these groups include many of the topics in the [training](#) section discussed above.

Psychosocial support for teachers and other education personnel is also a key additional support activity being conducted by some partners. 10% of projects reviewed are conducting this type of activity.

4.2.5. Learning outcomes

In addition to ensuring children have access to quality education in times of crises, DG ECHO also has a role in supporting initiatives and activities that support certification, mobility, accreditation, recognition and transition of displaced children and young people between education systems. This analysis found two specific activities that fall under the category of 'learning outcomes': enrolment support and exam support. 33% of projects reviewed report doing one or the other (or both).

Learning outcomes	# of Projects	% of Projects
Enrolment Support	78	25%
Exam Support	26	8%
Total	101	33%



25% of projects are doing enrolment support. The majority of these programs focus on (re)integrating out-of-school and vulnerable children (e.g. based on gender, children with disabilities, far from school, or risk of GBV, child labour, early forced marriage, etc.) into the formal education system. Some projects also focus on integrating IDP and refugee children into the host-community formal system. This is typically done through the provision of 1) non-formal education activities such as accelerated education programs, community-based education activities, catch-up classes and/or basic literacy and numeracy classes and 2) support in the form of cash assistance, school supplies, transportation, birth registration document acquisition, etc.

A key component of (re)integration into the formal education system as well as advancement within the education system is taking and passing national exams. 8% of projects report doing exam support for learners. This includes supporting learners with materials and fees necessary to take the exams as well as additional teaching and mentor support as needed for passing the exams. Some projects are also supporting ministries and local authorities to administer exams, particularly with examination materials (paper, printing, etc.) to ensure exams are held and children are able to advance. Particular emphasis appears to be given to transitional exam grade-levels (e.g. primary into lower secondary, lower secondary into higher secondary, etc.)

4.2.6. Community education groups and student/children clubs

Parents, caregivers, and community members are an important resource to be leveraged to advocate for a host of issues including: child protection, school enrolment, DRR, and inclusive education, among many others. In particular, DRR benefits from robust community participation. Children and students themselves need to take an active role in the decision making process in communities. This encourages them to become active members of the community and take ownership of decisions that directly affect them.

54% of projects reviewed are organizing and/or managing community education groups (46%) and/or student/children clubs (34%). Both of these activities experienced a significant increase between 2015-2018: 22% and 12%, respectively.

Community and Student Groups	# of Projects	% of Projects
Community education groups	144	46%
Student/children education clubs	105	34%
Groups Total	167	54%



As mentioned above, community education groups typically refers to Parent Teacher Associations (PTAs) or School Management Committees (SMCs) which focus on school management and governance as well as helping to promote and ensure child protection, girls enrolment, community awareness raising, community-based resource mobilisation, development and implementation of school improvement and C/DRR plans, identification of vulnerable children in need of additional support, support extracurricular activities, etc.

Forming and supporting student and children groups is a key activity for helping give voice to children in the management and decision-making processes pertaining to their learning and safety at school. This helps not only empower learners themselves but also improves the quality of many response activities. Additionally, projects report student/children clubs serve as a forum for discussing life skills and protection issues, conducting peace building activities, peer-to-peer education activities, doing creative arts and sports, as well as some clubs serving as child-led education governing bodies to support school management, advocacy of child rights, etc.

DG ECHO OBJECTIVE 3: To protect girls and boys affected by humanitarian crises by minimising damage to education systems and enabling education to provide life-sustaining and life-saving support.

4.3. Championing education for protection

Violent conflict and disaster upends the lives of those who are caused to seek respite from the danger. Children are particularly vulnerable to the traumatic effects of crisis. Their development can be slowed, halted, or even reversed if they are not given the tools and protective spaces to understand and heal from their experiences. Safe and accessible learning environments help provide the protection children need to begin the healing process. Schools help promote a sense of normalcy and routine that children depend on for positive development. They are also places where children can receive life-saving messages and life-skills education such as healthy WASH practices, mine risk education (MRE), and the importance of inclusivity.

Especially in education in emergencies, the EU advocates for education systems to prioritize protection at all levels. In support of this focus, DG ECHO supports projects that seek to end attacks on education, incorporates psychosocial support (PSS) and social and emotional learning (SEL), prevents and responds to school-related gender-based violence (SRGBV), and promotes linkages between sectors to strengthen child safeguarding frameworks. The analysis of activities below that DG ECHO partners have conducted and are carrying out show how they are contributing to meet these goals.

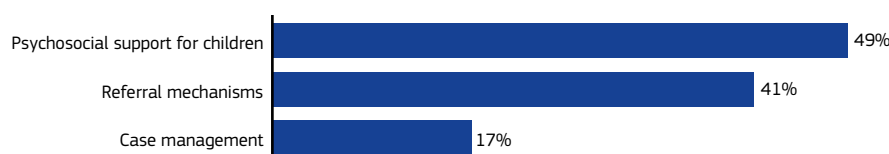
4.3.1. Child protection

Children are the most vulnerable population during crises. In particular, the accumulation of risk for girls and children with disabilities is greatly increased. While all children face threats of exploitation, violence, and child labour, girls and children with disabilities often face additional physical and social barriers that preclude them from accessing education. Education in emergency actors need to respond to the specific risks children face during times of crisis.

The IASC Minimum Standards for Child Protection in Humanitarian Action serves as a template to base activities on. Integrated responses that bring together EiE and Child Protection (CP) actors should be pursued. Coordination between these two actors helps to reinforce protection activities and policies that are targeted to respond to specific risks and mainstreamed into all humanitarian activities.

66% of projects reviewed contain education-related child protection activities.

Child Protection	# of Projects	% of Projects
Psychosocial support for children	151	49%
Referral mechanisms	126	41%
Case management	52	17%
Total	205	66%



49% of projects are conducting psychosocial support (PSS) activities directly with children. While many of the same projects and activities involve elements of training for teachers and other education personnel on PSS, this category is focused on actual PSS for children. PSS for children often is being done in the form of recreational activities (e.g. sports, games, storytelling, art activities) as well as exercises on controlling emotions, calming down and self-regulating. Many projects also report a more in-depth approach using child protection specialists, including therapists and case managers, to provide individual and group counselling and therapy sessions to children while at school who may have been identified and referred from teachers or caregivers or through psychosocial wellbeing monitoring and measurement tools. Activities pertaining exclusively to psychological first aid (PFA) were also tagged and analysed separately from PSS, however, only six projects reported doing PFA and there appears to be some

confusion with partners on terminology between the two, so the PFA findings have been incorporated in with the PSS activities for children.

41% of the projects reviewed are implementing activities on referral mechanisms. In addition to training on referral mechanisms (see the section on [training](#) above), projects focused on the developing, making available and implementing referral mechanisms. Many projects did not specify details about how the mechanisms were to be used, by whom (although those that did was predominately teachers and education personnel and occasionally students/children themselves), and for what specific purposes. The purposes that were specified varied between projects but typically were for instances of PSS requiring specialized support, GBV and vulnerable children facing particular risks (e.g. out of school children, unaccompanied minors and separated children, children associated with armed forces or armed groups), etc. Activities pertaining to referral mechanisms also saw a significant increase (17%) between 2015-2017 (33%) and 2018-2019 (50%).

School-based child protection in Cameroon

Through an education program implemented from August 2017 to October 2018 in Cameroon, Plan International strengthened school based child protection in 15 primary schools for those who have fled nearby violence. Together, children and school PTAs selected child protection (CP) focal points from the school staff. These individuals were then trained on CP and gender-based violence (GBV) prevention and collaborated with the community based protection services and existing mechanism to ensure the school environment was free of violence.

CP focal points were encouraged to establish Girl Mentoring Programmes to mentor young girls about the importance of education, community participation, and self-confidence. Plan International, through collaboration with the School Management Committee (SMC) and CP focal point, strengthened internal reporting mechanisms by establishing a locked complaint box available to both children and teachers where abuses could be reported. Links between SMCs and existing CP services were established and updates on protection risks were regularly communicated, especially in areas where the Boko Haram threat was higher. Additionally, 150 SMC members and 90 teachers were trained on hygiene promotion, child protection, psychosocial support (PSS), and social cohesion in the classroom.

The referral mechanisms being put in place are sometimes accompanied by activities pertaining to case management. 17% of projects reviewed are doing case management, which often involves an assigned and trained case manager who works directly with the referred child both at school and through home visits for the reasons mentioned above.

Note: findings related to interventions pertaining to gender-based violence have been presented under section [4.1.6. Gender-related activities](#).

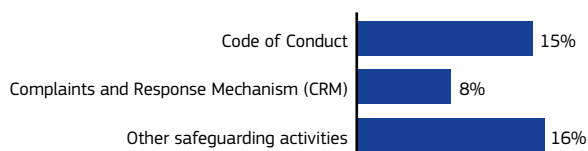
4.3.2. Child safeguarding

Societal and institutional breakdowns often result during a crisis. Children who face additional risks are then left without the protections generally afforded to them in times of stability. Without supportive policies and strong institutions, the exploitation of children may become exacerbated. However, humanitarian actors can work to put in place child safeguarding policies and practices that identify and mitigate these risks.

The EU ensures adherence to the Do No Harm principle by supporting child safeguarding systems that put children at the centre of all preparation, planning, and implementing stages. DG ECHO further supports this end by ensuring implementing partners develop policies that provide awareness training on the identification of risks to boys and girls, responsibilities and duties for staff, the identification and minimisation of risks, and actions to take when concerns arise.

28% of projects reviewed are conducting activities related to child safeguarding. There is a 21% increase in the percentage of projects implementing child safeguarding activities when comparing 2015-2017 (19%) and 2018-2019 (40%).

Child Safeguarding	# of Projects	% of Projects
Code of Conduct	47	15%
Complaints and Response Mechanism (CRM)	25	8%
Other safeguarding activities	49	16%
Total	88	28%



15% of projects are doing activities pertaining to Code of Conduct which typically entails supporting the design, training and (less frequently) monitoring of school and/or teacher Codes of Conduct, which outline appropriate behaviour including highlighting issues of corporal punishment/positive discipline, inclusion, GBV/PSEA, and other child protection and child safeguarding related topics. Activities pertaining to Code of Conduct also saw an increase (10%) in the percentages of projects implementing this type of activity between 2015-2017 (11%) and 2018-2019 (21%).

8% of projects are implementing some form of complaints and response mechanism. For some of these projects, this involves general monitoring of complaints which may pertain to child protection/ safeguarding but also to other interventions such as inadequate WASH facilities constructed, or inappropriate materials used for establishing temporary learning spaces. Other projects have complaints and response mechanisms with a specific focus on child protection/ safeguarding and involves appropriate training for school management committees and school-based child protection focal points on referral pathways and appropriate actions and follow up.

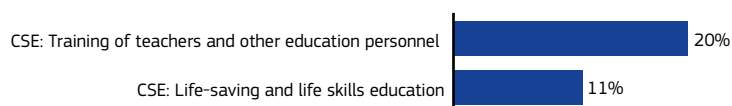
4.3.3. Conflict Sensitive Education (CSE)

Education can potentially contribute to fostering a more peaceful environment. However, in times of conflict, education can be used, intentionally or not, to increase hostilities between people if policies or content marginalize or contribute to social divisions between populations. The total exclusion of children based on gender or ethnicity also contributes to community degradation.

Conflict sensitive education (CSE) seeks to counter exclusionary policies and biased practices and content that omit and foster discriminatory behaviours towards entire populations. The EU supports CSE that considers the context surrounding conflicts and incorporates inclusive policies that promote equality, inclusivity, and contribute to positive social change. DG ECHO, grounded in the EU priority to support CSE, will support partners that adhere to the Inter-Agency Network for Education in Emergencies (INEE) CSE principles. Effective CSE will analyse the conflict, understand the two-way interaction the conflict and education programmes and policies, and promote actions that minimise a conflict's negative impacts on communities.

27% of projects reviewed reporting doing conflict sensitive education activities¹⁷.

Conflict Sensitive Education	# of Projects	% of Projects
CSE: Training of teachers and other education personnel	61	20%
CSE: Life-saving and life skills education	35	11%
Total	83	27%



20% of the projects conducted [training teachers and other education personnel](#) including ministry officials and local authorities on CSE. CSE is often included as one lesson or module in a broader training package. Which may suggest a misunderstanding of CSE by some partners as training topic rather than a lens to be used to mainstream CSE throughout curriculum and practices. On further exploration, most project proposals do not provide many details as to what specific content and would be covered in the CSE modules/lessons, although some do state that an emphasis on social cohesion and peacebuilding or that the training will enable teachers and education personnel to engage in conflict sensitive education planning, delivery and pedagogical approaches.

11% of projects report conducting CSE as part of [life-saving and life skills education activities](#); however, as discussed below, CSE is a topic/activity that is being implemented somewhat differently from the other life-saving and life skills education topics as many of these activities are being done more at the systems/policy level. Specifically, projects report conducting conflict analyses to inform conflict-sensitive program strategies, development and training of multi-sectoral, inter-agency technical teams to oversee advocacy for and support ministries in the implementation of conflict sensitive programs. As a 'life-skill' topic at the school/community level, conflict sensitive education is being implemented mostly in the form of peacebuilding activities such as developing peace clubs and training on social cohesion, child rights, tolerance, non-violence, bullying and harassment.

4.3.4. Psychosocial support (PSS)

According to INEE, constant disruptions due to conflict and disasters can contribute to societal and familial degradation; the disruption of normal, everyday life; and feelings of fear, isolation, and uncertainty¹⁸. In these environments, children are unable to develop emotional coping mechanisms, communication, and problem-solving skills. In protracted crises, stress levels may be raised to toxic levels that lead to lasting damage. Without support children are at risk of lifelong impairments to their learning, behaviour, and physical and mental health. Children are not the only sufferers of psychological damage due to crises. Parents, caregivers, and teachers are also at risk of the negative effects

¹⁷ Note: Findings for each of the two types of CSE activities presented here are repeated in their corresponding sections of this report. They have been pulled out here to highlight this important topic and for better alignment with the SWD.

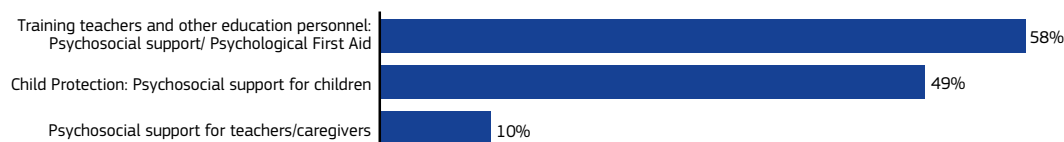
¹⁸ <https://inee.org/collections/psychosocial-support-and-social-and-emotional-learning>

of trauma. Caring for the psychological well-being of individuals who experience trauma will help foster supportive, protective environments for children and social cohesion.

Psychosocial support (PSS) helps prevent long-term and irreversible damage for children and adults exposed to trauma. DG ECHO, in line with the aim of the EU to provide PSS in emergency situations, supports implementing partners to integrate PSS in education programmes. Programming needs to support learners, communities, and teaching and education personnel. Instilling positive feelings of hope, trust, and self-worth all help to enhance the emotional wellbeing of individuals who have experienced trauma.

73% of projects reviewed are conducting psychosocial support (PSS) activities¹⁹:

Psychosocial Support	# of Projects	% of Projects
Training teachers and other education personnel: Psychosocial support/ Psychological First Aid	180	58%
Child Protection: Psychosocial support for children	151	49%
Psychosocial support for teachers/caregivers	31	10%
Total	226	73%



As discussed above, 58% of the projects reviewed are [training teachers and other education personnel](#) on Psychosocial Support and Psychological First Aid (PSS/PFA). Many of the projects did not specify what the exact content of these trainings/modules are; however, those that did focused quite a bit on nonclinical psychosocial and protection methodologies, particularly on training teachers and education personnel how to help children develop resilience and positive coping mechanisms. Projects report varied approaches to how this is done but include: use of calming and self-regulatory techniques, recreational activities (e.g. sports, games, storytelling, art activities) and identification of signs of trauma and referral mechanisms (note: 25% of projects reviewed are conducting trainings that have an element dedicated to referral mechanisms).

49% of projects are conducting psychosocial support (PSS) activities with children (see the [child protection](#) section). While many of the same projects and activities involve elements of training for teachers and other education personnel on PSS, this category is focused on actual PSS for children. PSS for children often is being done in the form of recreational activities (e.g. sports, games, storytelling, art activities) as well as exercises on controlling emotions, calming down and self-regulating. Many projects also report a more in-depth approach

¹⁹ Note: Findings for each of these types of PSS activities are repeated in their corresponding sections of this report. They have been pulled out here to highlight this important topic and for better alignment with the SWD.

using child protection specialists, including therapists and case managers, to provide individual and group counselling and therapy sessions to children while at school who may have been identified and referred from teachers or caregivers or through psychosocial wellbeing monitoring and measurement tools.

While the focus most protection-related, EiE activities is on children, it is important to consider the psychosocial support needs of the teachers, other education personnel and caregivers. 10% of projects reviewed are conducting this type of activity (see the [additional support to teachers and other education personnel](#) section). While the overall percentage may seem low, this represents a significant trend increase (17%) between 2015-2017 (2%) and 2018-2019 (19%).

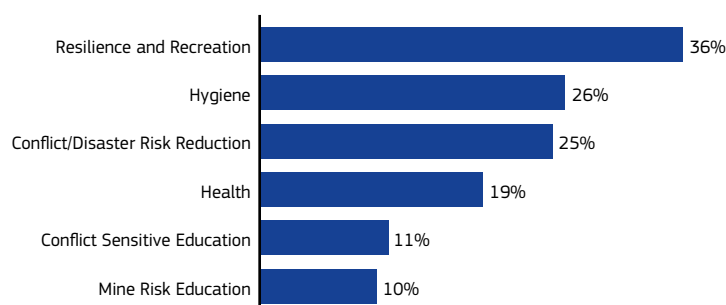
4.3.5. Life-saving and life skills education

Crisis environments are inherently chaotic. Rapid displacement and exposure to violent and traumatic events risk damaging an individual's psychological wellbeing. Minefields and unexploded ordinance (UXO) are a common feature of many conflicts that remain decades after hostilities have ended. Poor sanitation and hygiene practices, especially in cramped conditions resulting from hastily constructed settlements, allow for the rapid spread of germs and disease.

Messages and awareness raising around these topics and others is critical to ensure a safe school and community environment in times of crisis. Schools are opportune places to deliver critical life-saving messages to children and entire communities. Coordination between sectors helps to ensure messaging is standardized and relevant. In crisis contexts, messages that are integrated into teaching and learning materials helps to spread information to children.

As mentioned above a key objective of the EU's humanitarian assistance to EiE is not only to ensure access to quality education but also to help ensure the protective nature of education in emergencies by supporting the provision of crucial life-saving and life skills education. 65% of projects reviewed report activities pertaining to life-saving and life skills education (LSE). Unsurprisingly, many of the projects conducting life-saving and life skills education activities contain an element of [training for teachers and other education personnel](#). These have specifically been analysed and explored above.

Life-saving and life skills	# of Projects	% of Projects
Resilience and Recreation	113	36%
Hygiene	82	26%
Conflict/Disaster Risk Reduction	76	25%
Health	59	19%
Conflict Sensitive Education	35	11%
Mine Risk Education	32	10%
Total	200	65%



36% of projects reviewed are conducting life skills education on Resilience and Recreation. These activities typically have a psychosocial focus and involve procurement and distribution of recreational kits (see the [supplies](#) section), training for teachers, school management committees, community members and children on conducting and participating in resilience workshops at schools, community centres and/or child-friendly spaces that incorporate play, music, dance, drama, cultural games, etc. help children build resilience and psychological well-being. In some contexts, such as refugee/IDP and host community contexts, with potential for cultural clashes, some of these projects are implementing activities that focus on cultural awareness and understanding as well as peacebuilding.

For the topics of Hygiene (26%), Conflict/Disaster Risk Reduction (25%), Health (19%), and Mine Risk Education (10%), projects typically involve developing and/or contextualizing and distributing child-friendly and age/sex-appropriate materials and messaging as well as relevant [kits and supplies](#) (e.g. kits for hygiene, sanitation, first aid, etc.), training various [education groups](#) (children's clubs, parent-teacher associations, school management committees), teachers and other education personnel, government officials and learners, and supporting these groups to develop and implement plans for awareness raising and advocacy (e.g. for C/DRR: school safety plans including standard operating procedures for safety procedures). Very often some, or even all, of these topics are combined within a single project with integration into the formal curriculum or conducted as part of non-formal or community-based education programming.

Strengthening resilience in Mali

In 2018, Save the Children engaged communities to establish children's groups, provided resilience workshops for boys and girls, and provided one recreational kit per community to 10 targeted communities across the Mopti region of Mali. Child-led children's groups were established and supported by learning facilitators supervision and coaching. These groups led recreational activities for both in school and out of school children between the ages of 6 and 12 and increased their interest in learning. Save the Children developed and delivered two cycles of child resilience workshops to boys and girls to address their psychosocial issues. To support these activities, recreational kits were distributed to targeted communities. The kits were used to provide psychosocial support to children affected by conflict, facilitate positive social cohesion, and rebuild peace within the community.

As discussed above, [Conflict Sensitive Education](#) (CSE) (11%) is a topic/activity that is being implemented somewhat differently from the other topics discussed above as many of these activities are more at the systems/policy level. Specifically, projects report conducting conflict analyses to inform conflict-sensitive program strategies, development and training of multi-sectoral, inter-agency technical teams to oversee advocacy for and support ministries in the implementation of conflict sensitive programs. As a 'life-skill' topic at the school/community level, conflict sensitive education is being implemented mostly in the form of peacebuilding activities such as developing peace clubs and training on social cohesion, child rights, tolerance, non-violence, bullying and harassment.

DG ECHO OBJECTIVE 4: To strengthen the capacities of the humanitarian aid system to enhance efficiency, quality, and effectiveness in the delivery of EiE.

4.4. Coordination, partnership and capacity development

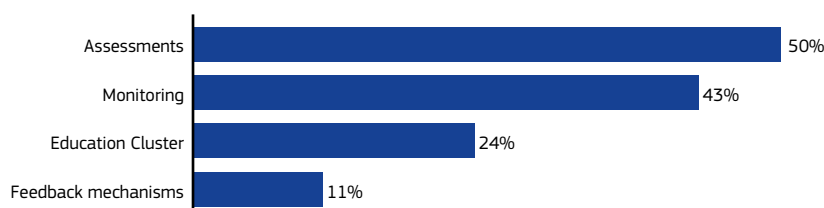
Humanitarian crises require supporting educational systems and coordination mechanisms in order to return children to learning opportunities within three months of a crisis. However, education systems are often unable to meet the needs of all learners leaving the most vulnerable without access to education. DG ECHO in support of the EU's commitment to build and strengthen education systems, especially those hosting refugees, will work with implementing partners to ensure the humanitarian system is prepared to meet the commitments of education in emergencies. This includes reaching vulnerable children with education and integrating education needs in rapid response mechanisms. The subsections below highlight actions partners are taking that coordinate and strengthen education systems and EiE responses.

4.4.1. Coordination, assessments and monitoring

Protecting children and providing learning opportunities in times of crisis requires a great deal of coordination among humanitarian actors. Life-saving messages need to be harmonized, non-formal education needs to be in line with the national curriculum, and response strategies need to be aligned. DG ECHO is committed to ensuring implementing partners work in the best interest of the most vulnerable children by utilizing capacities of all stakeholders. The Education Cluster and other EiE coordinating mechanisms should be leveraged to advocate for integrating EiE at all levels into humanitarian responses. Once engaged, support from coordinating mechanisms, such as the Education Cluster, typically comes in the form of functional support, coordination support, and alignment with coordination. Functional support includes staffing, capacity development, and development of tools or guidance. Coordination support requires directly engaging partners in the planning and implementing process helps to ensure ownership and sustainability of interventions. Alignment ensures responses follow larger coordination mechanism strategies and are aligned to their priorities.

67% of projects reviewed report conducting activities pertaining to coordination, assessments and monitoring.

Coordination, IM, NA	# of Projects	% of Projects
Assessments	155	50%
Monitoring	132	43%
Education Cluster	76	24%
Feedback mechanisms	33	11%
Total	208	67%



The most common of these activities is supporting and conducting assessments (50%). The types of assessments being conducted by partners varies widely between contexts. In rapid-onset crises or those experiencing spikes in fighting or population movement, rapid needs assessments are being conducted focusing on understanding immediate EiE needs, such as the number of school-aged children in need, protection risks and general vulnerabilities, barriers to education, status of school infrastructure, etc.). These often cover large geographic areas with many schools as well as IDP and refugee camps for the purpose of informing the planning of response activities (prioritized areas/schools for interventions, types of and appropriate methods for interventions, etc.). In contexts of more protracted crises, more in-depth and nuanced assessments are being conducted such as assessments of individual beneficiaries and families determining economic need and specific protection issues and vulnerabilities for individualized, targeted intervention (identification of out-of-school children); capacity assessments of recruited teachers and other education personnel to know the types of training and capacity building necessary; learning assessments for students; and research, case studies and impact assessments focusing on determining the effectiveness of various program interventions and how they can be improved. While some of these assessments report being done in partnership with other organisations or the Ministry of Education, the vast majority appear to be individual agency assessments which suggests room for improvement of partners supporting and participating in joint or coordinated assessments (e.g. through the Education Cluster).

43% of the projects reviewed indicated they were also conducting monitoring activities. Most of these reported activities are of monitoring specific interventions themselves as well as the outcomes of those interventions, such as trained engineers monitoring the rehabilitation of classrooms or establishment of semi-permanent classrooms; school visits to monitor teachers and other education personnel following a specific training, monitoring of learning outcomes in students enrolled in basic literacy and numeracy or accelerated education programs; school visits to monitor the degree to which school improvement or school safety plans are being implemented; etc.

One specific type of monitoring that has been analysed separately is that of

establishing feedback mechanisms (11%)²⁰. These activities often involve monitoring visits in which feedback sessions are conducted. At the school level, for example, feedback sessions may be held with teachers and other education personnel to receive targeted feedback related to children's attendance, participation and performance or more general feedback from them as well as the students on a specific intervention. Some projects are also conducting household monitoring visits, especially in the cases of cash-based programs, to receive feedback from parents and caregivers as well as children themselves. In addition to monitoring visits some projects are implementing comment boxes at school levels and one project discussed doing reflection exercises with implementing staff during and post implementation to explore their feedback on how the activity went and areas for improvement.

24% of the projects reviewed report conducting activities related to coordination via the Education Cluster or Education in Emergencies Working Group. Most often, activities involving coordinating with the Education Cluster involves partners communicating with and using information and recommendation from the Education Cluster in order to better plan and know where and how to implement prioritized interventions, based on identified needs. For example, one project reports using information from the Cluster to select locations/schools in which to conduct training of teachers and other education personnel as well as what prioritized content on which to train. In other instances, activities are actually being conducted jointly with the Education Cluster, such as coordinated assessments (as mentioned above) or specific interventions such developing and implementing advocacy initiatives, contingency plans, etc. A few projects, particularly from Save the Children, involve activities pertaining to being a co-lead of the Cluster at country level, such as providing staff for the Cluster, conducting Cluster trainings and other Cluster-management related activities.

It is worth noting that there is a 23% increase in the percentage of projects implementing these activities when comparing 2015-2017 (56%) and 2018-2019 (79%), which is predominately due to an increase in Assessments (17%) and Monitoring (27%) between those two time periods.

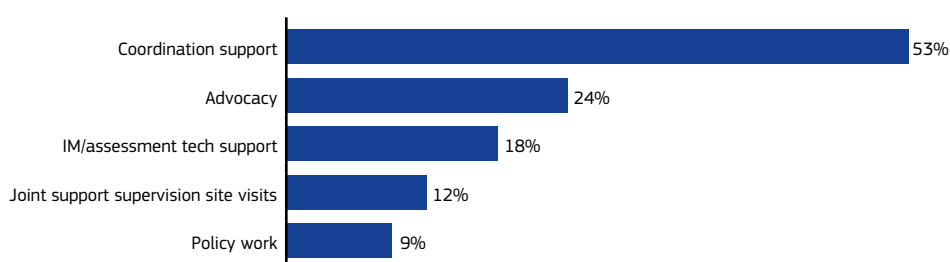
4.4.2. Working with the Ministry of Education and other authorities

Coordination with Ministries of Education (MoE) and other education authorities in times of crisis is essential for an effective response. Wherever possible, EiE interventions needs to coordinate with ministries at the national level and school management committees (SMCs) and other parent/student groups at the local level. As stated in the previous section, coordination is key to increase feelings of ownership and ensure sustainability for interventions. Coordination with ministry counterparts is not only important when considering immediate humanitarian and EiE response but is also essential when considering humanitarian-development coherence. Unfortunately, this analysis only maps projects working and coordinating with the MoE within an EiE context; future analyses should explore the extent to which and capture best practices of partners and projects working with MoE and other development actors and stakeholders to improve humanitarian-development coherence.

68% of the projects are conducting activities related to working directly with the MoE and other authorities.

²⁰ While there is some understandable overlap between feedback mechanisms here and the complaints and response mechanisms explored above, only 7 projects have been included in both figures

MoE and other authorities	# of Projects	% of Projects
Coordination support	164	53%
Advocacy	73	24%
IM/assessment tech support	56	18%
Joint support supervision site visits	38	12%
Policy work	28	9%
Total	210	68%



53% of projects reviewed contain activities involving coordination support with the MoE and other authorities at national and local levels. The type of support being provided to (and received from) these authorities varies widely from project to project but is typically less on 'coordination' and more the collaborative supporting of EiE interventions. At the national level, this often involves partners collaborating with the MoE to determine and implement the types of prioritized EiE activities and standards for those activities. For example, the types and quantities of supplies that should be included in teaching and learning kits, curriculum and content for non-formal education or trainings for teachers and other education personnel, etc. Some projects were providing coordinated multi-sectoral and EiE technical expertise to the MoE for planning EiE (e.g. conflict sensitive education technical experts for curriculum review, child protection experts, etc.). In addition to the MoE, some projects are conducting consultations with other ministries and national authorities (e.g. Ministries of Interior, Health, Child Protection authorities, etc.) to inform the planning of key EiE interventions. In addition to national authorities, many projects are also working closely with education and other sector authorities at the local level. These project activities are more field-based; examples include: bringing together local education authorities with teachers and headteachers on a regular basis to share progress, planning and feedback on various interventions; consultations with local authorities for the location of new temporary learning spaces; identifying and working with vulnerable children and households; etc. Capacity building of MoE and other authorities throughout these types of interventions is also very common, but has mostly been captured as part of [training for teachers and other education personnel](#) above. 12% of the projects specifically report conducting site visits with MoE officials (national and local) as well as other government authorities to monitor implementation and outcome (quality of construction, teaching and learning, etc.).

24% of projects are conducting advocacy-related activities, primarily to the MoE but also other relevant stakeholders at local and international levels. Advocacy efforts and activities also vary. Some projects are focused on awareness

Working with ministry counterparts in Lebanon

The Norwegian Refugee Council (NRC) in Lebanon is implementing a project to reach vulnerable refugee children from Syria and Palestine, including vulnerable host community children with pathways and opportunities to quality education and protection services. As part of this wider project, NRC meets with the Education of Ministry and Higher Education (MEHE) on a bi-monthly basis as an elected member of the sub-committee for all NGOs engaging in education activities in the country. The NRC also meets with the MEHE on a bi-lateral basis to discuss implementation and advocacy issues. They are able to use this unique position to advocate for improved access to quality education services for vulnerable children.

NRC first conducted a study on priority areas for advocacy activities in 2018. Based on the findings, advocacy campaigns towards MEHE will focus on additional classroom space in existing schools, implementation of second shifting, and/or the establishment of temporary schools. Increase data sharing on refugee education statistics such as enrolment, retention, and drop outs. Child protection will also be an advocacy focus. NRC will encourage MEHE to implement the recently endorsed Child Protection Policy and advocate for banning corporal punishment in schools.

raising with ministries and international actors of the importance of EiE generally within the humanitarian response. Other projects are advocating for specific inclusion and integration of various components of EiE into national curriculum and policies (e.g. life-skills education and psychosocial support into national curriculum, conflict analyses into education sector policies, integration of refugees into national education system, etc.). At a more local/implementation level, advocacy activities the MoE and local authorities are on a more activity-level basis, such as advocacy for the state to pay teacher salaries, necessity of increased/improved learning spaces for IDPs and host communities, etc.

18% of projects report working with and supporting the MoE and authorities on assessments and information management. As discussed above, many partners are conducting various types of assessments. These assessments are often done in collaboration with the MoE and local education authorities. The extent of this collaboration varies from full engagement of the MoE in the assessment process from start to finish, to partners presenting assessment findings and proposed areas/locations and types of interventions to MoE officials for their approval for implementation. In terms of information management, very little appears to be being done; no project from 2017-2019 appears to be supporting the management of the national Education Management Information System (EMIS), despite the SWD highlighting its importance.

9% of projects are supporting the MoE with policy work. To a large extent these are advocacy activities as discussed above wherein partners advocate with national government counterparts for the inclusion

of elements of EiE into national curriculum and education sector policies (e.g. integration and mainstreaming of child protection, C/DRR, conflict analysis, conflict sensitive education, inclusive education, etc.). Some projects report organizing and conducting meetings and workshops between MoE, donors and partners to discuss lessons learned, results and outcomes and necessary changes to policy. A final policy-related activity reported by some projects is working with the MoEs to help integrate refugee children into host community national education system.

Annex A: Geographic coverage by country

Country	# of Projects
Afghanistan	7
Algeria	3
Armenia	1
Bangladesh	6
Bolivia	1
Brazil	3
Burkina Faso	4
Cameroon	6
Central African Republic	6
Chad	7
Colombia	19
Democratic Republic of the Congo	16
Djibouti	2
Dominican Republic	1
Ecuador	11
Egypt	6
El Salvador	5
Ethiopia	12
Georgia	1
Greece	10
Guatemala	3
Guinea	1
Haiti	2
Honduras	4
India	1
Iran	8
Iraq	23
Jordan	9
Kenya	6
Lebanon	8
Libya	3
Macedonia	1

Country	# of Projects
Madagascar	2
Mali	8
Mauritania	4
Mexico	5
Mozambique	2
Myanmar	3
Niger	5
Nigeria	6
Pakistan	3
Palestinian Territories	6
Paraguay	1
Peru	3
Philippines	4
Serbia	1
Sierra Leone	1
Somalia	7
South Sudan	15
Sudan	6
Syria	21
Tanzania	3
Trinidad and Tobago	1
Turkey	9
Uganda	11
Ukraine	8
Venezuela	15
Yemen	6
Zimbabwe	2
Global	2
Grand Total	311

Annex B: Partner organisations

Partner	# of Projects	% of Projects
UNICEF	62	20%
Norwegian Refugee Council	49	16%
Save the Children	38	12%
Plan International	20	6%
Danish Refugee Council	19	6%
UNHCR	12	4%
International Rescue Committee	10	3%
Cooperazione Internazionale	9	3%
Terre des Hommes	7	2%
CARE	6	2%
Concern	6	2%
Lutheran World Federation	6	2%
Danish Church Aid	5	2%
Finn Church Aid	5	2%
Oxfam	5	2%
ACTED	4	1%
CARITAS	4	1%
IOM	4	1%
Red Cross	4	1%
Triangle Génération Humanitaire	4	1%
Comitato Internazionale per lo Sviluppo dei Popoli	3	1%
Handicap International - Humanity & Inclusion	3	1%
People in Need	3	1%
Adventist Development and Relief Agency	2	1%
Mercy Corps	2	1%
Relief International	2	1%
War Child Holland	2	1%
World Vision	2	1%
Cordaid	1	0.3%
Diakonia Sweden	1	0.3%
Entreculturas	1	0.3%
HOPE'87	1	0.3%

Partner	# of Projects	% of Projects
INTERSOS	1	0.3%
Islamic Relief	1	0.3%
METAdrasi	1	0.3%
Première Urgence Internationale	1	0.3%
SOS Children's Villages International	1	0.3%
UNESCO	1	0.3%
We World	1	0.3%
Welthungerhilfe	1	0.3%
World Food Programme	1	0.3%
Grand Total	311	100%

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