



ICRC

ACCESS-TO-EDUCATION STRATEGY

2021 – 2026



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INTRODUCTION

This strategy, together with the overarching *Framework for Access to Education*,¹ outlines the definition and approach of the International Committee of the Red Cross (ICRC) to access to education and sets out the ICRC's ambitions and commitments in relation to this essential public service. Its purpose is to support the ICRC's work to ensure that children and adults affected by armed conflict and other situations of violence have better access to education.

The ICRC sees education as a learning process that allows children to acquire skills for their academic and social development and that allows adults to acquire skills for their professional development. Education also “allows people to develop their resilience, ability to self-protect and to appreciate human values – all of which are lifelong essentials”.²

The disruption to education caused by armed conflict and other violence has far-reaching impacts – limiting children's future opportunities and choices, and ultimately jeopardizing the security and development of society. A growing body of evidence shows that the failure to provide education during an armed conflict will lead to a lack of educational services and lower quality educational services in the longer term, in turn leading to significantly lower demand for education if households struggle to meet their own basic needs. Over time this contributes to poor performance on development indicators and the erosion of essential public services, both of which rely on an educated workforce.

Historically, humanitarian work in education in armed conflict and other violence has been limited, as it was not seen as a life-saving activity. It also was considered too long-term for humanitarian actors to address, and too crisis-focused for development actors to deal with. But those attitudes have shifted substantially in recent years.³ Increasingly, and particularly at the urging of the affected communities, the humanitarian sector has begun prioritizing support for education for them. Advocacy efforts aimed at getting education recognized as a humanitarian need led to the development of the education-in-emergencies sector.

In recent decades, the ICRC has carried out many different activities related to education. The ICRC's primary objective has been to respond, reactively or preventively, to the disruption of education in armed conflict or other violence by enabling safe access to inclusive, resilient education systems providing quality education for children, adult students, teachers, administrators and families. The first formal access-to-education strategy, covering the period 2018–2020, was developed to help ensure that a focused, mainstreamed and integrated approach was taken to enhancing access to education where it had been disrupted by armed conflict or other violence. Below are the main lessons learned at operational, systems and global levels.

At operational level, more than 30 field delegations have implemented small-scale access-to-education activities. Ten delegations have successfully factored access to education into their protection and assistance responses and included it in various stages of the programme cycle. In six delegations, dedicated access-to-education advisers have created substantial longer-term and integrated/mainstreamed education interventions. However, needs assessments need to become fully multi-disciplinary and systematically include the voices of children. Continued attention needs to be paid to: communicating access-to-education messages in protection dialogue with armed groups, recognizing the lead role of ministries of education and working closely with them, and developing additional mechanisms to improve children's well-being to ensure the response to children's needs is comprehensive.

1 ICRC, *Framework for Access to Education*, Geneva, 2017: <https://www.icrc.org/en/document/framework-access-education>, all web addresses accessed June 2021.

2 *Ibid.*

3 Education can be life-saving in protecting children from recruitment into armed groups, violence and exploitation (such as child labour) and can provide life-saving information (e.g. on how to protect yourself from mine risks, health hazards). It also provides much needed long-term prospects for children and young adults.

At the systems level, ICRC technical departments and units have mainstreamed access to education in their programme frameworks and monitoring and evaluation systems. However, the process needs to be strengthened, and there needs to be better documentation and communication of operational access-to-education experiences and lessons learned.

At global level, one person, with occasional support from contractors and temporary staff, has been promoting access-to-education activities and providing technical support for those activities. The access-to-education approach is based on active internal collaboration that draws on and contributes to the work of the education-in-emergencies community. Continued efforts are therefore needed to mainstream the internal process and translate the external partnerships that have been built into concrete action in the field. One of the priorities is taking a Movement approach to education: working within the International Red Cross and Red Crescent Movement (Movement) with the International Federation of Red Cross and Red Crescent Societies (IFRC) and National Red Cross and Red Crescent Societies (National Societies).

The Movement and the global network of education-in-emergencies practitioners have welcomed the ICRC's actions, acknowledging the value that the ICRC brings in terms of access to hard-to-reach communities and leverage when advocating for respect for IHL. The ICRC, in turn, stands to benefit from the practitioners' and Movement partners' extensive expertise in this area and experience in the community. By working with them closely and drawing on their respective knowledge, skills and strengths, the ICRC seeks to address some of the gaps in current emergency responses and the enormous educational needs generated by protracted conflict.

The current five-year strategy recognizes the key role of education in emergencies in providing protection for children and adults by both developing their skills and values and creating a secure environment, particularly where there is armed conflict or other violence. It aims to incorporate the Inter-Agency Network for Education in Emergencies (INEE) Minimum Standards for Education⁴ as the global tool specifying the minimum level of educational quality and access in emergencies through to recovery. It also commits to continued close collaboration with global platforms such as the Global Education Cluster and Education Cannot Wait while also supporting wider goals including United Nations Sustainable Development Goal 4.

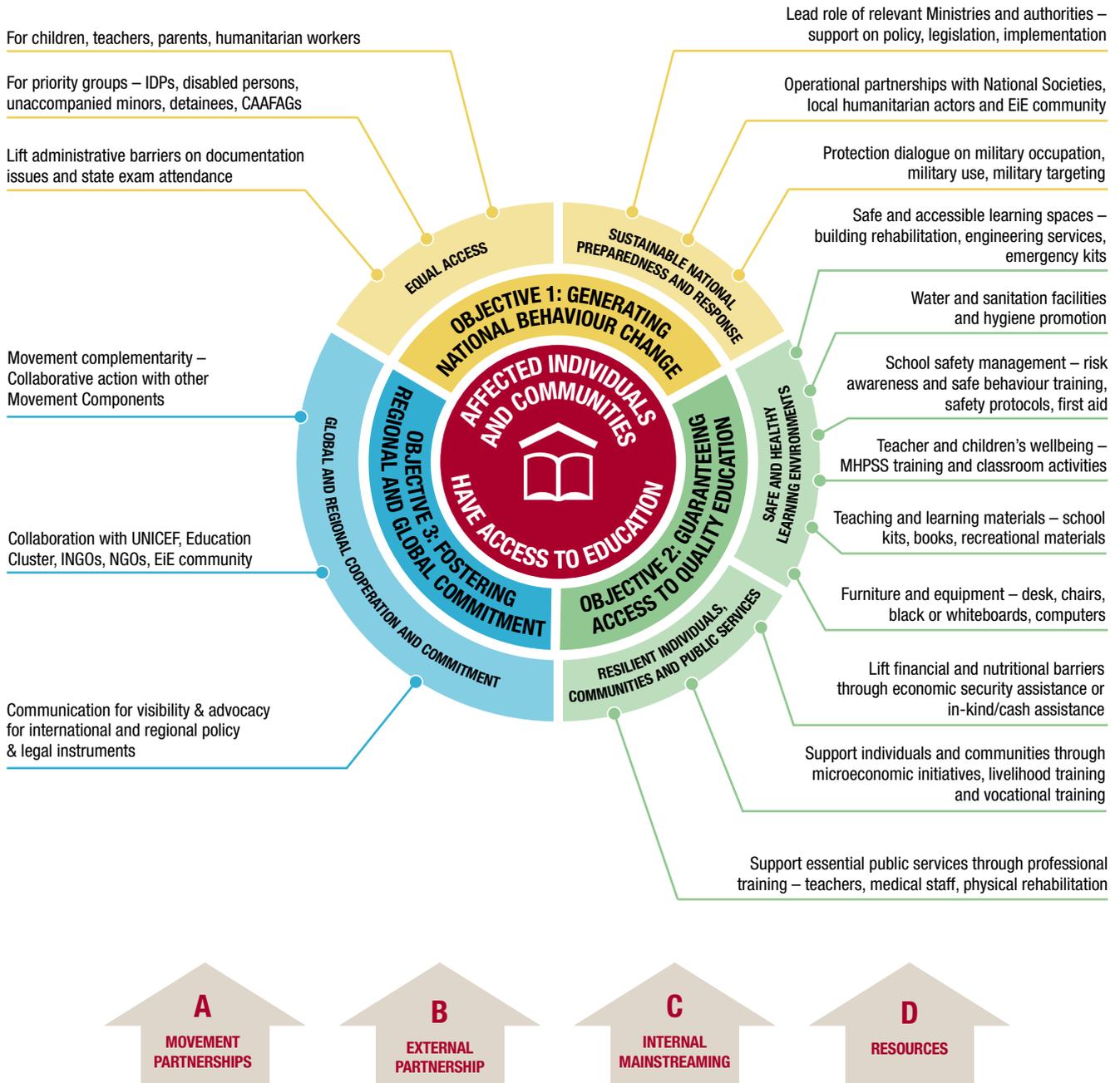
More concretely, this strategy provides a long-term perspective on the ICRC's multidisciplinary approach to access to education at strategic, policy and operational levels. It draws on experience and lessons learned from the first strategy and from ongoing operational and policy-level activities. Under the strategy, each of the ICRC's units, such as in the areas of protection, assistance and prevention, is responsible for integrating the access-to-education approach into their activities and services, with support from partners. Their activities are also informed by international humanitarian law (IHL), given that IHL expressly protects the continuity of education in armed conflict.⁵

This strategy contains three objectives, focused first on changing the behaviour of states and belligerents, second, on implementing an operational response for access to education, and third, on generating political commitments in regional and global forums to promote access to education. Four "enablers" provide support for achieving these objectives: collaboration and partnerships with components of the Movement, external partnerships, internal mainstreaming and integration, and resources for the access-to-education strategy and activities.

4 Inter-Agency Network for Education in Emergencies, *Minimum Standards for Education: Preparedness, Response, Recovery*, 2010: <https://inee.org/resources/inee-minimum-standards>. These standards aim to: enhance the quality of educational preparedness, response and recovery; increase access to safe and relevant learning opportunities for all learners, regardless of their age, gender or abilities; and ensure accountability and strong coordination in the provision of education in emergencies through to recovery.

5 For an overview of the protection of education under IHL, see ICRC, *International Humanitarian Law and the Challenges of Contemporary Armed Conflicts*, Geneva, 2019, p. 44: <https://shop.icrc.org/international-humanitarian-law-and-the-challenges-of-contemporary-armed-conflicts-recommitting-to-protection-in-armed-conflict-on-the-70th-anniversary-of-the-geneva-conventions-pdf-en>.

This strategy has been structured to ensure there is a direct link between the key objectives and how to reach and measure them. It is intended as a guide to the user for developing and assessing an approach and the associated workplan for implementing the programmes for enhancing access to education. The overarching conceptual framework (see Figure 1 below) provides a graphic representation of how these components fit together, linking activities to objectives.



GENERAL OBJECTIVE 1:

Key national political and military stakeholders and non-state armed groups demonstrate increased understanding of the impact of armed conflict and other violence on education and strengthen their responses to the education needs of children and adults

The sustained disruption of education is one of the direct consequences of armed conflict and other violence, significantly undermining the continuity of an essential public service. Evidence has demonstrated that education is the first public service to be affected by external shocks, whether because fear and lack of security lead to school drop-out and closure, or because schools are used by armed forces or displaced civilians. Attacks on schools also pose a direct threat to education. In all these situations authorities often show limited capability to effectively protect the continuity of education. The March 2020 example of COVID-19, which saw nearly two billion children out of school, demonstrates the fragility of education to external and covariate shocks, with girls and marginalized groups most severely affected. The pandemic visibly exacerbated a multitude of threats and risks, such as recruitment of children by armed groups and school drop-out among children living in places affected by armed conflict and other violence. Supporting states' responsibility to ensure education continues in all circumstances is a key area of ICRC engagement.

By 2026, political and military stakeholders, including non-state armed groups, will have an increased understanding of the impact of armed conflict and other violence on access to education. The behaviour of authorities and weapon bearers will have changed accordingly. To achieve this, ICRC will systematically engage with states and non-state armed groups and their key national security and education authorities to incorporate safeguards to protect the continuity of or restore education.

Indicators

- 1.1** Based on ICRC engagement, political authorities, security forces and non-state armed groups increase the number of and catalogue the instructions to their central and local administrations and armed forces that describe how to ensure the safety of schools, children and other students, and teachers and other staff during armed conflict and other violence.
- 1.2** Linked to ICRC engagement, political authorities put in place mechanisms, including contingency planning, to ensure the continuity of education in crisis situations.
- 1.3** State armed forces and non-state armed groups modify their behaviour and/or their policies, protocols or codes to protect and respect continuous safe access to, and delivery of, education.⁶
- 1.4** ICRC data, together with other data sources on all relevant areas, have improved identification of baseline humanitarian needs generated by the disruption of access to education and other public services by armed conflict and other violence and the necessary humanitarian responses.
- 1.5** State and non-state actors increasingly penalize violations of or lack of compliance with all legal and regulatory instruments that jeopardize the provision of basic education.

To achieve General Objective 1, the ICRC will:

- Systematically conduct risk assessments on existing education services and related people and collect quantified sex, age and disability disaggregated data on access-to-education issues using, among other instruments, community engagement and child focus-group discussions as well as existing data from other organizations.
- Document IHL violations, the protection concerns caused by the presence and behaviour of armed actors, and the impact of disruption of education, for use in dialogue on the conduct of hostilities with authorities, weapon bearers and others.

⁶ Global Coalition to Protect Education from Attack, Safe Schools Declaration, 2015; Global Coalition to Protect Education from Attack, "Guidelines for protecting schools and universities from military use during armed conflict", 2014: <https://www.icrc.org/en/document/safe-schools-declaration-and-guidelines-protecting-schools-and-universities-military-use#:~:text=The%20Safe%20Schools%20Declaration%2C%20launched,its%20continuity%20during%20armed%20conflict.>

- Assess the impact of violence below the threshold of armed conflict on education and identify and carry out context-specific responses consistent with the ICRC's humanitarian approach and partnerships with others in the Movement.
- Engage with states, weapon bearers and non-state armed groups, including through operational dialogue, where relevant, to ensure that they formally recognize schools and other educational institutions as protected spaces and implement that protection at policy and operational levels, in order to support implementation of the "Guidelines for protecting schools and universities from military use during armed conflict".⁷
- Generate analysis of the impact of armed conflict and other violence on education and its inclusion in operational and policy discussions and frameworks with state and non-state authorities.
- Engage in national policy platforms on education that also strengthen policy considerations in international and/or regional bodies, to promote increased protection of education.

⁷ *Ibid.*

GENERAL OBJECTIVE 2:

Children and adults affected by armed conflict and other violence have increased and continuous access to education through a multidisciplinary operational approach

Lack of continuity of education is a systematic feature of armed conflict and other violence. In response, since 2018 the ICRC has undertaken multidisciplinary humanitarian programmes whose goal is to protect and ensure access to, and the continuity of, education as an essential public service. Primarily, this is based on the delivery of humanitarian services (e.g. health including physical rehabilitation, first aid, hygiene practices and mental health; water; sanitation; detention management; infrastructure; and risk mitigation) to enhance and restore access to primary and secondary education disrupted by armed conflict and other violence. These initiatives are complemented by professional and vocational training from external providers and by accelerated and alternative education⁸ for adults from partner organizations and others, as a means to restore the functioning of public services and to strengthen livelihoods.

The activities have been grounded in IHL rules, and in the ICRC's in-depth protection analysis including assessments of the disruption of education, consideration of the priorities expressed by affected communities and consultation with those involved in education in the country.

By 2026, the ICRC will have directly implemented and/or worked with other organizations to implement access-to-education programming for those affected by armed conflict and other violence. This programming will be part of the ICRC's inclusive response to identified humanitarian needs, based on equity of access for all children and adults, the centrality of child protection in access-to-education responses, and support for schools and families. Specific attention will be given to those individuals – largely but not exclusively children – and groups most at risk of being unable to safely access quality education. This includes women and girls, people with disabilities, those deprived of their liberty, people who are displaced or migrants (including refugees), children who have a missing family member (including children without parental care or child-headed households), children associated with armed forces or groups, and unaccompanied or separated children. The ICRC will have facilitated access to externally provided vocational and professional training programmes for people from affected communities.⁹ To achieve this, the ICRC will have expanded its multidisciplinary activities and collaboration with other education actors to respond to education needs in situations where armed conflict or other violence have disrupted access to education.

Indicators

- 2.1** The extent to which children and adult learners have regained access or are able to access safe education as a result of ICRC interventions and/or support.
- 2.2** ICRC programmes are consistently based on a multidisciplinary approach and analysis; their operational response is holistic and based on institutional processes and frameworks.
- 2.3** Improved learning outcomes can be demonstrated for all children and students as a result of teacher training, improved supervision and coaching and learning material, guided by the INEE Minimum Standards for Education.
- 2.4** Essential public service delivery and related humanitarian services are enhanced by affected individuals' higher degree of vocational/professional skills and training.
- 2.5** Individuals and communities are better able to respond to their own humanitarian needs, such as building and sustaining livelihoods and services, as a result of access to quality vocational and/or professional training.
- 2.6** The collection of information about and examples of the extent to which communities undertake initiatives to ensure the continuity of education in schools and other institutions has been collected.

⁸ See <https://inee.org/collections/accelerated-education>.

⁹ The ICRC is facilitating access to externally provided vocational and professional training opportunities to ensure that these programmes are certified and recognized.

To achieve General Objective 2, the ICRC will:

- Develop context-specific annual or multiyear access-to-education strategies and plans of action consistent with delegations' operational strategies.
- Using monitoring and evaluation tools, by consulting existing evidence bases, report on the ICRC's access-to-education actions by all the departments and teams involved.
- Build an evidence base that includes information from affected communities, consolidates lessons learned and good practice from a variety of different access-to-education responses and education-in-emergencies good practice guides¹⁰ to help inform activities and contribute to future programming.
- Using child-friendly community engagement models, further develop and strengthen self-protective and other measures with communities to reduce their exposure to threats in and on the way to school.
- Secure externally provided vocational and professional training, to strengthen essential public and humanitarian services with a particular emphasis on children affected by armed conflict and other violence, including but not limited to juvenile detainees, unaccompanied and separated children, children associated with armed forces or armed groups, children who have a missing family member, children who are victims of sexual violence, children with disabilities, child-headed households and other populations whose protection the delegation is concerned about.
- Establish accessible, user-friendly, inclusive, robust and secure communication and community engagement mechanisms to ensure a clear understanding of education-related needs and outcomes.

¹⁰ Inter-agency Network for Education in Emergencies, good practice guides: <https://inee.org/collections/inee-good-practice-guides>.

GENERAL OBJECTIVE 3:

Sharing the ICRC's operational experience and analysis at the global and regional levels has led to increased awareness of the impact of armed conflict and other violence on affected populations

In recent years, the ICRC has increased its external engagement on access to education in multilateral forums and events, primarily at the global level, and in international professional platforms. This engagement is aimed at promoting practical measures to prevent the disruption of education; garnering support for the ICRC's operational ambitions in professional, policy and donor networks; and affirming that IHL requires access to education to be protected in armed conflict.

This objective aims to extend the foundational work already undertaken and strengthen the ICRC's voice on access to education at regional and global levels. Key stakeholders with whom the ICRC will engage include global and regional bodies and their member states, international and national non-governmental organizations, international organizations, academic bodies, media entities, non-state armed groups, the general public and donor bodies.

The objective of multilateral and public engagement is to contribute to creating a conducive environment for achieving this strategy's operational objectives (one and two).

By 2026, the ICRC will have further strengthened its positioning and voice on access to education at the regional and global levels, by sharing its understanding and analysis in relation to the humanitarian imperative to enhance access to education.

Indicators

- 3.1 As a result of the ICRC's contribution to the goal of protecting education at global and regional levels, multilateral events, resolutions and statements by states and relevant organizations reflect a commitment to support the protection, continuation and resumption of quality education for all learners during armed conflict and other violence.
- 3.2 Through continuous engagement with the global community of education-in-emergencies policymakers and practitioners, the ICRC contributes its expertise and knowledge and enhances its own technical skills.
- 3.3 ICRC-produced public communication materials reflecting the impact of armed conflict and other violence on access to education and the ICRC's position and mitigating actions are used at the global, regional and national levels.

To achieve General Objective 3, the ICRC will:

- Review and revise its policy and diplomacy strategy for access to education to align with the Access-to-Education Strategy 2021–2026.
- Continue to promote the value of access to education in multilateral forums, in particular by exploring opportunities in regional and global bodies and highlighting the importance of education as a particularly vulnerable yet essential public service that needs to be continued or resumed during times of armed conflict and other violence.
- Use existing communication methodologies and tools to inform the content and extend the outreach of the ICRC's global and national communications to provide insight into the challenges of affected communities.
- Publish an institutional legal factsheet¹¹ highlighting the aspects of access to education that require domestic implementation and communicating key IHL messages that can be consistently included in discussions with and presentations to authorities.

¹¹ The legal factsheet will complement existing frameworks in place to guarantee the right to education, such as those set out by the Inter-agency Network for Education in Emergencies: <https://inee.org/collections/right-education>.

ENABLER A:

Strengthen and operationalize relationships with the IFRC and National Societies to facilitate access to education for those affected by armed conflict and other violence

Working together in ways which draw on the respective strengths of the different international and national components of the Movement will help to ensure that the response to the needs of people and communities affected by armed conflict and other violence for access to education is robust and sustainable. The IFRC Strategic Framework on Education 2020–2030 strengthens the guidance and tools available to National Societies while providing complementary expertise on disasters and other hazards. The unique strength of National Societies is their recognized access to schools in their own communities and the levels of trust and confidence that they have with conflict- and violence-affected populations.

By 2026, in conflict- and violence-affected contexts across all geographic regions, a joint ICRC–National Society education response will have been put into operation in close coordination with the IFRC, including through a collaborative planning process, that will support the role and operational response of National Societies in an increasingly coordinated and complementary way.

Indicators:

- A1** Children and adults have greater and sustainable access to education through collaborative and complementary action by the ICRC, IFRC and National Societies.
- A2** Through the capacity-strengthening support provided by the IFRC and ICRC, National Societies, as auxiliaries to their governments in the humanitarian field, are able to extend their services to authorities further to support efforts to ensure access to education during armed conflict and other violence including in places of detention.
- A3** National Societies receive support from the ICRC and IFRC through joint initiatives under a coordinated and complementary approach to providing humanitarian education¹² to children, including those affected by armed conflict and other violence.
- A4** More National Societies in contexts prone to armed conflict or other violence include education-related plans and programmes in their policies and secure the resources to implement those plans and programmes.
- A5** The ICRC and IFRC develop a common and complementary analysis of operational and policy approaches to access to education, especially on providing capacity-strengthening support to National Societies.

Actions to support Enabler A:

- The programming of National Societies, the IFRC, the ICRC and the education-in-emergencies sector includes coordination, shared capacities, knowledge and instruments on access to education.
- Operational partnerships between the ICRC, National Societies and the IFRC are developed and strengthened and reflect the global nature of the relationship between the ICRC and IFRC.
- The IFRC, National Societies and the ICRC are represented, where possible jointly, in education-in-emergencies forums at the national and global levels.
- Working together as a Movement, common education-related tools and guidance are developed and are consistent with the INEE Minimum Standards for Education.
- Engagement with the Global Red Cross and Red Crescent Education Network enhances learning, strengthens operations and allows experiences to be shared in education.
- A Movement approach to education is developed and is supported and promoted at Red Cross and Red Crescent statutory meetings.

¹² The ICRC supports the teaching of humanitarian law and principles to promote respect for the life and dignity of people affected by armed conflict and other violence.

ENABLER B:

Develop external partnerships and collaboration to enhance access to education for communities affected by armed conflict and other violence

In order to enhance safe access to quality education in contexts affected by armed conflict and other violence, the ICRC has developed collaboration on policy and operations with specialist education entities, bilateral donors and private sector entities. These include ministries of education, non-governmental organizations, UN specialized agencies and the Global Cluster for Education, research bodies and professional and vocational training institutes. The wide spectrum of national education actors requires close coordination and collaborative working partnerships, in particular with ministries of education, to ensure operational targets can be met and sustained. Based on the ICRC's primary objective of enabling access to education, the ICRC will further develop and seek partnerships to complement the overall service delivery to affected communities.

Operational and policy partnerships have been initiated and developed at multiple levels in order to take advantage of the respective strengths of the ICRC and other organizations and increase our collective impact. Partnerships are intended to foster the exchange of knowledge between the ICRC and partner institutions and generate synergies – building on comparative advantages to improve the response operationally and in terms of policy, diplomacy and communication. At regional, national and local levels, context-specific partnerships are expected to increase impact in addressing the significant humanitarian challenge of disruption to education in communities on or near front lines. Because the authorities have the lead role in ensuring the continuity of education for the local population, the relationship with the ministry of education is pivotal in any operational engagement.

By 2026, the ICRC will have activated many partnerships with state, non-state and humanitarian bodies. All partnerships will be jointly evaluated on an annual basis and further developed based on the findings.

Indicators

- B1** The ICRC's complementary, institution-wide and field-based partnerships with education authorities and other organizations, providing a comprehensive range of services, result in those affected by armed conflict and other violence having enhanced access to education and improved learning outcomes.
- B2** Through the ICRC, peer humanitarian organizations and other institutions have increased access to environments affected by armed conflict and other violence for enhancing the education programming.
- B3** State and non-state education authorities adapt and enhance their work based on a deeper understanding of conflict dynamics and provide resources to strengthen this service delivery, while supporting access to education.
- B4** Partner organizations and donors within the private and public sectors have increased their commitment to support the delivery of education in humanitarian emergencies through collaborative action with the ICRC and in line with the ICRC's compliance standards.
- B5** The ICRC, IFRC, and/or National Societies have created individual or collective education procedures, protocols, monitoring and evaluation tools, and other operational guidance with significant contributions from other entities active in the education-in-emergencies sector.

Actions to support Enabler B:

- An access-to-education partnership engagement plan is developed which identifies potential partners, possible areas of collaboration and anticipated outcomes based on ICRC best practices and standards related to partnerships.
- Based on the access-to-education partnership engagement plan, partnership agreements with additional organizations have been concluded and operationalized at the global, regional and national levels, drawing on respective specialist skills and technical expertise in education.

- Agreements with specialist education entities have been strengthened, allowing the ICRC to draw on and contribute to policy research and thought leadership on access to education, which can in turn be used to inform access-to-education operational activities.
- The ICRC Geneva access-to-education team is co-located at the Geneva Global Hub for Education in Emergencies, of which the ICRC is a founding member.

ENABLER C:

Mainstream access to education

The effectiveness of the ICRC's operational response to education needs is conditional on a multi-disciplinary engagement in the field and at headquarters. Achieving access-to-education objectives requires common goals and close integration of key working systems, procedures, and structures – all guided by IHL, the humanitarian needs of affected populations, and the principles underpinning protection and prevention activities. Thus, efforts to ensure that the approaches taken to access to education are multidisciplinary will remain at the core of operations. Overall success can be measured through the coherence of this network of skills, knowledge and expertise. The inclusion of access to education in all non-operational departments, both at headquarters and in the field ensures a timely, coordinated, resourced and impactful humanitarian response. The continued mainstreaming of access to education through the relevant institutional structures will allow for an effective and more sustainable humanitarian impact.

By 2026, access to education will be integrated into all ICRC operational and service-oriented strategies, procedures and protocols.

Indicators

- C1** ICRC unit and divisional reference frameworks, training courses, planning, monitoring and reporting reflect clear objectives in relation to access to education and partnerships with others.
- C2** Clearly identifiable and mainstreamed access-to-education activities are implemented, monitored and evaluated according to standard ICRC policies and procedures.
- C3** A periodic access-to-education forum facilitates interdisciplinary operational and support dialogue to monitor this strategy's progress.
- C4** Evaluations of access-to-education programmes and analysis of their impact reflect a high degree of multilateral engagement across programmes, ensuring the best outcomes for children, young people and adults.
- C5** ICRC programme results are linked to a growing number of human resources in the field of education and their increasing level of expertise in this area.
- C6** At delegation level, access to education is consistently included in existing and new platforms and systematically considered in all problem and context analyses.
- C7** Supported by regional access-to-education advisers and delegates, delegations develop dedicated access-to-education strategies, which are linked to the regional strategic frameworks, delegations' annual planning cycles (Planning for Results) and this strategy, to guide country level access-to-education activities.
- C8** Access to education is systematically considered in multidisciplinary needs assessments and responses; to facilitate this, the ICRC develops access-to-education tools and guidance that align with education sector standards.
- C9** Planning for access-to-education activities reflects all new and emerging institutional programme guidance and frameworks.

Actions to support Enabler C:

- At delegation level, an outcome-oriented approach to access to education, based on an understanding of the barriers to accessing education and achievable objectives, is systematically adopted.

- Access to education is incorporated into all key training courses, including the training of all new ICRC staff.
- Dedicated access-to-education staff are progressively appointed to work in delegations and regional hubs.
- This strategy's General Objectives are included in delegations' annual planning cycles (Planning for Results) in order to anchor all access-to-education activities at delegation level.
- ICRC units at headquarters, in regional hubs and in half of field delegations have dedicated access-to-education staff or designated access-to-education focal points.
- Supporting structures for access to education are further developed at headquarters, regional and delegation levels.
- A set of access-to-education tools and guidance is created, including a consolidated set of access-to-education outcomes which delegations can refer to when developing access-to-education interventions; they are updated regularly and include guidance on increasing engagement with children during assessment and monitoring processes.
- Operational examples of access-to-education responses are collated and shared through internal platforms such as unit wiki pages and an access-to-education wiki page is created which provides the opportunity to review material, exchange ideas and track development of access to education internally.

ENABLER D:

Provide resources for the access-to-education strategy and activities

The key component in ensuring effective implementation of this strategy is securing and maintaining sufficient financial and human resources.

Having trained, professional staff at the global, regional and country levels with appropriate competencies and skills in place to operationalize this strategy is essential. It will require expanding existing staff skills through training and recruitment to include the new competencies required by the strategy. With the appropriate human and financial resources, access to education can be effectively incorporated into institutional planning and budget processes. Adopting creative approaches to obtain sufficient funding is therefore an integral part of this strategy to fulfil the ICRC's access-to-education ambitions. Seeking to diversify funding sources, by including global funds, philanthropic giving and foundations, will also play a key role.

By 2026, access-to-education programmes will be able to fulfil all ICRC planning, implementation, and monitoring and evaluation requirements.

Indicators

- D1** Dedicated and skilled access-to-education staff are in place in headquarters and in delegations across each region.
- D2** Access-to-education staff receive support in the form of appropriate skills training and career guidance.
- D3** The ICRC has made an engagement plan with all the organizations it partners with to promote access-to-education objectives and ensure that the broadest operational, political, material and financial support can be secured.
- D4** Financial support for access-to-education activities is secured.

Actions to support Enabler D:

- The ICRC continues to highlight access to education as one of its operational priorities and communicates its efforts in this regard.
- Delegations consistently make access to education one of their general objectives in the annual planning cycle (PforR), in order to help secure appropriate financial resources.

- Longer-term, project-based approaches, established in partnership and collaboration with others are developed to ensure the programme's impact is as large and effective as possible and to secure funding over the duration of this strategy.
- Access-to-education staff and those involved in access-to-education activities receive relevant training and access-to-education-related tools and guidance.





K. Hoover/ICRC

The ICRC helps people around the world affected by armed conflict and other violence, doing everything it can to protect their lives and dignity and to 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.



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