

ACCESS TO EDUCATION

Strategy 2018 - 2020



Introduction

Education supports children and communities to live their lives in dignity and achieve their potential.

For the ICRC, consolidating and enhancing its response to education needs in armed conflict and other situations of violence is a priority.

It consists of six objectives, and outlines the operational and policy measures required to achieve them by the end of 2020. Its content is built on our understanding of the added value in enhancing access to education for children and young people, especially when this education has been disrupted by conflict or violence. This strategy also draws from the ICRC's Framework for Access to Education (A2E), taking into consideration the needs of affected populations and the key axes of engagement.

We hope that the objectives presented here, and their implementation in partnership with other actors, will give shape to our ambitions.

—*Geoff Loane, Head of Project, Education*



The ICRC will commission three evaluations in order to comprehensively track its performance against this strategy.

The Directorate will monitor this Strategy's progress and implementation on an ongoing and annual basis. With operational regions, they will also review, each year, the ICRC's operational and policy response to those needs related to access to education. Documents

summarizing and outlining the ICRC's data collection and analysis are made available, internally and externally. Otherwise, ICRC-supported education and training initiatives will be recorded, analyzed and reported systematically.

Key Objectives

- **Operations:** Education is a basic need and is prioritized by people affected by conflict and violence: this is the main reason for the ICRC's consolidation of its approach. The successful roll-out of the framework will depend first and foremost on the implementation and further development of responses to education needs in the field, where people struggle to have safe and quality access.
- **Policy and Multilateral:** Our operational efforts will be complemented by our engagement in humanitarian diplomacy, in order to promote access to education as a humanitarian need. Public communications will play an important role here, notably by supporting humanitarian diplomacy efforts.
- **Institutional:** Finally, internal changes will seek to mirror our current ambitions with regard to A2E, enabling the ICRC to achieve the operational and policy objectives set in this strategy, and to advance the file.

Strengthen &

expand our responses to mitigate the impact of armed conflict and other situations of violence on existing education services.

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Consolidate support to affected communities and the International Red Cross Red Crescent Movement through the development of vocational or professional skills, to deliver high quality humanitarian and essential services or increase their capabilities.

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Encourage &

persuade key stakeholders to demonstrate respect for education and support for access to education in situations of conflict and violence.

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Increase responses to affected students or populations who face challenges in accessing education opportunities.

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Enhance access to education through partnerships within and outside the International Red Cross and Red Crescent Movement.

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Integrate Access to Education in operational strategies and across all programmes.

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General Objective ONE

Strengthen and expand our responses to mitigate the impact of armed conflict and other situations of violence on existing education services.

Education has been systematically disrupted in armed conflict and other situations of violence. Over a number of years, the ICRC has engaged in the implementation of specific programmes that aim to protect and ensure continuity of education. These experiences feed into the ICRC's ability to reinforce access to existing education services through strengthening community capacities and dialogue with weapons bearers.

By 2020, the ICRC will have expanded the implementation of its responses to situations where armed conflict and violence have disrupted access to education, including in areas controlled by non-state armed groups.

Indicators



1.1 States and non-state armed groups improve their behaviour to ensure safe access to, and quality delivery of, education in areas under their control.



1.3 Weapons bearers take necessary steps and provide instructions to ensure safety of schools, children and teachers.



1.2 Continuity of education in schools is made possible by self-organisation and initiatives taken by communities.



Enabling Activities

Risk assessments of existing education services and related persons, using community engagement and focus group discussions, throughout the project cycle.

The implementation of school-based programmes in relevant delegations by 2018, starting with three large programmes and ten small programmes.

The development of context-specific plans of action, using traditional and innovative approaches.

The development of self-protective measures with the community to reduce exposure to threats in and on the way to school: these measures can include reinforcement of passive security, preparedness to threat of attack, and safe movement.

Integration of educational issues in dialogue with authorities, weapons bearers, and other relevant stakeholders on conduct of hostilities — especially where it impacts educational infrastructure and related persons, or concerns raised by communities.

Engagement with states and non-state armed groups in at least three contexts, to ensure their formal recognition at policy and doctrine level, of schools and other educational institutions as protected spaces, and of the importance and value of accessing safe and secure education.

Support for enhanced implementation of the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict at the level of states affected by conflict and violence.

General Objective TWO

Increase responses to affected students or populations who face challenges in accessing education opportunities.

The ICRC, through its multi-disciplinary approach, aims to facilitate great access for children and young people affected by conflict and violence to attend school. It also aims to support the resumption of education where it has been suspended due to conflict and violence. The systematic assessment of access to education is an element of how the ICRC looks at contexts and affected populations.

By 2020, the ICRC's activities towards enabling access to education for affected individuals and populations will increase; special attention will be given to vulnerable groups, such as girls, persons deprived of freedom, the displaced, migrants, families of missing persons, and children being reunited with their families (including children associated with armed forces or groups).

Indicators



2.1 States and non-state armed groups take clear measures to support quality delivery of education in areas under their control, with attention to vulnerable groups.



2.2 Higher levels of educational attainment are reflected in specifically vulnerable groups and across the gender divide.



2.3 Vulnerable persons actively participate in society, employment and other re-integration opportunities, doing so in part through engagement with educational system.



2.4 Communities' self-organization and initiatives contribute to the resumption of education (e.g. through community-based informal classes).



South Sudan, Unity State, Leer. This young girl is eight years old. Before she was going to school but since the conflict started she does not attend any classes. Instead many people now reside in the former school-building.

Enabling Activities

The collection of and analysis of key data measurements (from both internal and external sources) in relation to access to education in relevant ICRC operations, with a focus on gender divisions and vulnerable groups;

The identification and consideration of innovative solutions enabling affected people to complete the education cycle — this includes, for instance, the use of new technologies;

The development of context-specific plans of action, using traditional and innovative approaches;

The implementation of responses for access to education, as described above, in delegations previously not engaged in education (initial pilot of three large and ten smaller responses by 2018);

The continuation of existing quality initiatives in places of detention and for children being reunited with their families;

The contribution of resources to reinforce community access to education (economic support, infrastructural support, accompaniment procedures for administrative challenges).

General Objective THREE

Consolidate support to members of affected communities and the International Red Cross Red Crescent Movement through the development of vocational or professional skills, to deliver high quality humanitarian and essential services or increase their capabilities for a life with dignity.

For decades, the ICRC has directly provided, or supported the provision of, education to affected populations. It does so especially where this education enables the performance of services critical to humanitarian operations (i.e. engineers, orthopedic technicians, operators, nurses, war surgeons, first aid providers, agronomists, and veterinarians), or enhances affected people's livelihoods or access to essential services (i.e. detention management, agricultural techniques, livestock management, water and sanitation, hygiene practices, and veterinary science).

This objective recognizes and expands the provision of education to individuals from affected communities. Distinct from Objectives ONE and TWO, education appears here as a means to achieve specific humanitarian objectives linked with individual, and often adult, professional capabilities.

By 2020, the ICRC will consolidate this approach as a pillar of its A2E responses, and further implemented activities of this nature.

Indicators



3.1 Service delivery mechanisms and humanitarian impact are enhanced by affected individuals and National Society staff's higher degree of externally certified vocational/professional skills and training.



3.2 Affected individuals are engaged in the delivery of humanitarian services following ICRC supported professional education or training.



3.3 Local communities are better able to respond to their humanitarian needs through the enhanced and effective financing of professional education and training.



J. Strazluso/ICRC

South Sudan. For the children of Udier, school has been closed since the outbreak of the most recent fighting and there is little to do.

Enabling Activities

Research and analysis is undertaken to understand the relevance of education delivery initiatives through the scope and scale of the ICRC's support;

The mobilization of financial and other resources, based on the specific compilation and analysis of the ICRC's direct support for professional and vocational training;

The identification, further capacity building and skill development of members of affected

communities, essential service providers, and other affected people who can benefit from internal and external education in order to ensure community access to sustainable essential services.

General Objective FOUR

Affected people have an enhanced access to education through partnerships within and outside the International Red Cross and Red Crescent Movement.

Partnerships will be essential in implementing this strategy and the A2E approach more broadly, particularly at the operational level. The ICRC's view on partnerships builds on the consensus that its primary role in A2E is that of a facilitator, rather than a provider (with the exception of activities referenced in Objective THREE). This, in turn, requires the ICRC to partner with, or mobilize providers themselves, be they government bodies or third parties. In addition to the delivery of education, partners will also support key activities, and may be essential in gathering information on education services and opportunities available to affected populations.

Specific partnerships will be based on an institutional agreement with global Education in Emergency providers, such as INGOs. These partnerships will also be mobilized in field contexts subject to specific circumstances. While the ICRC has collaborated and worked operationally with many actors, it has yet to develop concrete partnerships. It is essential that this way of working be explored in order to maximize the field impact.

By 2020, the ICRC will develop its approach and establish meaningful partnerships in the field of A2E.

Indicators



4.1 Children and young people have greater access to, and a wider provision of, education through complementary institutional and field-based partnerships between the ICRC and other organizations.



4.2 Peer humanitarian organizations and National Societies have greater access to contested and conflict affected environments through their interaction with the ICRC.



4.3 Partner organizations within the private sector have increased their engagement towards supporting the delivery of education in situations of humanitarian emergency.

Enabling Activities

The establishment and mobilization of MoUs with partner organizations, Red Cross and Red Crescent societies, and educational institutions;

The mapping and identification of main education providers who, in principle, can be mobilized to support education in emergencies;

Five formal partnerships within and outside of the International Red Cross and Red Crescent Movement, demonstrating the efficacy of a partnership approach.

Taiz, Al Salal district. Yemeni children continue to go to school despite the critical situation.



General Objective FIVE

Strengthen efforts to encourage and persuade key stakeholders to demonstrate respect for education and support for access to education in situations of conflict and violence.

In recent years, the ICRC has actively raised education as a humanitarian concern in several multilateral fora and events. While acknowledging these efforts, this objective aims to strengthen our policy and diplomatic engagement on A2E with key stakeholders at local, regional, and global levels. These include, but are not limited to, states, non-state armed groups, NGOs, and international organizations.

These diplomatic efforts aim to devise, improve, and promote practical measures and strategies to ensure access to education amidst armed conflict and violence. They also seek to support the ICRC's operational activities under the areas highlighted in Objective ONE and TWO.

By 2020, the ICRC will strengthen dialogue with key stakeholders on A2E, engaging with communities of concern and other actors to identify good practices and lessons learned from various regional contexts. The ICRC will have positioned itself as a key actor in education in emergencies, given its specific expertise and the added value of its front line experience and understanding of the nexus between security and education.

Indicators



5.1 As a result of the ICRC's efforts, states and other authorities incorporate specific actors in order to foster access to education for vulnerable groups affected by conflict and violence.



5.2 Soft law provisions, regional and global resolutions and statements by authorities reflect a greater commitment to support the continuation and resumption of quality education amidst conflict and violence.



5.3 Violations of the law in relation to actions jeopardizing access to basic education are increasingly sanctioned.

Enabling Activities

The development of an ICRC Policy Strategy for Access to Education, which will determine main fora and key messages to underpin the ICRC's humanitarian diplomacy work on A2E;

The development of policies reflecting A2E's urgency & priority in humanitarian contexts;

The advocacy in support of multilateral forums, such as regional and global bodies, and resolutions, to incorporate education in conflict and violence as a theme for discussion and deliberate at the highest levels;

Engagement in global platforms on policy issues associated with education, and attaining observer status (or other) on several international and regional bodies;

The use of communication tools, such as surveys, environment scanning, and monitoring, to assess education needs and the

impact of education activities;

Engage in public communications to position the ICRC on education, and ensure the production of materials at the global and national levels reflecting the impact of armed conflict and violence on A2E, and the efforts taken to mitigate this;

The release of context-based communication tools and materials in support of operational and policy approaches at the delegation level;

The hosting of local or regional workshops and round tables, drawing from experiences within the Healthcare in Danger project, to bring education and military actors together to examine disruption in their contexts, lessons learned, and support that can be offered to mitigate risks and reduce the negative impacts of disruption.

Norte de Santander, Catatumbo region, San Calixto, Manizales village. Astrid, 22 years old, had a leg injury. She will finish high school this year and dreams about becoming a nurse.



General Objective SIX

Integrate Access to Education in all programmes.

This objective reflects the consensual understanding that the ICRC's response to education requires the involvement of multiple departments, in the field and at policy and multilateral levels. Accordingly, A2E will be mainstreamed within the organization's different structures so as to allow for an effective and lasting impact.

By 2020, the ICRC will integrate A2E in all relevant operational strategies and programmes, including programme reference frameworks, encompassing not limited to Protection of Civilians, Detention, RFL, Health, Water & Habitat, Economic Security, Weapon Contamination, Prevention, Movement, and Communications.

Indicators



6.1 Unit and divisional reference frameworks, trainings, planning, and reporting reflect clear objectives in relation to A2E and partnerships with others.



6.2 Impact analysis and programme evaluations reflect a high degree of multilateral engagement across programmes as the most effective means to ensure best outcomes for children and young people.



6.3 Field-based programmes reflect a diverse and full funding cycle for planned objectives.



6.4 Programme results are linked to a growing level of trained HR expertise and deployment in the field of education.



6.5 Multilateral and diplomatic fora strengthen resolutions and other instruments, due to the ICRC's direct operational and policy input on humanitarian needs linked to A2E.

Enabling Activities

The progressive development of a complete set of education-related operational objectives within all main ICRC units and divisions;

The integration of education-related issues into communications strategies;

The development of a funding strategy and the launch of an appeal focusing on education.

The elaboration of a humanitarian diplomacy strategy.

The incorporation of access to education in all key training courses of management, units, and divisions.

The exposure of newly recruited staff to discussions on A2E during their initial training.

The progressive deployment of education staff to work in delegations, both mobile and resident, by 2018.

The development of multidisciplinary education objectives by delegations, integrating and consolidating the strategy in their operational plan.

The extensive dissemination of A2E strategy in field delegations, achieving ownership.

South Sudan, Equatorias region, Torit, central prison. Portrait of a former school teacher. He gives English classes to his fellow inmates. "My village is far away and my relatives never come to visit because of the insecurity on the road."



The ICRC helps people around the world affected by armed conflict and other violence, doing everything it can to protect their dignity and relieve their suffering, often with its Red Cross and Red Crescent partners. The organization also seeks to prevent hardship by promoting and strengthening humanitarian law and championing universal humanitarian principles.



ICRC