

ANNEX 2 – ACCESS to EDUCATION (A2E): STRATEGY for 2018-2020**ACCESS TO EDUCATION (A2E)****STRATEGY FOR 2018-2020**

This document outlines the ICRC Access to Education Strategy 2018-2020 for consolidating and enhancing its response to education needs in armed conflict and other situations of violence. It consists of six objectives to be achieved by the end of 2020, building on the institutional understanding of the organisation's added value in this field and taking into consideration the key axes of engagement, activities, target populations and limitations observed in the ICRC's Framework for Access to Education (henceforth "Framework").

Using a needs based approach, and based on an assessment of ICRC's added value, the aim of this strategy is to outline operational and policy measures to enhance access to education of children and young people whose education has been disrupted as a result of conflict or violence. Such measures, in partnership with others also aim to support children and communities to live their lives in dignity and achieving their potential.

The objectives presented in this strategy give shape to the ICRC's ambitions as an institution. They do not concern any one field delegation in particular; rather, they offer a way of assessing the advances of the Access to Education file in the organisation during the next three years.

Specific objectives for field delegations will be included in relevant programme reference frameworks, as explained in General Objective 6 of the present document.

EXECUTIVE SUMMARY

General Objective 1: The ICRC will strengthen and expand its responses aimed at mitigating the impact of armed conflict and other situations of violence on existing education services.

General Objective 2: The ICRC will increase its responses to affected students or populations who face challenges in accessing education opportunities.

General Objective 3: The ICRC will consolidate its support to members of affected communities and the Movement through development of vocational and /or professional skills, as appropriate, to deliver high quality humanitarian and essential services and/or to increase their capabilities, for a life with dignity.

General Objective 4: Through partnerships, in and out of the Movement, the affected population has an enhanced access to education.

General Objective 5: The ICRC will strengthen its efforts to encourage and persuade key stakeholders to demonstrate respect for education and support for populations' access to education in situations of conflict and violence.

General Objective 6: The ICRC will integrate Access to Education in operational strategies and across all programmes.

Evaluations

The ICRC will commission three evaluations in order to comprehensively track institutional performance against this strategy:

- **2018:** Institutional baseline study;
- **2019:** Lessons learned assessment at mid-way point of strategy implementation;
- **2020:** End of strategy evaluation.

Monitoring and reporting

- OP_DIR will monitor progress and implementation of this strategy on an ongoing and annual basis.
- Operational regions and OP_DIR review the ICRC operational and policy response to humanitarian needs linked to access to education on an annual basis.
- Annual documents summarising and outlining ICRC data collection and analysis are made available internally and externally.
- ICRC supported education and training initiatives are recorded, analysed and reported systematically.

KEY OBJECTIVES

1. Operations

The main reason for the ICRC to take the necessary steps to consolidate its approach to education in humanitarian contexts was the fact that education is a basic need and is prioritised by affected populations. By the same token, the successful roll out of the Framework will depend first and foremost on the implementation and/or further development of responses to education needs in the field, where populations struggle to have access to safe and quality education.

Even though the objectives below are closely linked to the organisation's work in the field, these objectives remain a reference for the Access to Education file, and do not seek to impose ambitions on any particular delegation.

General Objective 1: The ICRC will strengthen and expand its responses aimed at mitigating the impact of armed conflict and other situations of violence on existing education services.

Since 2009, when the ICRC began to implement the Rio Pilot Project in Brazil, the ICRC has been implementing specific responses targeting education facilities and their communities particularly exposed to the risks, especially, but not exclusively, in OSV contexts, such as Mexico and Honduras. Through this, the ICRC has developed an expertise on school-based programmes aimed at increasing capacities of communities to reduce their exposure to risks, as well as specific dialogue with weapon bearers to reduce threats.

By 2020, the ICRC will have consolidated such programmes in OSV and considerably expanded implementation of similar responses in contexts of armed conflict, including in areas controlled by non-State armed groups.

Indicators of achieving this objective include:

Indicator 1.1: Improved behaviour of States and NSAGs in ensuring the continuation of safe access to and quality delivery of education, in areas under their control.

Indicator 1.2: The continuity of education in schools and other education institutions is made possible by the self-organisation and initiatives taken by communities, including but not limited to risk awareness and safe behaviour, first aid capabilities upon training, and communities' dialogue with authorities.

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

Activities necessary to achieve this objective include:

- Risk assessments of existing education services and related persons, including through focus groups discussion and other direct community engagements, throughout the project cycle.
- Implementation of school-based programmes as described above in relevant delegations (initially, 3 large and 10 smaller by 2018);
- Development of context specific plans of action, using traditional and innovative approaches;
- Development of self-protective measures with the community to reduce exposure to threats in / on the way to-from schools (such measures can include reinforcement of passive security, preparedness to threat of attack, safe movement);
- Integration of educational issues within dialogue with authorities / weapon bearers / other relevant stakeholders on conduct of hostilities that impact educational infrastructure and related persons and/or on concerns raised by communities;
- Engagement with States and NSAGs 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 2: The ICRC will increase its responses to affected students or populations who face challenges in accessing education opportunities.**

While Objective 1 focuses on reinforcing access to existing education services, this objective aims to re-introduce access where it has been suspended, or increase access to education for specific vulnerable populations. It is based on a consideration that the systematic assessment of access to education is an element of how ICRC looks at contexts and populations where it operates.

By 2020, the ICRC will have increased responses aimed at enabling access for affected individuals and populations, with special attention to particularly vulnerable groups, such as gender based exclusion, persons deprived of freedom, displaced and migrants, families of missing persons and children being reunited with their families (including children who have been associated with armed forces or armed groups).

Indicators of achieving this objective include:

Indicator 2.1: States and NSAGs will have taken clear measures to support the quality delivery of education in areas under their control, with particular attention to specific vulnerable groups.

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

Indicator 2.3: Active participation of vulnerable persons in society and employment and other re-integration opportunities, in part through engagement with educational system.

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

Activities necessary to achieve this objective include:

- 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;
- Explore and consider innovative solutions, such as the use of new technologies, in order that affected populations could complete education cycles;
- Development of context specific plans of action, using traditional and innovative approaches;
- Implementation of responses for access to education as described above in delegations previously not engaged in education (initially piloted in 3 large and 10 smaller by 2018);
- Encourage continuation of existing quality initiatives in places of detention and for children being reunited with their families;
- Contribution of resources to reinforce access of communities to education (economic support, infrastructural support, accompaniment procedures for administrative challenges...);

- **General Objective 3: The ICRC will consolidate its support to members of affected communities and the Movement through development of vocational and / or professional skills, as appropriate, to deliver high quality humanitarian and essential services and/or to increase their capabilities, for a life with dignity.**

For decades, the ICRC has directly provided or supported education provision for affected populations in areas of humanitarian added value, either because it enables them to perform services critical to humanitarian operations (notably engineers, orthopaedic technicians, operators, nurses, war surgeons, first aiders, agronomists and veterinarians), or because it enhances their livelihoods and/or access to essential services (notably detention management, agricultural techniques, livestock management, water and sanitation, hygiene practices, and veterinary science).

This objective mirrors the third axis of engagement of the Framework in recognising and expanding the provision of education to individuals from affected communities. Distinct from objectives 1 and 2, (externally certified) education appears here as a means to achieve specific humanitarian objectives linked with individual, often adult, professional capabilities.

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

Indicators of achieving this objective include:

Indicator 3.1: Enhanced service delivery mechanisms and humanitarian impact based on higher degree of externally certified vocational and / or professional skills and training to affected community members and National Society staff.

Indicator 3.2: Engagement of members of affected communities /recipients in the delivery of humanitarian services following ICRC supported professional education or training.

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

Activities necessary to achieve this objective include:

- Research and analysis is undertaken to understand scope and scale of education delivery initiatives supported by ICRC as the basis for understanding its relevance;
- Financial and other resources will be mobilised based on a specific compilation and analysis of the direct support for professional and vocational training ICRC undertakes.
- Identification and (further) capacity building and skill development of members of affected communities, essential service providers and beneficiaries who can benefit from internal and external education in order to ensure community access to sustainable (essential) services;

- **General Objective 4: Through partnerships, in and out of the Movement, the affected population has an enhanced access to education.**

Partnerships, taking into consideration respective qualities, will be essential in implementing this strategy and the ICRC's approach to A2E more broadly, particularly so at operational level. This view on partnerships builds on the consensus, reflected in the Framework, that the primary role of ICRC in A2E is that of a facilitator, rather than a provider (with the exception of activities referred to in Objective 3), which in turn, requires the ICRC to partner with or mobilise providers themselves, be they government bodies or third parties. In addition to the delivery of education, partners will also play a role in carrying out key supporting activities, and may be essential in the gathering of information on education services and opportunities available to affected populations. Specific partnerships will be based on an institutional agreements with global Education in Emergency (EiE) providers, such as INGO's, and mobilised in specific field contexts subject to specific circumstances.

While the ICRC has, in many areas, collaborated with and worked operationally with a multitude of actors, it has yet to develop partnerships in the full sense of the term. It is, thus, essential that the ICRC explores this way of working with others actors in order for its impact in the field to be maximised.

By 2020, the ICRC will have developed its approach to partnerships, and established meaningful partnerships with relevant actors in the field of A2E.

Indicators of achieving this objective include:

Indicator 4.1: Children and young people will have greater access to and provision of education through the existence of complementary institutional and field based partnerships between ICRC and other organisations.

Indicator 4.2: Peer humanitarian organisations and National Societies will have greater access to contested and sometimes conflicted affected environments through an interaction with ICRC.

Indicator 4.3: Partner organisations within the private sector have increased their engagement with support to the delivery of education in situations of humanitarian emergency.

Activities necessary to achieve this objective include:

- Establishment and mobilisation of MOU's with partner organisations, RC / RC and educational institutions
- Mapping and identification of main education providers who in principle can be mobilised to support education in emergencies.
- Five formal partnerships in and outside the Movement, demonstrating the efficacy of that approach

2. Policy and Multilateral

Whereas the bulk of the ICRC's approach to access to education will be implemented in the field and built on the operational objectives above, these efforts will be complemented by the organisation's engagement in humanitarian diplomacy in order to promote education as a humanitarian need. Public communications will play an important role in the implementation of this objective, notably by supporting/complementing humanitarian diplomacy efforts

General Objective 5: The ICRC will strengthen its efforts to encourage and persuade key stakeholders to demonstrate respect for education and support for populations' 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 the organisation's policy and diplomatic engagement on A2E with key stakeholders at local, regional and global levels, including but not limited to States, NSAGs, NGOs, and international organisations. These diplomatic efforts aim to devise, improve and promote practical measures and strategies to ensure access to education in armed conflict and violence, and support ICRC's operational activities under the areas highlighted in Objectives 1 and 2.

By 2020, the ICRC will have strengthened its dialogue with key stakeholders around A2E, engaging with communities of concern and other actors (such as militaries, NSAGs etc) to identify good practices and lessons learned from various regional contexts, and positioned the organisation as an actor in education in emergencies, including by highlighting the ICRC's specific expertise and added value, founded upon its frontline experience and understanding of the nexus between security and education.

Indicator 5.1: States and other authorities will incorporate specific actions in order to foster the access to education for vulnerable groups affected in conflict and violence because of the role of the ICRC:

Indicator 5.2: Soft law provisions, regional and global resolutions and statements by authorities reflect a greater commitment to supporting continuation and resumption of quality education in situations of conflict and violence.

Indicator 5.3: Violations of the law in relation to actions jeopardising access to basic education are increasingly sanctioned

Activities necessary to achieve this objective include:

- Development of an ICRC Policy Strategy for Access to Education, which will determine main fora and key messages to underpin the organisation's work in humanitarian diplomacy on A2E.
- Support to development policies that reflect the urgency and priority of assuring access to education in humanitarian contexts (Global Partnership for Education, Education cannot Wait, Education Above All, WEF);
- Advocacy in support of multilateral forums, such as regional (AU, ASEAN, EU, OAS) and global bodies, incorporating education in conflict and violence as a theme for discussion and deliberation at the highest levels, as well as resolutions;
- Engagement in global platforms on policy issues associated with education and attaining of observer status (or other) on several international and regional bodies;

- Communication tools, such as surveys, environment scanning and monitoring will be utilized for the purposes of assessing both education needs and impact of education activities.
- ICRC engages in public communications to position the ICRC on Education and ensure ICRC public communications will produce such materials at global and national levels which reflect the impact of armed conflict and violence on access to education, and the efforts taken by ICRC to mitigate this.
- Delegations will be encouraged to release context-based communication tools and materials in support of operational and policy approaches.
- Using the HCoD experience, specific delegations will host local and/or regional workshops and round tables, bringing together education actors (e.g. education authorities, professionals, parents, teachers associations, UN, NGOs) and military/security actors to examine what disruption means in their contexts, the lessons learned and the support that can be offered to mitigate the risks and reduce the negative impacts of disruption (for example by conducting preparedness training for teachers)

3. Institutional

A last, essential part of this strategy concerns internal changes to be effected, mirroring the ICRC's current ambitions with regards to A2E and aiming at enabling the organisation to achieve the operational and policy objectives set in this strategy, and to advance the file institutionally.

General Objective 6: The ICRC will integrate Access to Education in operational strategies and across all programmes.

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

By 2020, the ICRC will have integrated access to education in all relevant operational strategies and programmes, including in programme reference frameworks – such as, but not limited to, Protection of Civilians, Detention, RFL, Health, Water and Habitat, Economic Security, Weapon Contamination, Prevention, Movement, and Communications.

Indicators of achieving this objective include:

Indicator 6.1: Unit and divisional reference frameworks, trainings, planning and reporting reflect clear objectives in relation to access to education and partnership with others.

Indicator 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.

Indicator 6.3: Field based programmes reflect a diverse and full funding cycle for their planned objectives

Indicator 6.4: Programme results are linked with a growing level of trained HR expertise, through for example CERAH, and deployment in the field of education

Indicator 6.5: Multilateral and diplomatic fora strengthen their resolutions and other instruments in response to direct ICRC operational and policy inputs on humanitarian needs linked to access to education.

Activities necessary to achieve this objective include:

- Progressive development of a complete set of education-related operational objectives within all main ICRC units and divisions;
- Integration of education-related issues into communications strategies
- Development of a funding strategy and launch of appeal focusing on education
- Elaboration of a humanitarian diplomacy strategy.
- Incorporation of access to education in all key training courses of management, units and divisions;
- Exposure of newly recruited staff to discussions on access to education during their initial training;
- Progressive deployment of education staff to work in delegations, both mobile and resident by 2018
- Delegations would develop multidisciplinary education objectives that integrated and consolidated the strategy in the operational plan.
- Access to education strategy has been extensively disseminated in field delegations and ownership has been achieved.