

Snapshot – ECHO operational guidance for HIP 2018

<p>Objectives of EiE actions supported by DG ECHO</p>	<p>A. To prevent, reduce, mitigate and respond to emergency-related barriers to the education of boys and girls of different ages affected by humanitarian crises and to ensure life-sustaining and life-saving physical, psychosocial and cognitive protection for them through quality education;</p> <p>B. To establish, through preparedness, response and recovery, innovative and flexible responses to the needs of vulnerable and out-of-school boys and girls of different ages affected by humanitarian crises so as to provide pathways into formal education systems and increased personal resilience;</p> <p>C. To protect education services, through preparedness, response and recovery interventions, by minimising damage to education systems and establishing conditions to promote rapid provision of safe, equitable, quality education, relevant to the specific context and needs of crisis-affected children;</p> <p>D. To strengthen the capacities of the international humanitarian aid system to enhance efficiency, quality and effectiveness in the delivery of EiE.</p>
<p>Outcomes</p>	<p>Outcome 1: Children affected by humanitarian crises access and learn in safe, quality and accredited primary and secondary education DG ECHO places the crisis-affected child at the centre of the response. EiE actions will respond to the multiple barriers (academic, financial, social, institutional, physical/infrastructural) that children face in accessing education due to their experiences of the humanitarian situation.</p> <p>Outcome 2: Children affected by humanitarian crises learn life-saving and life-sustaining skills, are protected and have increased personal resilience Informed by a wider context and protection risk analysis and education needs assessment, EiE programmes, both formal and non-formal, should incorporate curricular actions that focus on life-saving and life-sustaining skills, including messages from a number of sectors, if relevant. Education programmes are to support the social and emotional development of children affected by crises, provide psychosocial support and increase personal resilience, in addition to direct links to child protection services for children in increased need of support.</p> <p>Outcome 3: Education services are strengthened through preparedness, response and recovery interventions in line with the INEE minimum standards for education in emergencies While long-term education system strengthening is outside the scope of DG ECHO EiE work, the need to strengthen the capacity of education systems to plan for and respond to humanitarian crises is essential. Four specific areas for enhanced response capacity are as follows: Disaster Risk Reduction (DRR); Conflict Sensitive Education (CSE); Protection of education from attack and promoting the schools as zones of peace (SZOP) approach; Rapid Response Mechanisms (RRM).</p>
<p>Priority levels of education</p>	<p>In 2018, DG ECHO will focus EiE support to primary, lower and upper secondary levels of education. Early Childhood Education will be considered in specific circumstances, where it is already embedded in formal initial education in a national system or where specific language skills or protection needs are identified to enter primary school. TVET programmes are considered to fall outside of the scope of work for education in emergencies within the 2018 HIPs.</p>
<p>Modalities of EiE delivery</p>	<p>EiE interventions will focus on non-formal and formal education. The overall objective is to address emergency-related barriers to education so children can enter (or re-enter) formal education. This will often be achieved through temporary non-formal programmes that are designed with entry pathways into the formal system.</p>