







**CAMEROON**

Photo: A. Barry





# SUMMARY

**Introduction** 5

---

**The theoretical framework** 6

- Key definitions
  - The international legal framework for EiE
- 

**COOPI'S approach to education in emergency:  
key concepts and good practices** 14

---

**Glossary** 22

---

**Bibliography** 26

---

**Acronyms** 27

---

# AUTHORS AND CREDITS

## COORDINATION:

Barbara Nese, Head of Research and Programs Innovation

## ELABORATION:

Laura Pasquero (Protection Advisor)

## GRATEFUL THANKS ARE DUE TO:

Francesca Rivelli who provided a significant contribution to the drafting of this document.

## GRATEFUL THANKS ARE DUE TO:

Marco Loiodice, Alessandro Ponti, Waseem Solangi, Emanuela Cappuccini and the whole team - both headquarters and country office operators - who contributed to carry out this work.

Moreover, the elaboration of this policy would have never been possible without the interest and active involvement of COOPI's director, Ennio Miccoli.

## REFERENCE DOCUMENTS OF THE ORGANIZATION

### Policies currently available:

- Corporate Social Responsibility
- Childhood
- Environment and Disaster Risk Reduction
- Food Security
- Gender
- Nutrition Security
- Protection

**Art direction:** Gruppo Egeo srl

**Cover photo:** Simone Durante

**Release date:** December 2018

# Introduction

EiE is “necessary to survive and save lives at the same time by bringing individuals a physical, psychosocial and cognitive protection and offering the social structure, stability and hope in the future particularly to children and adolescents.”

COOPI team, Central African Republic, 2010



*COOPI - Cooperazione Internazionale is a humanitarian foundation established in 1965. During its more than 50 years of activity, COOPI has worked in 65 countries, involving thousands of local operators and providing a direct benefit to millions of women, men, girls, boys and communities. Its mission is to contribute, through the commitment, motivation, determination and professionalism of its staff to the process of poverty reduction and growth of the communities around the world. COOPI intervenes in emergency, reconstruction and development contexts in order to achieve a better balance between the North and South of the world, i.e. between developed areas and areas in development.*

The Education in Emergency (EiE) Policy is part of a series of documents which COOPI is adopting in order to position itself with respect to issues that are central to the work of the organization<sup>1</sup>. EiE is inscribed in COOPI's overall approach to Protection as outlined in COOPI Protection Policy (2016), COOPI Gender Policy (2015), and COOPI Child Policy (2011). In addition to this

policy document, COOPI has developed a practical guidance document (COOPI's Standard Operating Procedures on Protection - SOPs) which translates the theoretical level into the practical programs level, providing COOPI with operational guidance and a practical toolkit.

This policy is broadly led and informed by the approach and key principles of the International Network of Education in Emergencies (INEE), of which COOPI is a member since 2017, and in particular its core publication INEE Minimum Standards for Education: Preparedness, Response, Recovery<sup>2</sup>.

COOPI's reference programs in EiE have mainly been developed in the Central African Republic (CAR) since 2007 and in Niger since 2015, although several other EiE projects have been carried out in a variety of contexts including Chad, Nigeria, the Democratic Republic of Congo, Ethiopia, Palestine, Lebanon and Iraq with funding mainly provided by UNHCR, UNICEF, ECHO, Common Humanitarian Fund, and the Swiss Cooperation Agency.

5

<sup>1</sup> At the time of writing, COOPI has adopted the following Policies: Protection Policy, Child Policy, Gender Policy, Food Security Policy, Nutrition Security Policy, Disaster Risk Reduction & Environment, Corporate Social Responsibility.

<sup>2</sup> The 2004 edition of the INEE Minimum Standards handbook is the international reference guidelines for the sector: <http://www.ineesite.org/en/minimum-standards>.



# The theoretical framework

## KEY DEFINITIONS

### EDUCATION IN EMERGENCY (EiE)

6 Education in emergency (EiE) can be defined as set of project activities that allow structured learning to continue in situations of emergency, crisis or long-term instability<sup>3</sup>. The Inter-Agency Network for Education in Emergency (INEE) describes EiE as quality learning opportunities for all ages in situations of crisis, including early childhood development, primary, secondary, non-formal, technical, vocational, higher and adult education providing “physical, psychosocial and cognitive protection that can sustain and save lives”<sup>4</sup>. Education’s life-sustaining and life-saving role has been acknowledged and the inclusion of education within humanitarian response is now considered crucial. In the short term, education is important in meeting children’s and communities’ basic needs, while in the long term it helps them to reduce their vulnerability and will equip them with the necessary tools to build their (new) lives.

### THE ROLE OF EiE IN CONFLICT AND CRISIS SITUATIONS

Education system often breaks down or is significantly disrupted in emergency situations. While school infrastructures and teaching staff can be severely affected, security issues and risks, including active fighting, presence of armed actors (and/or of landmines), may make going to school a dangerous activity and prevent children, more often girls, from attending schools. During emergencies, the increased exposure to security risks and violence including gender-based violence (GBV) add to other pre-existing forms of GBV and of inequality that are rooted in unequal gender normativity and power imbalances. By providing a safe learning environment that can protect both a child’s body and mind, EiE interventions have the power to mitigate the psychosocial impact of conflict and disasters by

providing learners a sense of routine, stability, structure and hope for the future. In addition, education can convey life-saving information to strengthen survival skills and coping mechanisms, for example through information and awareness on hygiene practices, prevention of sexually-transmitted infections (including HIV), sexual and reproductive health, GBV risks and prevention, peaceful communication and resolution of conflicts, landmine safety and so on. Moreover, quality education interventions help reduce the risk of violent conflict by enhancing social cohesion, supporting conflict resolution and peace-building skills among learners, teachers and the wider community<sup>5</sup>.



<sup>3</sup> Save the Children, *Education in Emergencies Toolkit*, 2007.

<sup>4</sup> INEE, *Minimum Standards for Education: Preparedness, Response, Recovery*, 2012.

<sup>5</sup> Further background on the theoretical framework for Child protection can be found in COOPI Child Policy.



## NIGER

Photo: Simone Durante

### GOOD PRACTICES

#### COMMUNITY ENGAGEMENT

In different countries, like the Central African Republic (CAR), COOPI supports the creation or revitalisation of School Committees towards autonomy and self-sufficiency in managing school infrastructures. Sometimes, like in Haut Mbomou in 2011, Committees are also encouraged in engaging in income-generating activities that can support educational services and teachers' compensation. The involvement of local community leaders is an important part of COOPI interventions towards local ownership.

*"The formative meetings with the various government and religious authorities present in the city of Obo allowed them to feel the drivers in the construction of the school system: to make the education system work well everyone has to be motivated to take part in the development of the process."*

*(COOPI Final report, OBO, CAR, June 2010).*

### THE LINKS BETWEEN EDUCATION AND PROTECTION

Education can play a critical role in strengthening children's protective environment, including for vulnerable individuals and groups such as girls, children living with disabilities, children from ethnic or linguistic minority communities, Unaccompanied and Separated Children (UASC), or Children associated with armed forces and armed groups (CAAFAG). This is particularly important when the emergency increases children's vulnerability. Within the safe classroom learning environment, teachers and peers can easily oversee children who may be particularly exposed to specific risks and intervene to support and protect them. The availability of a protective environment where teachers are able to identify protection risks issues, including GBV, and acting upon them in a child-centered safe and confidential way through referral systems for access to care is therefore key. In this sense, schools and learning spaces can act as a key entry point for the provision of essential support

beyond the education sector such as protection, health, nutrition, and water and sanitation services. Education affect positively WASH interventions, as a matter of fact it enhances behavior change in double way: on the one side thanks to a child to child learning approach and the other side children can transfer what they have learnt at school in their respective communities such as open defecation.

The provision of psychosocial support, in different ways and with different approaches, to all children and youth in schools and communities is a vital component of EiE interventions both as part of schools activities and of teacher's training. Psychosocial support to children and youth in emergencies as part of an EiE intervention requires an integrated approach which addresses children's survival and protection needs while emphasising the importance of family, community and local cultural beliefs/traditions in helping children to cope with the impact of the emergency.

8







**NIGER**  
Photo: Simone Durante

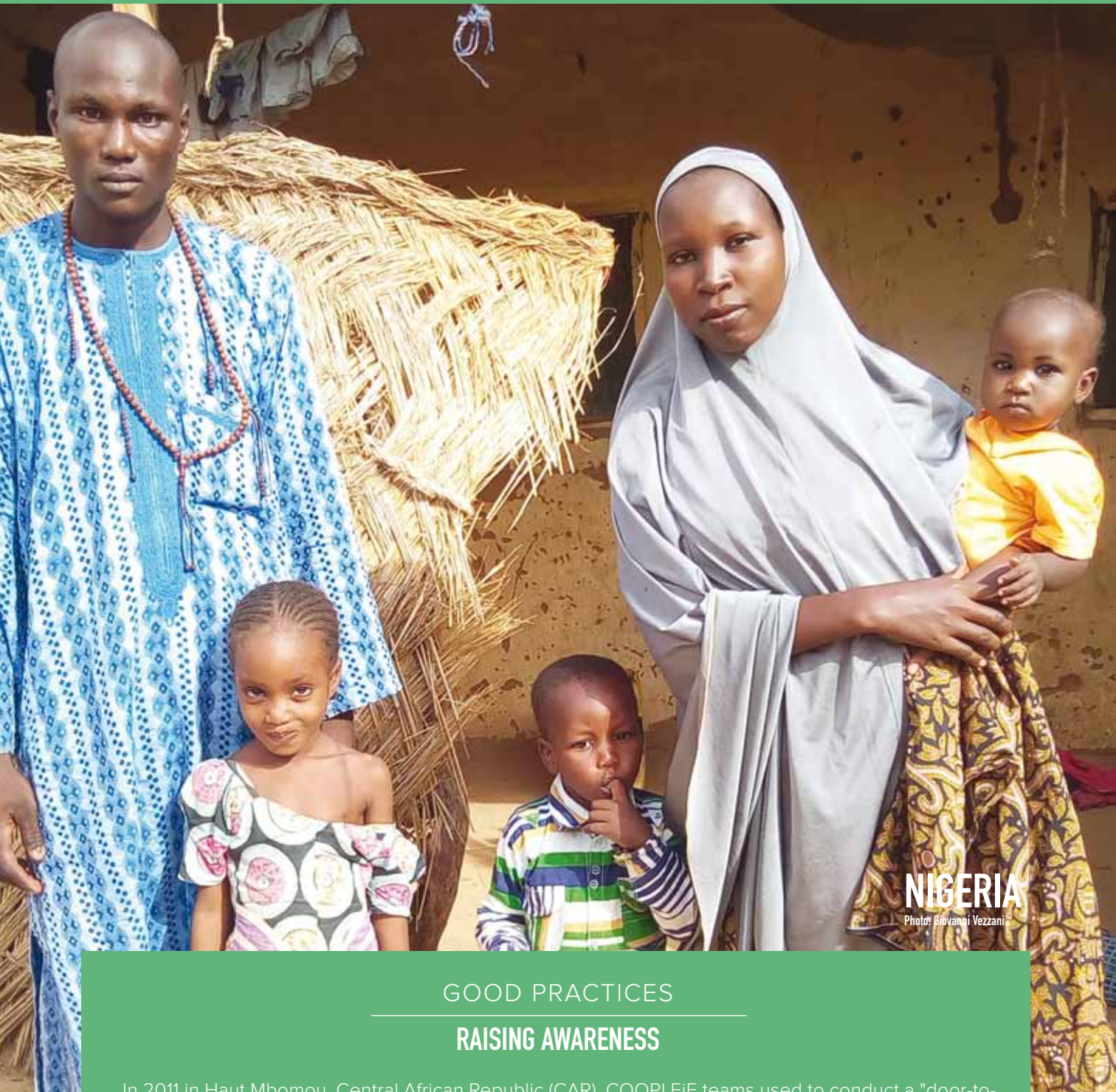
## GOOD PRACTICES

---

### DIAP AND DIAP-ADO IN NIGER

EiE interventions in Niger have been focusing on responding to education and protection needs of refugees, IDPs and host populations, in particular, on Unaccompanied and Separated Children (UASC), GBV survivors and other vulnerable groups. Since 2014, in the Diffa region, have been set-up and managed mobile safe temporary learning spaces for children and adolescents (DIAP/DIAPado - Dispositifs Itinérants d'Aide Psychosocial/Mobile safe learning spaces for children). These temporary learning spaces are highly flexible and characterised by a strong focus on psychosocial activities and protection.





## GOOD PRACTICES

### RAISING AWARENESS

In 2011 in Haut Mbomou, Central African Republic (CAR), COOPI EiE teams used to conduct a "door-to-door" awareness every week to understand the motivations parents had for not sending children to school and to make them aware of the importance of education for children for their good development.

*"Since our arrival we have sought to make the population aware of the importance of education for the good development of the child, the primary role of the school, parents and the community in general. Indeed, the poor functioning of the education system in the last years in the region seemed to have pushed the population to have no confidence in the school".*

*(COOPI Final report, OBO, CAR, June 2010).*



## THE INTERNATIONAL LEGAL FRAMEWORK FOR EIE

From a legal perspective, the concept of EiE is grounded in the right to education, acknowledged in international human rights, humanitarian and refugee law, i.e. the body of international legal treaties and normative standards that guarantee and regulate human rights in peace-time and during crises caused by conflict and disasters. Some of the key international legal treaties and normative (non binding) standards concerning the right to education<sup>6</sup> can be found in the Table 1 and 2 hereby.

Although education systems are primarily the responsibility of states and national authorities, in situations of conflicts and emergencies other stakeholders, including the United Nations, national/international non-governmental organizations (INGO) and community-based organizations are also responsible when relevant authorities are unable or unwilling to meet their obligations. As the INEE points out, the right to education is both a human right and an 'enabling right'<sup>7</sup>, because education provides

skills that people need to reach their full potential and to exercise their other rights, such as the right to life and health (for example, being able to read enables a person to read safety warnings about landmines and therefore avoiding it) or the right to health (for example, education enables people to read medical instructions from doctors and to correctly follow dosage directions on medicine bottles). Most recently the World Humanitarian Summit (WHS) provided a unique opportunity to ensure that education remains part of the humanitarian conversation. The summit mobilized support and action for the Agenda for Humanity. In this field, thanks to the many voices of crisis-affected people and those serving them, education in emergencies was highlighted throughout the length of the Grand Bargain by affirming *protection and education in emergencies must be prioritized as lifesaving interventions alongside health, food, water and shelter*<sup>8</sup>.



RCA  
Photo: COOPI archive

<sup>6</sup> In addition to the documents listed in the table 1 and 2 a number of regional agreements can be marked to as reference to the right to education: the Protocol to the European Convention for the Protection of Human Rights and Fundamental Freedoms (1952) - article 2, the African Charter on the Rights and Welfare of the Child (1990) - article XI; and the American Declaration on the Rights and Duties of Man (1998) - article XII.

<sup>7</sup> INEE, *Minimum standards for Education: Preparedness, Response, Recovery*, 2012.

<sup>8</sup> <http://www.ineesite.org/en/whs-2016>, p. 44.

Table 1: Key international instruments, right to education

NAME	DESCRIPTION
UNIVERSAL DECLARATION OF HUMAN RIGHTS (UDHR) (1948) – ART. 2 AND 26	Universal instrument setting out the fundamental rights of all individuals on the basis of equality and non-discrimination. Article 26 outlines the right to free and compulsory education at the elementary level; additionally it urges that professional and technical education be made available. The declaration states that education should work to strengthen respect for human rights and promote peace. Parents have the right to choose the kind of education provided to their child.
FOURTH GENEVA CONVENTION RELATIVE TO THE PROTECTION OF CIVILIAN PERSONS IN TIME OF WAR (1949) – ART. 3, 24 AND 50	For situations of armed conflict, the Geneva Conventions lay out particular humanitarian protections for people - including children - who are not taking part in hostilities. In times of hostility, states are responsible for ensuring the provision of education for orphaned or unaccompanied children. In situations of military occupation, the occupying power must facilitate institutions “devoted to the care and education of children”. Schools and other buildings used for civil purposes are guaranteed protection from military attacks.
CONVENTION RELATING TO THE STATUS OF REFUGEES (CRSR) (1951) – ART. 3 AND 22 ADDITIONAL PROTOCOL II TO THE CRSR (1977) – ART. 4.3 (A)	Key legal document which defines the term ‘refugee’ and outlines the rights of the displaced, as well as the legal obligations of States to protect them. Refugee children are guaranteed the right to elementary education in Article 22, which states they should be accorded the same opportunities as nationals from the host country. Beyond primary school, refugee children are treated as other aliens, allowing for the recognition of foreign school certificates and awarding of scholarships.
INTERNATIONAL COVENANT ON CIVIL AND POLITICAL RIGHTS (1966) – ART. 2	It is a multilateral treaty adopted by the United Nations General Assembly. It sets civil and political rights guarantees, in particular those of freedom and access to the possibility of claiming remedy.
INTERNATIONAL COVENANT ON ECONOMIC, SOCIAL AND CULTURAL RIGHTS (ICESCR) (1966) – ART. 3, 13 AND 14	It sets out the economic, social and cultural guarantees, including the rights to food, clothing and housing, to health care, to an adequate standard of living, and guarantees concerning work, social protection, education and participation in cultural life. The right to free and compulsory education at the primary level and accessible secondary-level education is laid out in Article 13. The Covenant calls for basic education to be made available to those who have not received or completed primary education. Emphasis is placed on improving conditions and teaching standards.
CONVENTION ON THE ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN (CEDAW) (1979) – ART. 10	It sets a framework for national action for ensuring women enjoy, on an equal footing with men, their rights in all fields, including employment, education and administration of property, and for ensuring the protection of women, especially against threats to their physical safety and against rape and sexual exploitation. Article 10 states that parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education. Specifically, Article 10 discusses the importance of equal career and vocational guidance, access to the same curricula, examinations and educational facilities, sports and physical education. Mention is also given to the importance of equal access to continuing education, including adult and literacy programs.
CONVENTION ON THE RIGHTS OF THE CHILD (CRC) (1989) ART. 2, 22, 28, 29,30, 38 AND 39	A comprehensive code to protect the rights and best interests of children (below 18 years of age). It obliges States to take measures to ensure protection, care, psychological recovery and social reintegration of children affected by armed conflict, including unaccompanied or separated children. Article 28 calls for States to make primary education compulsory and free to all and to encourage the development of accessible secondary (and other forms of) education. Quality and relevance is detailed in Article 29, which also emphasizes the importance of psychosocial support and enriched curriculum for conflict-affected children. Article 2 outlines the principle of non-discrimination, including access for children with disabilities, gender equity, and the protection of linguistic and cultural rights of ethnic minority communities. Article 31 protects a child’s right to recreation and culture.
WORLD DECLARATION ON EDUCATION FOR ALL (1990)	In 1990, at a global meeting in Jomtien, Thailand, the governments of the world committed to ensuring basic Education for All (EFA). Within the Dakar Framework of Action, a call was made for active commitment to remove disparities in access for under-served groups, notably girls, working children, refugees, those displaced by war and disaster, and children with disabilities.



Table 2: Other reference documents and tools

NAME	DESCRIPTION
ROME STATUTE OF THE INTERNATIONAL CRIMINAL COURT (1998) ART. 8(2)(B)(IX) AND 8(2)(E)(IV)	This document establishes the International Criminal Court which is responsible for the incrimination of people for the illegal act listed in it and committed in time of war. It underlines that intentional attacks to buildings dedicated to education are under its jurisdiction.
GUIDING PRINCIPLES ON INTERNAL DISPLACEMENT (NON-BINDING) (1998) PARAGRAPH 23	Despite it is a non binding document it clearly states that 'every human being has the right to education'. In addition, the right shall be extended and guaranteed to displaced children and girls/women wherever they live by respecting their identity, language and religion.
CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES (2006) – ART. 24	This document affirms the recognition of the right of education of person with disabilities. Education contributes to develop the potential, the sense of dignity and enable persons with disabilities to actively participate in society.
UNITED NATIONS GENERAL ASSEMBLY RESOLUTION ON THE RIGHT TO EDUCATION IN EMERGENCY SITUATIONS (2010)	The resolution was unanimously approved by the 192 Member States and reaffirms the importance of education in emergency by setting it as a right for every human being. The United Nations, all UN agencies and partners commit to dedicate significant effort to ensuring that educational provision is supported and strengthened in the face of crises.



# COOPI's approach to education in emergency: key concepts and good practices

## THREE COMMON AND INTERRELATED APPROACHES

KEY APPROACHES TO EIE, DETAILED IN THE HEREBY TABLE, MIRROR THE GENERAL PILLARS OF COOPI APPROACH TO PROTECTION.

APPROACH	KEY CONCEPTS	IN OUR WORK IT IS NECESSARY TO:
<b>RIGHTS BASED APPROACH: EDUCATION AS A HUMAN RIGHT</b>	COOPI acknowledges education as a fundamental human right for all people and believes that all children deserve access to a quality education in safe learning environments regardless of their gender, nationality, ethnicity, religion, ability or health condition, or economical and juridical status. COOPI's actions are derived from international human rights law, international humanitarian law, and refugee law.	<ul style="list-style-type: none"> <li>- Provide children living in crises contexts the same access to education and the possibility to achieve the same learning outcomes as those children who do not, with specific and deliberate focus and approaches to address challenges and limitations existing in conflict areas and other crisis contexts.</li> <li>- Raise awareness on the right to education for all, including most vulnerable and marginalized individuals/groups who may face higher risks of exclusion in crises and conflict situations.</li> </ul>

14



**PALESTINE**

Photo: Alessandro Gandolfi



APPROACH	KEY CONCEPTS	IN OUR WORK IT IS NECESSARY TO:
<p><b>COMMUNITY – BASED APPROACH: COMMUNITY AND CHILDREN AS THE MAIN ACTORS OF EDUCATION</b></p>	<p>All actions undertaken by COOPI are based upon a solid partnership with the local population, local educational authorities and a constant cooperation with the beneficiary children, youth, families and communities, who are directly involved in all stages of the project cycle.</p>	<ul style="list-style-type: none"> <li>- Involve the local community on an equal foot in the planning, implementation and monitoring &amp; evaluating of programs so its members can make informed decisions and be the drivers of their own empowerment.</li> <li>- Always take into account the participation of children and youth, who can contribute to their own (and the community) resilience and recovery.</li> <li>- Work and build partnership with: Educational institutions at national, regional and local level; traditional community and religious leaders; families and pupils/students; students’ and parents’ associations; teaching staff including parent teachers and other educational personnel; schools’ general assemblies and schools’ management committees.</li> <li>- Ensure that EiE interventions strengthen local capacities, knowledge, local coping strategies and protection mechanisms. Make sure all families and children know they have a right to equitable and safe assistance.</li> </ul>
<p><b>AGE, GENDER AND DIVERSITY-SENSITIVE APPROACH: ATTENTION TO THE MOST VULNERABLE AND THEIR ACCESS TO EDUCATION</b></p>	<p>Conflict and crisis can affect individuals and groups in different ways depending on factors such as age, gender, and ethnic, social, religious and other backgrounds. Incorporating an age, gender and diversity analysis into assessments, analysis, strategy development, design, implementation and monitoring of protection programmes and activities ensures that all beneficiaries are able/ allowed to access EiE programmes and/or identifies and addresses the barriers to a full participation.</p>	<ul style="list-style-type: none"> <li>- Pay specific attention to vulnerable groups and individuals that might encounter higher barriers to a meaningful and safe participation in EiE programmes, including girls, unaccompanied and separated children (UASC), refugee/IDP children, children from the host community, children with physical and mental disabilities, children living with HIV, children from linguistic or ethnic minority groups, children associated with armed forces and armed groups (CAAFAG), children who are survivors of GBV and other vulnerable groups.</li> <li>- Ensure a tailored approach to teaching methods and tools is developed based on specific needs for these groups, making sure that EiE facilities are physically accessible and safe for all people with mobility limitations or visual impairments and that educational staff involved in EiE programs are trained in protection and protection mainstreaming and skilled/trained to deal with all groups of children, including most vulnerable groups.</li> <li>- Curricula should be age-appropriate and compatible with learners’ developmental level, including their sensory, mental, cognitive, psychosocial and physical development. Age and developmental levels may vary widely within formal and non-formal education programmes in emergency to recovery contexts. Educational needs of all learners are met and to contribute to the economic, social and political development of the country. These opportunities should be relevant to the learners and to the context; it may include: a. early childhood development; b. primary, secondary and higher education; c. literacy and numeracy classes; d. life skills education; e. youth and adult education programmes, such as technical and vocational education.</li> </ul>

## BASIC PRINCIPLES AND ELEMENTS OF EIE

### STRATEGIES FOR EIE

COOPI's strategies to provide access to EIE can include:

#### 1 Supporting existing education systems *(state structures, community schools, school committees)*

According to the assessment findings and where possible, attention should be given to supporting existing education systems, as it will build capacity and remain in place long after the crisis or the emergency ends. COOPI in such contexts work with and through state structures in order to build capacity, ensure appropriate curriculum content, provide material inputs and strengthen community initiatives, if possible through a strong partnership with the country local and national education authorities.

#### 2 Developing specific measures for children who are out of educational system

COOPI can develop special measures to help those children who have never attended, have dropped out or cannot return to school on their own them to get back into

school (for example, like girls, CAAFAG, refugees, IDPs). Accelerated learning programmes for out-of-school youth (sometimes called "catch-up" classes or "bridging programmes") can be planned in partnership with education authorities and covering the core elements of the official curriculum, until students can be integrated into a regular classroom.

#### 3 Organizing out-of-school alternatives

COOPI can consider other types of education as alternatives in situations where traditional classrooms are not available and/ or cannot be accessed by certain students, both school-goers and non-attendants (non formal education). Content for these types of activities can go from literacy and numeracy classes to sport, art, music or drama; organized recreation is especially appropriate for children experiencing the immediate impact of an emergency as these activities can have a particularly healing effect, giving recognition to a child's need for play and reinforcing the value of their traditions.

16



**NIGER**  
Photo: Simone Durante

### GOOD PRACTICES

#### DISTANCE LEARNING IN NIGER

Distance-learning project for Nigerian refugees in Diffa Region (Niger, 2015-17).

Objective: to allow to refugee children and Nigerian returnees to continue their studies through a system of distance-learning education. About 300 students have been enrolled in the program. The methodology used will allow all students to continue their education and to have access to final exams for passing level, recognized by the Ministry of Niger.

## BASIC TEACHING, LEARNING AND PROTECTION PRINCIPLES

All COOPI EiE interventions are based on and informed by the following key principles

### 1 Child-centered learning

This approach is competency-based learning centered on the child's educational individual needs; it is in line with the principle of child-centered development<sup>9</sup>, is guided by the principles of non discrimination and best-interest of the child and it involves the child's participation as far as possible. In the environment of a crisis or emergency, this means ensure that children and pupils first “learn how to survive”, i.e. to access to the essential knowledge and life skills that will enable them to cope with the emergency. Children in emergencies need to learn to get through the day in conditions of safety, health and awareness. Essential components of age-appropriate skills sets include, at a minimum: health and hygiene education, including HIV awareness

and healthy nutrition; sexuality, reproduction, relationships and gender issues, including addressing and preventing GBV; and landmine safety. In a child-centered approach, teachers also need to know how to adopt gender-sensitive, non-violent and non-abusive language, methods and teaching approaches. Finally, educational facilities and areas should be designed and equipped in a child-friendly and age-appropriate manner for different age groups of children, including for example through the use of colored paint for walls and equipment, the presence of 'quiet zones' with carpeting, comfortable chairs, pillows and low bookshelf for books and stuffed toys, specific dedicated areas for arts and crafts zones, and all other elements and arrangements that can help turn educational spaces into “an inclusive, holistic learning landscape that provides a safe, enabling learning environment where children can thrive”<sup>10</sup>.

17



<sup>9</sup> UNICEF, *Poverty reduction begins with children*, 2000.

<sup>10</sup> UNICEF, *Child-friendly schools manual*, 2006.





**NIGER**

Photo: Simone Durante

## 2 Safe learning environment, child protection and well-being

COOPI EiE programmes must promote a school environment that is safe and free from abuse, discrimination, exploitation and violence, including GBV. Child protection and well-being are at the centre of all efforts. In all of COOPI EiE facilities, a Code of Conduct<sup>11</sup> should be developed, adopted and known by all teachers and pupils/students. The Code must include how to report any cases of exploitation and abuse, including sexual abuse, and include a prohibition on corporal punishment. Furthermore, teachers need to know how to identify protection issues and refer children who need support or assistance, and should be trained to recognize signs

of physical or psychosocial distress in girls and boys, as well as other protection concerns, such as children who have suffered from GBV or children who have been separated from their families. A safe and confidential referral system for access to emergency care, mental health and psychosocial support (MHPSS) and other essential services should be in place and teachers should be trained on how to use them for children in need who are identified. Teachers must also be trained in using psychosocial support strategies to help students regain a sense of stability in a crisis; psychosocial support to children and youth in emergencies as part of an EiE intervention requires an integrated approach which addresses children's survival and protection needs.

### GOOD PRACTICES

#### PSYCHOSOCIAL ACTIVITIES IN SCHOOLS

*«Art, sports and cultural events are actual instruments capable of reducing tension while enabling children to learn in a protected and positive environment. They are activities that indisputably complete the children's educational process and help them overcome the traumas and stress experienced - and that they continue to experience - in the Diffa Region».*

Beto, President of the Arène Théâtre Company involved in an EiE project implemented by COOPI in Diffa Region and funded by AICS (Italian Agency for Cooperation and Development), 2018.

<sup>11</sup> A model of a Code of Conduct for teachers is available in COOPI EiE SOP under Chapter 3 (Tools). Codes of Conduct will also need to keep into account COOPI Code of Ethics (approved by the Board of Directors on 28th October 2014).

### 3 Inclusive education

During emergencies, particular groups of children are at risk of being denied access or they face specific barriers to access education due to their legal status, their ethnicity or mother tongue, their participation in the conflict, their ability or health status, as well as their economic situation or their social status due to discriminations and gender and other cultural norms. COOPI ensures that all its EiE interventions are carried out according to the principle of inclusive education. Inclusive education is an approach aimed at ensuring that all students access, participate in and profit from schools and educational opportunities; it means ensuring that these barriers to participation and learning are removed and that teaching methodologies and curricula are accessible and appropriate for all students, including students living with disabilities. In order to promptly identify and eliminate barriers to education, COOPI ensures talking regularly directly with children, boys and girls separately where possible, about the barriers they face

in accessing education, and holds discussions with groups of children that could face added difficulties (e.g. with disabilities, from ethnic minorities). COOPI also explores possibility to waive school fees for children affected by the conflict or a natural disaster whether fees and costs prevent access, or waive any administrative requirements that might be a barrier; moreover, it considers implementing flexible hours of schooling to accommodate different needs. A specific attention is dedicated to women and girls, whereby COOPI carefully analyses whether women and girls have access to education and whether the community is sensitized to the value and benefits of girls' education. COOPI also has a specific approach to children born or living with disabilities who may face specific physical, cultural and methodological barriers and ensures - sometimes through partnership with specialized agencies and organizations - that adapted teaching and learning approaches, methods and tools are developed and adopted as needed.







RCA  
Photo: COOPI archive

## GOOD PRACTICES

### MULTI-LAYERED MHPSS INTERVENTION IN CAR

In 2017 in Obo, CAR, COOPI facilitated the creation of non-specialised support groups for children on psychosocial issues, two support groups with parents in the aim of attempting to understand children's problems and look for solutions together, as well as therapeutic support sessions to children with serious behavioural problems.

## INCORPORATION OF THE INEE MINIMUM STANDARDS

---

COOPI's principles and approaches to EiE outlined in this Policy document are linked to and in line with the INEE Minimum Standards for Education: Preparedness, Response, Recovery (2012) that are aimed at enhancing the quality of educational preparedness, response and recovery and ensuring a quality and coordinated humanitarian response.

The INEE Minimum standards are hereby briefly summarized in order to acknowledge them as a wide framework of reference for the present COOPI EiE Policy as well as EiE SOPs and field interventions, and to link them to COOPI's principles and practical guidance available in COOPI reference documents on EiE and Protection.

The INEE Minimum Standards Handbook outlines the following sets of standards:

- **Foundational Standards.** These standards - Analysis, Community participation and Coordination - give particular attention to the need for a good assessment at all stages of the project cycle, in order to better understand the context.
- **Access and Learning Environment.** Standards in this domain focus on access to safe, quality and relevant education opportunities and highlight critical linkages with other sectors such as health, water and sanitation, nutrition and shelter that help to enhance security, safety and physical, cognitive and psychological well-being. The accent is put on the security and safety of learning environments, also through the promotion of protection and the psychosocial well-being of learners, teachers and other education personnel and the establishment of referral mechanisms to other sectors and services.
- **Teaching and Learning.** These standards focus on critical elements that promote effective teaching and learning, including curricula, training, professional

development and support, instruction and learning processes, and assessment of learning outcomes. They imply that quality, structured and continuous training and supervision is provided to teachers and other education personnel. It also implies that culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of different groups of learners.

- **Teachers and other Education Personnel.**

Standards in this domain cover administration and management of human resources in the field of education, including recruitment and selection, conditions of service, and supervision and support. They also address the issue of the Code of Conduct for educational personnel which set clear standards of behavior and specifies mandatory consequences for persons and staff members who do not comply.

- **Education Policy.** Standards in this domain focus on policy formulation and enactment, planning and implementation and include guidance on aspects like Safety of new and rebuilt schools, Analysis of the context, Non-discrimination, Inter-sectoral linkages and Transparency and accountability.

21





# GLOSSARY

---

## ACCESS TO EDUCATION

An opportunity to enroll, attend and complete a formal or non-formal education programme. When access is unrestricted, it means that there are no practical, financial, physical, security-related, structural, institutional or socio-cultural obstacles to prevent learners from participating in and completing an education programme.

*(INEE, Minimum standards for education, Preparedness, Response, Recovery, 2012)*

## CHILD

Every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier.

*(UN, Convention on the Rights of the Child, art. 1, 1989)*

## CHILDREN ASSOCIATED WITH AN ARMED FORCES OR ARMED GROUPS

Any person below 18 years of age who is or who has been recruited or used by an armed force or armed group in any capacity, including but not limited to children, boys and girls, used as fighters, cooks, porters, messengers, spies or for sexual purposes. It does not only refer to a child who is taking or has taken a direct part in hostilities. Child soldiers are also called combatant children.

*(UNICEF, The Paris principles and guidelines on children associated with armed forces or armed groups, February 2007)*

## CHILD-FRIENDLY SPACES AND SCHOOLS

Safe spaces and schools where communities create nurturing environments for children to access free and structured play, recreation, leisure and learning activities. Child-friendly spaces may provide health, nutrition and psychosocial support and other activities that restore a sense of normality and continuity. They are designed and operated in a participatory manner. They may serve a specific age group of children or a variety of age ranges. Child-friendly spaces and schools are important in emergencies through to recovery.

*(INEE, Minimum standards for education, Preparedness, Response, Recovery, 2012)*

## CHILD PROTECTION

Freedom from all forms of abuse, exploitation, neglect and violence including bullying; sexual exploitation; violence from peers, teachers or other educational personnel; natural hazards; arms and ammunition; landmines and unexploded ordnance; armed personnel; crossfire locations; political and military threats; and recruitment into armed forces or armed groups.

*(INEE, Minimum standards for education, Preparedness, Response, Recovery, 2012)*

## COMMUNITY-BASED APPROACH

Way of working that is based on an inclusive partnership with communities of persons of concern that recognizes their resilience, capacities and resources. It mobilizes and builds on these to deliver protection, assistance and solutions while supporting community processes and goals.

*(UNHCR Handbook for the Protection of Women and Girls, 2008)*

## EDUCATION AUTHORITIES

Governments with their associated ministries, departments, institutions and agencies who are responsible for ensuring the right to education. They exercise authority over education provision at national, district and local levels. In contexts where government authority is compromised, non-state actors, such as NGOs and UN agencies, can sometimes assume this responsibility.

*(INEE, Minimum standards for education, Preparedness, Response, Recovery, 2012)*

## EDUCATION IN EMERGENCIES (EIE)

Quality learning opportunities for all ages in situations of crisis, including early childhood development, primary, secondary, non-formal, technical, vocational, higher and adult education. Education in emergencies provides physical, psychosocial and cognitive protection that can sustain and save lives.

*(INEE, Minimum standards for education, Preparedness, Response, Recovery, 2012)*

## FORMAL EDUCATION

Learning opportunities provided in a system of schools, colleges, universities and other educational institutions. It usually involves full-time education for children and young people, beginning at between five and seven years and continuing to 20 or 25 years old. It is normally developed by national ministries of education, but in emergency situations may be supported by other education stakeholders.

*(INEE, Minimum standards for education, Preparedness, Response, Recovery, 2012)*

## GENDER-BASED VIOLENCE (GBV)

Gender-based violence (GBV) is an umbrella term for any harmful act that is perpetrated against a person's will and that is based on socially ascribed (i.e. gender) differences between males and females.

*(IASC, Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action, 2015, Geneva)*

## INCLUSIVE EDUCATION

Ensures the presence, participation and achievement of all individuals in learning opportunities. It involves ensuring that education policies, practices and facilities respond to the diversity of all individuals in the context. Exclusion from education can result from discrimination, lack of support to remove barriers or use of languages, content or teaching methods that do not benefit all learners. People with physical, sensory, mental and intellectual disabilities are often among the most excluded from education. Emergencies have an impact on exclusion. Some individuals who were previously able to access education may be excluded because of circumstantial, social, cultural, physical or infrastructural factors. Inclusive education means ensuring that these barriers to participation and learning are removed and that teaching methodologies and curricula are accessible and appropriate for students with disabilities. All individuals are welcomed and supported to make progress, and their individual requirements are addressed.

*(INEE, Minimum standards for education, Preparedness, Response, Recovery, 2012)*

## LIFE SKILLS

Skills and abilities for positive behavior that enable individuals to adapt to and deal effectively with the demands and challenges of everyday life. They help people think, feel, act and interact as individuals and as participating members of

society. Life skills fall into three inter-related categories: cognitive; personal or emotional; and inter-personal or social. Life skills can be general: for example, analyzing and using information, communicating and interacting effectively with others. They may be about specific content areas such as risk reduction, environmental protection, health promotion, HIV prevention, prevention of violence or peace-building. The need for life skills often increases in situations of crisis, requiring increased emphasis on building life skills that are relevant and applicable to the emergency and local contexts.

*(INEE, Minimum standards for education, Preparedness, Response, Recovery, 2012)*

### MENTAL HEALTH AND PSYCHOSOCIAL SUPPORT

The composite expression describes any type of internal or outside support that aims to protect or promote psychosocial well-being and/or prevent or treat mental disorder. Although the terms mental health and psychosocial support are closely related and overlap, for many aid workers they reflect different, yet complementary, approaches. Aid agencies outside the health sector tend to speak of supporting psychosocial well-being. Health sector agencies tend to speak of mental health, yet historically have also used the terms psychosocial rehabilitation and psychosocial treatment to describe non-biological interventions for people with mental disorders.

*(IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings, 2007)*

### NON-FORMAL EDUCATION

Educational activities that do not correspond to the definition of formal education (see above). Non-formal education takes place both within and outside educational institutions and caters to people of all ages. It does not always lead to certification. Non-formal education programmes are characterized by their variety, flexibility and ability to respond quickly to new educational needs of children or adults. They are often designed for specific groups of learners such as those who are too old for their grade level, those who do not attend formal school, or adults. Curricula may be based on formal education or on new approaches. Examples include accelerated 'catch-up' learning, after-school programmes, literacy and numeracy. Non-formal education may lead to late entry into formal education programmes. This is sometimes called 'second-chance education'.

*(INEE, Minimum standards for education, Preparedness, Response, Recovery, 2012)*

### PROTECTION

The concept of protection encompasses all activities aimed at obtaining full respect for the rights of the individual in accordance with the letter and the spirit of the relevant bodies of law (i.e. Human Rights Law, International Humanitarian Law, Refugee Law). Protection encompasses creating an environment conducive to full respect for the rights of individuals, preventing and/or alleviating the immediate effects of an established pattern of abuse and restoring dignified living conditions through rehabilitation, restitution, and reparation.

*(IASC, Protection of Internally Displaced Persons, 1999)*

### QUALITY EDUCATION

Quality education is affordable, accessible, gender-sensitive and responds to diversity. It includes 1) a safe and inclusive learner friendly environment; 2) competent and well-trained teachers who are knowledgeable in the subject matter and pedagogy; 3) an appropriate context-specific curriculum that is comprehensible and culturally, linguistically and socially relevant for the learners; 4) adequate and relevant materials for teaching and learning; 5) participatory



methods of instruction and learning processes that respect the dignity of the learner; 6) appropriate class sizes and teacher-student ratios; and 7) an emphasis on recreation, play, sport and creative activities in addition to areas such as literacy, numeracy and life skills.

*(INEE, Minimum standards for education, Preparedness, Response, Recovery, 2012)*

### REFUGEE

Someone who 'owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his or her nationality, and is unable to, or owing to such fear, is unwilling to avail him or herself of the protection of that country'.

*(Convention relating to the Status of Refugee, 1951)*

### SEPARATED CHILD

A child separated from both parents, or from their previous legal or customary primary care-giver, but not necessarily from other relatives. These may, therefore, include children accompanied by other adult family members.

*(International Committee of the Red Cross - ICRC -, Inter-Agency Guiding Principles on Unaccompanied and Separated Children, 2004)*

### UNACCOMPANIED CHILD

Children who have been separated from both parents and other relatives and are not being cared for by an adult who, by law or custom, is responsible for doing so.

*(International Committee of the Red Cross - ICRC -, Inter-Agency Guiding Principles on Unaccompanied and Separated Children, 2004)*

# BIBLIOGRAPHY

---

- COOPI.** (2016) Child Policy.
- COOPI.** (2014) Code of Ethics.
- COOPI.** Communication with Children Guidelines.
- COOPI.** (2018) Education in Emergency (EiE) Standard Operating Procedures (SOPs).
- COOPI.** (2015) Gender mainstreaming guidelines.
- COOPI.** (2015) Gender policy.
- COOPI.** (2016) Protection Policy.
- COOPI.** (2016) Protection Standard Operating Procedures (SOPs).
- GLOBAL PROTECTION CLUSTER.** (2012) Minimum standards for child protection in humanitarian action.
- HUMANITARIAN PRACTICE NETWORK.** (2012) Implementing the INEE Minimum Standards for Education in Emergencies, Chronic Crisis and Early Reconstruction.
- HUMANITARIAN PRACTICE NETWORK.** (2003) The role of education in protecting children in conflict.
- IASC.** (2015), Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action.
- INEE.** (2013) Guidance note on Conflict sensitive education.
- INEE.** (2012) Minimum standards for Education: Preparedness, Response, Recovery.
- INEE.** (2010) Pocket Guide to Supporting Learners with Disabilities.
- INEE.** (2010) Pocket Guide to Gender, Gender Equality in and through Education.
- INEE.** (2009) Pocket guide to inclusive education: Education in Emergencies: Including Everyone.
- SAVE THE CHILDREN.** (2007) Child Protection in Emergencies: Priorities, Principles and Practices.
- SAVE THE CHILDREN.** (2004) Education in emergencies.
- SPHERE.** (2015) The Core Humanitarian Standard and the Sphere Core Standards.
- SOCIETY FOR INTERNATIONAL EDUCATION – COLUMBIA UNIVERSITY.** (2005) Education in Emergencies and Post-Conflict Situations. Problems, Responses and Possibilities.
- UNESCO.** (2003) Education in Situations of Emergency, Crisis and Reconstruction, UNESCO strategy.
- UNICEF.** (2006) Child-friendly schools manual.
- UNICEF.** (2012) Core Commitments for Children in Humanitarian Action.
- UNICEF.** (2000) Poverty Reduction begins with Children, New York.
- UNICEF.** (2007) The Paris principles and guidelines on children associated with armed forces or armed groups.

# ACRONYMS

---

- CAAFAG:** Children Associated with Armed Forces and Armed Groups
- CAR:** Central African Republic
- CEDAW:** Convention on the Elimination of All Forms of Discrimination against Women
- CRC:** Convention on the Rights of the Child
- DIAP:** Mobile safe learning spaces for children
- DIAPado:** Mobile safe learning spaces for adolescents
- ECHO:** European Humanitarian Aid and Civil Protection
- EFA:** Education for All
- EIE:** Education in Emergency
- GBV:** Gender-Based Violence
- ICESCR:** International Covenant on Economic, Social and Cultural Rights
- IDP:** Internally-Displaced Person
- INEE:** Inter-Agency Network for Education in Emergency
- IRC:** International Rescue Committee
- LGBTI:** Lesbian Gay Bisexual Transgender and Intersex
- MHPSS:** Mental Health and Psychosocial support
- NGO:** Non-Governmental Organization
- SOP:** Standard Operating Procedures
- UASC:** Unaccompanied and Separated Children
- UNHCR:** United Nations High Commissioner for Refugees
- UDHR:** Universal Declaration of Human Rights
- UNICEF:** United Nations Children's Fund





Together we can make the world  
a better place.

HEADQUARTERS:

VIA F. DE LEMENE 50 - 20151 MILAN - ITALY

TEL. +39 02 3085057 R.A. - FAX +39 02 33403570

COOPI@COOPI.ORG - WWW.COOPI.ORG

F.C. AND VAT 80118750159



**Together we can make the world a better place.**