

# IFRC STRATEGIC FRAMEWORK ON EDUCATION

2020-2030



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### Contact us:

Requests for commercial reproduction should be directed to the IFRC Secretariat:

 Address: Chemin des Crêts 17, Petit-Saconnex, 1209 Geneva, Switzerland

 Postal address: P.O. Box 303, 1211 Geneva 19, Switzerland

 T +41 (0)22 730 42 22
 F +41 (0)22 730 42 00
 E secretariat@ifrc.org
 W ifrc.org

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Nicaragua 2011 A school teacher, who has participated in Red Cross training workshops, has taken the responsibility of a guardian for one of the students, to whom the school has become a second home. © Nigel Dickinson / IFRC

# FOREWORD

Education is a fundamental human right and an essential public service. It has the power to contribute towards saving and transforming people's lives and safeguarding their dignity by developing their knowledge, values and skills to strive for a better future. Access to and provision of education is key to address systemic vulnerabilities, prevent and prepare for future crises, fortify economic development and foster resilience and peace.

Nevertheless, education is the essential public service that is least resilient to external shocks and is usually the first to be impacted and disrupted by situations in which the International Red Cross and Red Crescent Movement (Movement) works, including armed conflicts, disasters and other emergencies. It remains the most poorly supported and least considered of all public services in times of humanitarian responses, leaving a critical and increasing gap – especially for the most vulnerable.

In light of the enormity of unmet education-related needs and given our longstanding experience and commitment to education over the past two decades, our further engagement to support efforts to ensure safe, equitable and continuous access to an education that is inclusive and of the best possible quality is crucial.

This is why our Movement adopted, in its 2017 Council of Delegates, its first-ever resolution dedicated to education entitled *"Education: Related humanitarian needs"*, that made note of the ICRC's three-year strategy to enhance access to education in armed conflict and other situations of violence and that specifically invited National Societies and the IFRC to outline and develop an education framework to further inform the scope and nature of their activities in this sector. Besides, with the adoption of this framework, the IFRC will be rolling out education as a new Area of Focus in its plan and budget from 2021 onwards.

This Strategic Framework on Education 2020–2030 is the result of various collaborative efforts involving 36 National Societies<sup>1</sup>, under the leadership of the IFRC Inclusion, Protection and Engagement (IPE) Unit and in close cooperation with the Health and Care, Cash, Water, Sanitation and Hygiene (WASH), Disaster and Crisis Prevention, Response and Recovery (DCPRR), Shelter, Livelihoods, Knowledge and Learning, and Human Resources departments and units, as well as with the global reference centres, the regional and country cluster offices and the ICRC.<sup>2</sup> Our special gratitude goes to all of them as well as to the IFRC Governing Board for their invaluable support, and to the General Directorate for European Civil Protection and Humanitarian Aid Operations (DG ECHO), the General Directorate for International Cooperation and Development (DG DEVCO), the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES), the Inter-agency Network for Education in Emergencies (INEE), Save the Children, UNESCO and UNICEF for their participation and substantive contributions.

Elhadj As Sy IFRC Secretary General





Fiji 2020 Fijian children affected by Tropical Cyclone Winston have been treated to puppet shows by visiting New Zealand puppeteer Chris Lynch. Lynch toured with Fiji Red Cross to put on shows with his puppets for around 1000 children near the badly damaged town of Rakiraki in Ra province. © IFRC

# GLOBAL EDUCATION LANDSCAPE AND RATIONALE FOR ENGAGEMENT

Education is a fundamental human right and a main driver in guaranteeing the realization of other rights (see annex II). Its particularity lies in its power to contribute towards saving and transforming people's lives and safeguarding their dignity by developing their knowledge, values and skills to strive for a better future. It contributes to strengthening communities' capacity to sustain their lives and livelihoods, fortifies their economic development and can ultimately foster social cohesion, resilience and peace.

Like health, water and sanitation, education is an essential public service for which ownership and responsibility must primarily be assumed by States. Significant support [to education] is today provided through development mechanisms<sup>3</sup>, framed through the United Nations 17 Sustainable Development Goals (SDGs). Education, as the fourth goal -which is to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (see annex III)- is widely acknowledged as key to achieving many of the other SDGs, notably those on health, gender equality, growth and employment, sustainable consumption and production, and climate change. To support its implementation, the **Education 2030 Incheon Declaration and Framework for Action**<sup>4</sup> were adopted at the 2015 World Education Forum - building on the Education For All (EFA) movement, the Millennium Development Goals on education and the Global Education First initiative. This set a new vision for education which focuses on increased and expanded access, inclusion and equity, quality and learning outcomes at all levels, within a lifelong learning approach. The Declaration and Framework for Action also highlight the importance for the global education agenda to work within the overall international development framework, with strong links to humanitarian response.

The lack or poor quality of education services and opportunities as well as their systematic disruption by crisis situations such as disasters and other emergencies can have dramatic repercussions on the life prospects of entire generations – in particular on young people and those who are all too often left behind or left out of society because of their gender, age, abilities, ethnicity or other aspects of their identity or social status. Ensuring access to education at all times is therefore fundamental to addressing systemic vulnerabilities and contributes to preventing and preparing for future crises as well as to providing protection and a safe space - especially in times of emergencies. This allows individuals to enhance their capabilities to contribute to their communities' safety and wellbeing, receive other forms of assistance they may need as well as vital information for their survival, improved living and resilience in the specific context. It also contributes to addressing the protection, mental health and psychosocial needs of affected populations as it provides a sense of "normalcy" and instils hope for the future, which is essential for individuals having been through traumatic experiences or living in unstable situations, such as protracted conflict or displacement, as well as for those impacted by and struggling or unable to cope with rapidly changing societies and world circumstances.

The right to education is enshrined in several **international**<sup>5</sup> and regional<sup>6</sup> **human rights law** instruments, including some legally non-binding ones such as the UN General Assembly Resolution 64/290 "The right to education in emergency situations" (2010)<sup>7</sup>. In recognising the critical role education plays for societies in crises and the value it holds for children, young people and their communities, this resolution was a major achievement for the field of education in emergencies (EiE). The emergence of this sub-sector in the humanitarian platform over a decade ago, is reflected through the establishment in 2000–2001 of the Inter-agency Network for Education in Emergencies (INEE) which developed in 2004, and updated in 2010, the **Minimum Standards for Education: Preparedness, Response, Recovery** (see annex IV). In addition, the establishment in 2007 of an Inter-Agency Standing Committee (IASC) Global Education Cluster (GEC), co-led globally by UNICEF and Save the Children, to uphold education as a basic human right and core component of humanitarian response, is another important milestone in this regard.

Education also features prominently in **international humanitarian law** (IHL, see annex II). Several IHL rules specifically address education or contribute to ensuring access to or continuity of education in situations of armed conflict.<sup>8</sup> In particular, learners, education personnel and educational facilities are protected as civilians



Morocco, 2006 A workshop on International Humanitarian Law (IHL) organized by the ICRC, the IFRC and the French Red Cross. Raid Cross is a a role-play game on IHL developed by the French Red Cross and the Belgian Red Cross. © IFRC

and civilian objects under IHL.<sup>9</sup> As guardians of the Geneva Conventions and their Additional Protocols, and as per their specific mandate<sup>10</sup>, the ICRC and National Red Cross and Red Crescent Societies have developed several educational programmes, projects, activities and tools to disseminate -and thereby contribute to fostering compliance with- IHL, including these education-related provisions (see annex VI).In addition, as part of the mandate for the Federation to work with governments on International Disaster Relief Legislation (IDRL), education programmes at community and school level are key components for contingency planning whilst ensuring that disruption of education during times of emergencies are minimised.<sup>11</sup>

In the past decade, several child-centred, child-participatory and evidence-based research and advocacy efforts have been undertaken around education (particularly in emergencies), at the core of which is the reaffirmation of the rights of children to survival and protection, education and participation as per the Convention of the Rights of the Child (1989). For example, the foundation in 2010 of the Global Coalition to Protect Education from Attack (GCPEA)<sup>12</sup> as a common platform for research and advocacy on the growing issue of attacks against "educational institutions, students and educators"<sup>13</sup> in countries affected by conflict and insecurity<sup>14</sup> (in particular to influence the language used in Security Council resolutions) is a result of such mobilisation. The Coalition was responsible for spearheading the development in 2013 of "**Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict**" to which the ICRC provided IHL-related input (see annex VI). These Guidelines were finalised in 2014 through a 'State-led track' championed by Norway and Argentina who also developed and launched in May 2015 the **Safe Schools Declaration** endorsed to date by 90 States. This Declaration is an inter-governmental political commitment that provides countries (including both State and non-State actors) the opportunity to express support for: protecting education from attack during times of armed conflict; the importance of the continuation of education during war; and the implementation of concrete measures to deter the military use of schools.

Another example of these global education efforts is reflected by the creation in 2013 of the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRES)<sup>15</sup>, of which the IFRC is a Steering Committee member. The Alliance developed the **Comprehensive School Safety Framework** (CSSF, see annex V) to advance the goals of the **Worldwide Initiative for Safe Schools** (WISS) to which 58 countries have currently signed up. The Framework aims at protecting students and educators from death, injury and harm in schools; planning for educational continuity in the face of all expected hazards and threats; safeguarding education sector investments; and strengthening risk reduction and resilience through education. It rests on three pillars: 1/ Safe Learning Facilities, 2/ School Disaster Management, and 3/ Risk Reduction and Resilience Education. Both the IFRC and National Societies are actively engaged in its promotion and implementation (see annex VI).

Despite all these efforts and the great progress made<sup>16</sup>, neither humanitarian nor development initiatives have so far succeeded to fulfil education-related needs in emergency settings or solve the overall issues of equity, inclusiveness and quality (see the below box on facts and figures). In addition, education remains the most poorly supported of all public services in humanitarian contexts<sup>17</sup>, leaving a critical and increasing gap<sup>18</sup> – especially for those in situations of high vulnerability.

### Key facts and figures

Worldwide, **more than 150 million children aged 3 to 5 do not have access to pre-primary education**, including more than 80% of children in low-income countries. In some conflict-affected countries, less than 5% of children have access to pre-primary school.<sup>19</sup>

**About 262 million (or 1 out of every 5) young people**, of which 132 million girls<sup>20</sup>, **are currently out of school**<sup>21</sup>: 63 million children of primary school age (9% of all 6 to 11 years' old), 61 million adolescents of lower secondary school age (16% of all 12 to 14 years' old) and 138 million youth of upper secondary school age (37% of all 15 to 17 years' old,). Out of all these, **25% live in countries affected by situations of armed conflict, disasters and other emergencies**: 35% of all those of primary age (22 million), 25% of all those of lower secondary age (15 million) and 18% of all those of upper secondary age (26 million).<sup>22</sup>

Among the estimated 14 million refugees in camps in those crisis-affected countries, very few receive pre-primary education<sup>23</sup>, 50% primary education, 22% secondary education, and 1% tertiary education.<sup>24</sup> An estimated **15** million girls of primary school age will never get the chance to learn to read or write compared to about 10 million boys<sup>25</sup>. More than 90% of children with disabilities in developing countries, and over **50% of** all school-aged children with disabilities, are not attending school<sup>26</sup>. The world's poorest children are 4 times more likely not to go to school and 5 times more likely not to complete primary school than the world's richest.<sup>27</sup>

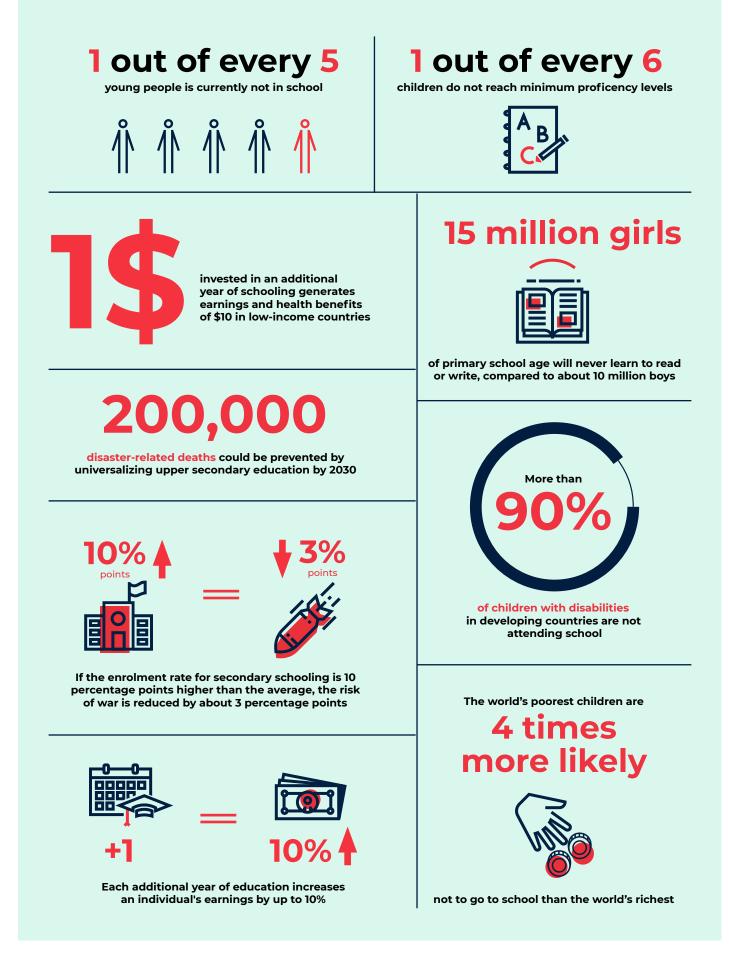
Besides, **1 in 6 of all children and adolescents do not reach minimum proficiency levels in reading or mathematics.** The cost of 250 million children not learning the basics is equivalent to a loss of US\$129 billion per year.<sup>28</sup> It is estimated that 171 million people could be lifted out of poverty if all students in low-income countries left school with a minimum of basic reading skills. This is equal to a 12% cut in global poverty.<sup>29</sup>

**Each additional year of education increases an individual's earnings by up to 10%.** Each additional year of schooling per capita also raises the average annual gross domestic product growth by 0.37%<sup>30</sup>. A dollar invested in an additional year of schooling, particularly for girls, generates earnings and health benefits of US\$10 in low-income countries and nearly US\$4 in lower-middle income countries<sup>31</sup>. **Each year of secondary education reduces the likelihood of marrying as a child before the age of 18 by five percentage points or more.**<sup>32</sup> Educating girls averted more than 30 million deaths of children under five years old and 100 million deaths in adults 15 to 60 years old.<sup>33</sup>

Furthermore, **each year of education reduces the risk of armed conflict by around 20%.**<sup>34</sup> If the enrolment rate for secondary schooling is 10 percentage points higher than the average, the risk of war is reduced by about 3 percentage points.<sup>35</sup> If education progress is stalled, it could lead to a 20% increase in disaster-related fatalities per decade. **Universalizing upper secondary education by 2030 would prevent 200,000 disaster-related deaths in the 20 years that follow.**<sup>36</sup>

In the face of the gaps left by the public education system in adequately providing access to education, the private sector is increasingly engaged, often through direct education delivery (including defining its substance) or other forms of support (e.g., innovative financing, new technologies)<sup>37</sup>.

In light of the enormity of unmet education-related needs, the further engagement of the IFRC and member National Societies to support efforts to ensure safe, equitable and continuous access to an education that is inclusive and of the best possible quality is key. Such increased action requires enhanced coordination and collaboration with all the stakeholders engaged (from within and outside the Movement) and to clarify the role and priorities of IFRC and National Societies in this sector so as to ensure their complementarity, relevance and effectiveness.



Kenya 2019 Kenya Red Cross, in partnership with government authorities, is harnessing the power of youth to help tackle disease outbreaks. In Narok County, western Kenya, school clubs have been created to transform young people into "champions" of outbreaks' prevention, detection and response in their community.

© Corrie Butler / IFRC

## IFRC AND NATIONAL SOCIETIES' ADDED-VALUE, ROLES AND RESPONSIBILITIES

The longstanding commitment of the IFRC and member National Societies to education is enshrined in many statutory decisions and commitments made, especially over the past two decades such as:

- the 31st International Conference Resolution 2 "4-year action plan for the implementation of international humanitarian law" and the Resolution 3 "Migration: Ensuring Access, Dignity, Respect for Diversity and Social Inclusion" (2011);
- the 31st and 32nd International Conference pledges "*Skills-and values-based education*" (2011), "*Changing minds, saving lives and building resilience through values-based education for all*" (2015) and "*Strengthening the protection of education during armed conflict*" (2015) which, altogether, were signed by 90 National Societies, 21 governments and 7 external organisations;
- the 2017 Council of Delegates Resolution 6 "*Education: Related humanitarian needs*" which specifically invited National Societies and the IFRC to outline and develop an education framework to further inform the scope and nature of their activities in this sector.

The unique role that the IFRC and National Societies may play in implementing such statutory decisions and commitments and the present strategic framework is grounded in their respective mandate, mission, capacities, strengths, comparative advantages and current work (see below box). It will ideally be carried out within the frame of a '**Movement approach to education**', considering also the ICRC's three-year strategy focused on enhancing access to education in situations of conflict and violence (see annex VI) - in addition to other existing relevant IFRC policies, strategies and frameworks<sup>38</sup>.

**National Societies** (NS) are encouraged to further engage in addressing education-related needs through leveraging their status as auxiliaries to their public authorities in the humanitarian field as well as their permanent local presence and strong grass-roots foundation, including thanks to their organisational branch system and network of community volunteers, as they provide them with public trust and a unique access to all communities in need, and more particularly to specific vulnerable target groups and hard to reach locations. This is clearly an added value in the education sector precisely because these groups and areas often lack effective public services. These assets also allow for a comprehensive understanding of the needs and context (including of disasters and crisis dynamics) which enables the rapid updating of the analysis of priorities and subsequently the adjustment of activities accordingly. They are also encouraged to continue and scale-up the diverse education-related work that they have undertaken over the past two decades (see below box), building in particular on:

- their efforts to promote and support public authorities with the integration of matters related to community engagement, risk reduction, protection, safety, first aid, gender, diversity, inclusion and resilience into disaster and emergency preparedness, response and recovery policies and practices in the education sector at local, national, regional and international levels;
- their engagement, as appropriate, in curricular development and education delivery in formal, non-formal and informal settings, including through peer-to-peer approaches, on a wide range of topics such as health, international humanitarian law, principles and values, migration, shelter and a culture of peace.

### Preliminary, consolidated findings of the global mapping of National Societies' education-related work over the past two decades

**76 NS enhanced access to education to 176,116+ individuals**, through: the (re)construction or renovation of education facilities (43 NS) or of water and sanitation facilities in or nearby education facilities (27 NS); the distribution of education supplies (52 NS) or of meals and food in education facilities (25 NS); education-related cash programming (40 NS); the provision of psychosocial support (33 NS); safe transportation services from, to or around education facilities (12 NS); the tracing of education-related documents (5 NS).

**80 NS run 24,212+ education institutions**: 907+ at pre-primary level (16 NS); 1,579+ at primary level (11 NS); 21,019+ at secondary level (7 NS); 492+ at tertiary level (61 NS); 73+ institutions for people with special needs (16 NS); 142+ learning spaces of another kind (27 NS).

**166 NS delivered educational programmes in formal settings** (28 at pre-primary level, 150 at primary level, 154 at secondary level and 118 at tertiary level), reaching out an estimated total of 56,850,316 individuals. Of these NS: 73 intervened in 49,081+ education institutions; 41 counted with youth brigades and/or 36,390+ clubs in education institutions; 166 provided health education (in particular first aid); 146 provided risk reduction education (including on natural and man-made hazards and threats); 139 provided international humanitarian law, principles and values related education; 122 provided protection, gender and inclusion related education; 101 provided water, sanitation and hygiene related education; 28 provided migration related education.

**77 NS provided technical, vocational or professional education**, especially in the agriculture, construction, aesthetics, transport, textile, finance, hotel trade and restaurant industries.

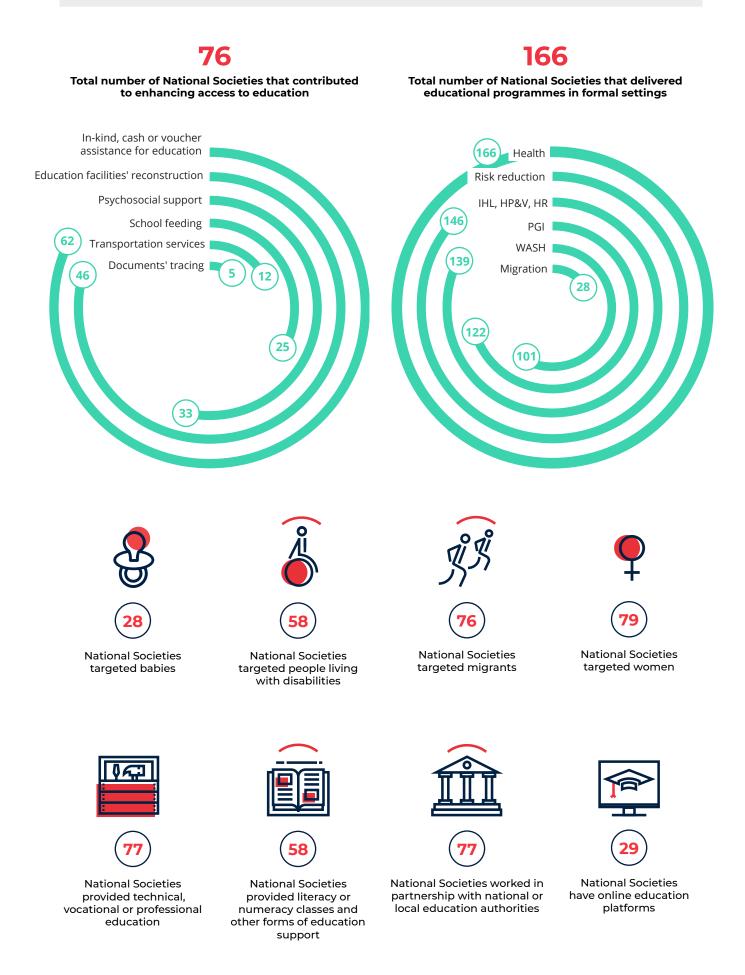
**58 NS provided literacy or numeracy classes and other forms of education support**, including foreign language, computer science and remedial classes; homework assistance; education or schooling support for children living with disabilities.

**184 NS delivered educational programmes in non-formal settings** (20 in penitentiary, detention and/or correctional centres, 69 in workplaces and 183 in communities), reaching out a total of 189,223,218 individuals.

The education related work of **28 NS targeted babies** (0–4), of **171 NS targeted children** (5–11) (with 63 paying particular attention to orphans and vulnerable children), of **150 NS targeted adolescents** (12–17) **and young adults** (18–30), of **88 NS targeted education staff**, of **58 NS targeted people living with disabilities**, of **23 NS targeted detainees**, of **76 NS targeted migrants**, of **49 NS targeted women**.



Vanuatu, 2016 Twelve months after Tropical Cyclone Pam swept through Vanuatu, the Red Cross worked with a team of community volunteers to repair the school roof in time for the start of the academic year in the remote island community of Buninga. © Vanuatu Red Cross Society



In line with its mission to "inspire, encourage, facilitate, and promote at all times all forms of humanitarian activities by National Societies with a view to preventing and alleviating human suffering and thereby contributing to the maintenance and promotion of human dignity and peace in the world", the **International Federation** will continue to support its member National Societies in addressing unmet education-related needs wherever they are, including through strengthening their capacity to implement this strategic framework, coordinating their programmatic response and representing their voices, achievements and challenges in relevant fora. It will also mainstream education in its own thematic programming and emergency response activities as well as into its existing advocacy efforts, building on and scaling up its current work in partnership with relevant actors around:

- the design and setting-up of safe spaces, and the deployment of specific delegates in the field;
- the development and implementation of quality educational programs, resources and tools, especially in the frame of its global humanitarian education initiative and related action plan (see annex VII);
- the promotion of and support with: globally harmonised, effective and multi-disciplinary preparedness and response efforts to education-related matters; the integration of inclusive , approaches (which are genderand diversity- sensitive) in the education sector; and the provision and incorporation of quality skills- and values-based education into the (formal) curriculum.

The success of the IFRC and National Societies' respective contributions in this sector will partly depend on their ability to:

- adopt flexible and multi-disciplinary approaches that address identified unmet education-related needs in a holistic manner;
- establish a dialogue and a relationship of confidence with authorities about education which is their responsibility and on which engagement with the humanitarian community (including around its role in it) has been limited so far;
- build on their reputation, mandate and principled approach to secure access and acceptability in diverse communities;
- meaningfully expand their partnerships with existing networks and groups to facilitate the creation of a broader community of interest including States, peer organisations, academics, private sector and leaders, education personnel, etc. – all vital alliances for sharing data, analysis and implementation plans, as appropriate, for efficient resources' allocation and for optimising policy, operational attention and public engagement;
- manage the risk that the politicization of education in some contexts<sup>39</sup> can present for their neutrality and impartiality.



Turkey 2021 Syrian and Turkish women make glass beads during a workshop at the Turkish Red Crescent Community Center based in Gaziantep © Irem Karakaya / IFRC



Zimbabwe, 2018 Students from the Zimbabwe Red Cross High School participate in their first laboratory class where they deconstruct a plant for biology. © Corrie Butler / IFRC

## **Guiding principles**

The key guiding principles that create an enabling environment for this education framework are drawn from the Movement's <u>Fundamental Principles</u> and humanitarian values, and build on relevant existing IFRC policies and strategies as well as applicable international standards. They are also firmly grounded in the meaningful engagement and consultation of the education community (including children, youth, education personnel, parents/caregivers, households, authorities, national and local education groups, etc.) so as to be responsive at all times to the age-, gender- and diversity-specific vulnerabilities, needs and capacities of the concerned target groups. In addition, these principles are guided by existing initiatives such as Education Cannot Wait and the Global Partnership for Education.

The proposed narrative for the framework seeks to:

- facilitate the future planned establishment of a common Movement approach and joint messaging in this sector – considering ICRC's strategy to enhance access to education in situations of conflict and violence – which would speak to both humanitarian and development actors;
- position the IFRC and National Societies (and more broadly, the Movement) in the education sector, building
  on their mandates and reputation in the provision of humanitarian services both:
  - » as a way to use their strengths to bring value and complement other actors' efforts in addressing the immensity of the education-related needs in humanitarian settings, and
  - » as a strategic entry point for further dialogue and sustainable partnerships with all relevant stakeholders in this field (more particularly authorities), across the humanitarian-development nexus, especially around the provision of an education that is complementary to the existing offer (e.g. skills- and values-based education).

In this frame, for instance, the running of education institutions as well as the provision of quality skills- and valuesbased education (also called humanitarian education) of all kinds (including technical, vocational and professional education), in all settings and at all levels may be conceived as a way to enable and/or enhance access for all to education opportunities that are non-existent or lacking in the given context. Building on existing expertise, this Red Cross and Red Crescent educational offer focuses on issues addressed within the seven IFRC thematic areas of focus<sup>40</sup>, from a prevention, response and recovery as well as a longer-term development perspective, and with a view to diversifying and/or complementing the existing formal and non-formal education systems and curricula.

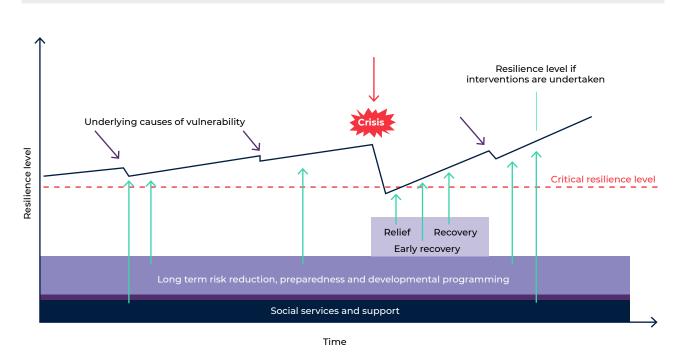
# THE STRATEGIC FRAMEWORK

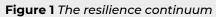
## **Definition and scope**

The IFRC *understands* education as a learning process that enables individuals to acquire knowledge, skills and values that contribute to their personal, social and professional development with a view to ensuring that they build their resilience, achieve their potential, and live in dignity, solidarity and peace together.

This definition comprises learning opportunities for all ages and of all kinds (formal, non-formal and informal), encompassing early childhood development, primary, secondary, technical, vocational, higher and adult education.

As per their usual *modus operandi* and guiding principles, the IFRC and National Societies' education-related work will be carried out throughout the resilience continuum, as illustrated in the below graph. It would prioritise efforts to strengthen capacities within the formal sector and target in particular children, adolescents and young adults, as well as those affected by situations of disasters and other emergencies (including personal crises), and those who are often left behind or left out of society – because of their particular vulnerability.





One caveat to note is that this strategic framework is concerned only with educational activities oriented towards external audiences and does not encompass matters related to the training, capacity-building and continuing education of Red Cross and Red Crescent staff and volunteers – which are addressed in a separate IFRC knowledge and learning framework currently under development.



Chad 2006 4000 out of the 24000 refugees in the Bredjing camp are children. They attend school in the morning and in the afternoon. The teachers are volunteers and refugees themselves, living in the same camp. Teaching is in Arabic and teachers try to follow the Sudanese teaching programme. © Daniel Cima / IFRC

# VISION

The IFRC *ENVISIONS* a world where every individual can safely, continuously and equitably access inclusive quality education opportunities so that they help and care for themselves and others and are able to strive for a better future.

# GOAL

The IFRC **AIMS** to contribute to ensuring that all individuals have equitable and safe access to, or are provided with, education that is inclusive and of the best possible quality at all times.

## Strategic objectives

To achieve this vision and goal, the following four strategic objectives (SO) have been identified (see figure 2 below):

#### SO 1. The IFRC and National Societies contribute to enhancing access to and continuity of education

This objective focuses on addressing the environmental ((infra-)structural, geographic, climatic, crisis-related) barriers to education to ensure that all individuals can continuously access education services or opportunities of the best possible quality in the given circumstances.

### SO 2. The IFRC and National Societies contribute to enhancing equity and inclusion in education

This objective focuses on adopting, supporting and promoting inclusive, accountable and needs-based approaches in all IFRC and National Societies' education-related work to ensure appropriate and equitable access for individuals of all diversities including age, gender, disability, ethnicity or other aspects of their identity.

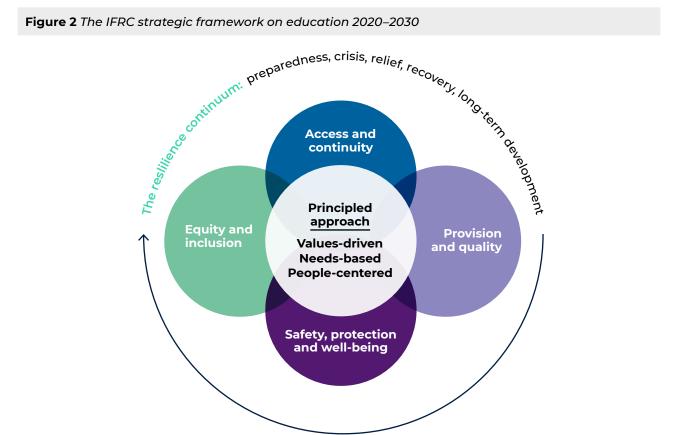
## SO 3. The IFRC and National Societies contribute to enhancing protection, safety and well-being of, in and around education

This objective focuses on addressing the physical, psychological and social needs of learners, teachers and other education personnel to promote their protection and well-being and ensure safe, secure and supportive learning environments.

#### SO 4. The IFRC and National Societies contribute to enhancing the provision of quality education

This objective focuses on addressing the education-related needs of learners and on enabling teachers and other education personnel to ensure the quality of education, especially that of the services and programmes the IFRC and National Societies provide.

Each strategic objective comprises enabling actions (EA) and examples of activities within the matrix of programming, research/advocacy and partnerships<sup>41</sup>, and is inextricably linked to the other objectives, as further detailed hereafter. The proposed structure and sequence of the strategic framework attempts to speak to these overlaps and respond to a purposeful desire to emphasise certain areas of action that are considered critical to achieving the overall goal.





# Strategic objective 1

The IFRC and National Societies contribute to enhancing access to and continuity of education The provision of education needs to be continuous, hence the need to access education at all times – before, during and after crisis situations. The IFRC and National Societies' role in this regard would be to minimise the disruption of education before, during and after crisis situations. The following enabling actions seek to address the potential environmental-related risks (hazards, threats, vulnerabilities, exposure, etc.) impeding access to education – preventing them, mitigating their impacts and/or building back better. This strategic objective therefore mainly relates to the following five IFRC thematic areas of focus: Disaster Risk Reduction (DRR); Migration; Shelter and settlements (S); Health (H); Water, Sanitation and Hygiene (WASH); Protection, Gender and Inclusion (PGI).





# **Strategic objective 2**

The IFRC and National Societies contribute to enhancing equity and inclusion in education Equity in education entails reducing discrepancies based on gender, age, ability, socio-economic status, geographic location, ethnicity, marriage status, language and other aspects of one's identity, as a means towards equality. It intends to provide the best opportunities for all to achieve their full potential and address instances of disadvantage that restrict educational success. It involves providing special treatment or taking specific action to reverse disadvantages that prevent learners from accessing and benefiting from education on an equal basis.<sup>42</sup> Inclusion in education could be understood as going a step further, addressing and removing the barriers that may hinder the full and effective participation of individuals of all diversities in education (see below image about the difference between equality and equity).<sup>43</sup> Equitable and inclusive education thereby has a significant impact on social inclusion, both in its own right and as a supportive factor for other social inclusion programming. Concerned with both mainstreaming and targeted efforts, this strategic objective therefore relates to all seven IFRC thematic areas of focus, and most particularly to DRR, WASH, Livelihoods (L) and PGI.



People are treated **equally** 



People are treated **equitably** 



The systemic barrier is **removed** 

The IFRC and National Societies identify and address the physical, communication, institutional and attitudinal barriers to ensure that all individuals receive quality education. Sample activities mainly relate to ensuring age-, gender-, disability- and diversity-sensitive approaches to all our education-related work, address barriers to education faced by migrants and displaced communities, and include the provision of education-related cash or food and water security projects, the tracing of education-related documents, and the delivery of quality basic, Enabling action specific and/or alternative education services to particular groups as well as of Programming skills- and values-based education related to these topics. The IFRC and National Societies contribute to research on specific matters related to equity and inclusion in the education sector that are not yet enough/ properly documented and/or investigated, and advocate - based on evidencefor equal opportunities, inclusive education and lifelong learning for all. Sample activities include data collection and case studies around out-of-school children (e.g., percentage that live with disabilities, belong to minorities, are married, etc.), humanitarian diplomacy for the formal recognition of non-formal Enabling action education services for specific groups and the removal of specific barriers to Research education for these groups, as well as the promotion of age-, gender-, disabilityand Advocacy and diversity-sensitive approaches in education. The IFRC and National Societies strengthen and expand meaningfully and at all levels their partnerships with relevant (public) authorities and other key stakeholders in this field for the development of innovative solutions and the sharing of good practices, tools and resources for equity and inclusion in the education sector. Sample activities include developing or operationalising relevant partnerships with organisations of people with disabilities and the private sector, as well as strengthening collaboration with local, national and global education clusters, Enabling action groups and initiatives such as those supported by Education Cannot Wait or the **Partnerships** Global Partnership for Education.



# **Strategic objective 3**

The IFRC and National Societies contribute to enhancing protection, safety and well-being of, in and around education Creating and ensuring safe, secure and supportive learning environments is key to guaranteeing and enhancing educational access, attendance and achievement. It encompasses promoting the protection of learners, teachers and other education personnel from the harmful consequences of all potential risks and hazards as well as from all forms of violence<sup>44</sup> – physical, sexual, psychological and neglect – thereby including exposure to disasters, weapons and threats as well as bullying, exploitation, harassment, substance abuse or misuse, etc. As such, this strategic objective mainly relates to the following three IFRC thematic areas of focus: DRR, H, and PGI.

	The IFRC and National Societies contribute to preventing violence and achieving globally harmonized approaches to strengthening preparedness, risk reduction and management, and resilience in the education sector at international, national, sub-national and local levels, in line with relevant international frameworks and minimum standards.
<b>3.1</b> Enabling action <b>Programming</b>	<b>Sample activities</b> mainly relate to ensuring a do no harm and conflict-sensitive approach through specific protective measures in all our education-related work and include supporting States and other relevant actors with the development or strengthening of adequate preparedness, response and recovery measures and child protection systems, such as child safeguarding within schools, as well as implementing psychosocial support initiatives to ensure the emotional, physical and social well-being of learners and education personnel, and delivering quality skills- and values-based education related to these topics.
	The IFRC and National Societies contribute to research on and advocate-based on evidence – for specific matters related to protection, safety and well-being in education that are not yet enough documented, investigated and/or addressed.
<b>3.2</b> Enabling action Research and Advocacy	<b>Sample activities</b> include the dissemination of education- and child protection- related IHRL and IHL provisions, the review and strengthening of education- and child-protection related provisions in disaster response laws and of school safety policies, plans and programs at all levels, as well as the promotion of the key messages of the Public Awareness and Public Education (PAPE) guide.
	The IFRC and National Societies strengthen and expand meaningfully and at all levels their partnerships with relevant (education) authorities, child protection actors and other key stakeholders in this field to address matters related to protection, safety and well-being as well as to share good practices, tools and resources in this regard.
<b>3.3</b> Enabling action Partnerships	<b>Sample activities</b> include further interlinking and coordinating services provided in the disaster management, health, protection and education sectors, including through cultivating new partnerships e.g. with Keeping Children Safe and further operationalising relevant partnerships – such as the IFRC ones with UNICEF, World Vision International and Save the Children around the setting-up of temporary, child-friendly/safe (learning) spaces, and with GADRRRES around the implementation of the Worldwide Initiative for Safe Schools (WISS). as well as through strengthening collaboration with local, national and global education clusters, groups and initiatives such as those supported by Education Cannot Wait or the Global Partnership for Education.



# **Strategic objective 4**

The IFRC and National Societies contribute to enhancing the provision of quality education Designing, supporting and/or providing quality educational interventions and programs implies due consideration for ensuring: the accessibility of education through multi-channel routes (e.g., delivered by an educator, through multimedia); the availability of several educational options allowing the right blend of learning for each individual; the acceptability and adaptability of the approaches, resources and materials developed to learners' needs and requirements as well as to external changes (e.g., in curriculum or life situation); the suitability (based on research and evidence) of the overall learning process and experience for it to be engaging and generating positive outcomes; and their alignment with our seven Fundamental Principles and underpinning humanitarian values.

Ensuring at all times the best possible quality of our education-related work, in particular of the educational resources and initiatives we develop and deliver, requires the advancement of our related planning, development, monitoring, evaluation and reporting practices -alongside our community engagement ones, throughout this program cycle- so as to enable us to better document and produce regular evidence of their relevance, effectiveness, impact and value in the given context. It also requires us to better connect and further consider the continuum between the quality of our internal capacity development, training and learning approaches, methods, processes and models targeting our staff and volunteers (including/or education personnel) and that of the educational programmes targeting external audiences that those staff and volunteers (including/or education personnel) are then often expected to implement.







The IFRC and National Societies provide complementary quality education opportunities on relevant thematic areas of focus, as deemed appropriate in their context, through formal, non-formal and/or informal settings.

**Sample activities** include the development -based on evidence and researchof programs' educational content, resources and approaches as well as the provision of vocational, professional or technical education, that are innovative and tailored to both the setting and the employment market and the provision of global citizenship education, education for sustainable development.

The IFRC and National Societies contribute to research on and advocate – based on evidence – for specific issues related to the quality of education.

**Sample activities** include the promotion of skills- and values-based (humanitarian) education relying on evidence-based, standardized and coherent methodologies and tools, adapted to the national context, as well as the further integration of emergency education programs and curricula into national education plans and strategies.

The IFRC and National Societies strengthen and expand meaningfully and at all levels their partnerships with relevant (education) authorities and other key stakeholders to address matters related to the quality of education as well as to share good practices, tools and resources in this regard.

**Sample activities** include further coordinating the development and delivery of our complementary educational offer with all relevant actors (e.g. local and national education authorities and groups), strengthening our collaboration with authorities, academic institutions and the private sector for the formal recognition and certification of our educational programs and the development of innovative ones.

**Mozambique 2020** One year after Hurricane Idai, children learn about the menstrual cycle as well as protection, gender and inclusion, at a school in Beira.

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# MONITORING AND EVALUATION OF PROGRESS IN THE IMPLEMENTATION OF THIS STRATEGIC FRAMEWORK

# Strategic framework summary with detailed examples of activities and suggested indicators

The examples of activities below provided are largely drawing from the preliminary findings of the global mapping on National Societies' engagement in the education sector (see annex V) as well as the commitment(s) contained in the abovementioned pledges and resolution. They consist mainly of ongoing education-related work that this framework encourages the IFRC and National Societies to continue carrying out and scaling up, as well as of some insights and suggestions of practical measures that are advised to be further prioritised over the next decade – all of which are aligned with those mentioned in relevant standards used in/for the education sector, including the various intervention domains of the INEE *Minimum Standards for Education: Preparedness, Response, Recovery* as well as the education section of the *Humanitarian inclusion standards for older people and people with disabilities.* Although these interventions are organised -mainly for accountability purposes- according to the various strategic objectives and thematic areas of focus (AoF), multi-disciplinary interventions, evidence-based approaches and integrated programming in close collaboration with Movement and other partners are strongly recommended.

As for the suggested indicators, they are inspired by the 11 global indicators related to the Sustainable Development Goal 4<sup>45</sup> and the Global Education Monitoring Report guidance on accountability in education, the Global Education Cluster indicators<sup>46</sup>, the Comprehensive School Safety targets and indicators<sup>47</sup>, the Asia Pacific Coalition for School Safety policy brief and practice guidance for Pacific nations on limiting and planning for schools as temporary evacuation centres in emergencies<sup>48</sup>. Overall, it is expected that by 2030:

- the IFRC and National Societies would have contributed to enhancing access of 5 million people to quality education -at least 50% of which are amongst the most vulnerable groups;
- at least 50% of National Societies and the IFRC are engaged in sustainable partnerships with relevant education authorities and/or other stakeholders in this sector, across the humanitarian-development nexus.



### **Strategic Objective 1**

### Enabling Action 1.1

### Area of Focus Shelter

### Detailed examples of activities

- (provide support to) identify emergency shelter alternatives to the use of education facilities, where such accommodation is necessary, and limit the time education facilities are used for this purpose, as well as plan for alternative solutions to enable education continuity
- if/when requested to use education facilities as temporary evacuation centres or shelters, protect and return school property (incl. books, libraries, furniture, school records, recreational equipment) in a useable (ideally, improved) state, and budget for any repairs that may be needed (including to return the facilities in their original state in case adjustments were made for their use as shelters)
- (re)construct and/or rehabilitate permanent education infrastructures
- where/when appropriate, deliver quality formal and non-formal shelter education programmes (including technical and vocational trainings) to increase communities' capacities to safely (re)construct and/or rehabilitate households and education facilities; if/when doing so, ideally combine them with educational interventions or the provision of services in other relevant thematic areas (e.g., first aid, hygiene promotion, disaster risk reduction, child protection, (gender-based) violence prevention)

### Suggested indicators to be tracked by IFRC/National Societies

- # of education facilities and/or classrooms built or restored by IFRC/National Societies:
  - » % of those equipped with: (a) electricity, (b) Internet and/or computers for pedagogical purposes, (c) basic drinking water, sanitation and/or handwashing facilities
  - » % of those equipped to meet the needs and safeguard education investments in case they are used as temporary evacuation centers or shelters
  - » # of individuals who benefit from those annually (by age group, sex and disability)
- support (incl. capacity development) provided by IFRC/National Societies at (sub-)national level (e.g., to disaster management and education authorities) to:
  - » identify education facilities that are expected to be used for temporary evacuation centres or shelter purposes in the event of early warnings or major hazards impacts
  - » meet the needs related to the use of education facilities as temporary evacuation centres or shelters
- # and % of education facilities, used as temporary evacuation centres or shelters by IFRC/National Societies (upon authorities' request), which property was returned in: a) a useable state , b) an improved state
- # of individuals from targeted communities sensitised and/or trained by IFRC/National Societies on safe shelter and settlements (by age group, sex and disability)

### Detailed examples of activities

- (re)construct and/or rehabilitate water and sanitation facilities in or nearby education infrastructures
- where/when appropriate, deliver quality inclusive formal and non-formal hygiene education programmes (including the distribution of information and communication materials) alongside educational interventions or the provision of services in other relevant thematic areas (e.g., first aid, psychosocial support, disaster risk reduction, child protection, (gender-based) violence prevention)

### Suggested indicators to be tracked by IFRC/National Societies

- # of water and sanitation facilities built or restored by IFRC/National Societies in or nearby education infrastructures, and # of individuals who benefit from them annually (by age group, sex and disability)
- # of individuals from targeted communities sensitised and/or trained by IFRC/National Societies on hygiene and sanitation (by age group, sex and disability)

### Area of Focus **Livelihoods**

### Detailed examples of activities

• distribute, or provide cash for the purchase of, appropriate (inclusive) education-related supplies and equipment (e.g. uniforms, books, tables, benches, assistive learning and mobility devices, etc.) as well as local transportation tickets

### Suggested indicators to be tracked by IFRC/National Societies

- # of education-related supplies, equipment and local transportation tickets distributed by IFRC/National Societies, % of those that are inclusive, and # of individuals who benefit from them (by age group, sex and disability)
- amount of cash transferred by IFRC/National Societies for the purchase of education-related supplies, equipment and local transportation tickets, and # of individuals who benefit from them (by age, sex, disability)

### Area of Focus **PGI**

### Detailed examples of activities

- design and operate temporary, child-friendly/safe (learning) spaces where opportunities for structured learning, recreational activities, protection and psychosocial support are provided (especially if/when education facilities are used as temporary shelters, and while formal education is being established or reactivated)
- identify education personnel within our staff and volunteer base (including teams of trained first responders) and if possible solicit their support for humanitarian response in relation to education

### Suggested indicators to be tracked by IFRC/National Societies

• # of temporary, child-friendly/safe (learning) spaces set up and/or operated by IFRC/National Societies, duration of their use, and # of individuals who benefit from them (by age group, sex and disability)

### Enabling Action 1.2

### Area of Focus **Shelter**

### Detailed examples of activities

• collect data on the impact of crisis on education facilities (e.g., infrastructural damages, death tolls, etc.) and on the frequency and impact of their use as temporary, collective accommodation centres or for military purposes

### Suggested indicators to be tracked by IFRC/National Societies

- # of education facilities and/or classrooms damaged by a crisis as assessed by IFRC/National Societies (by type of hazard)
- # of deaths and severe injuries in education facilities due to a disaster or crisis as assessed by IFRC/National Societies (by type of hazard, learners and education personnel, education level and sex)
- # of education facilities designated as temporary evacuation centers or shelters that IFRC/National Societies are asked to manage or in which they provide services; total duration of such use, and resulting:
  - » # of learners displaced from those facilities and/or relocated to temporary learning facilities for # days
  - » # of hours reduction in school day for # days
  - » % of increase in average class size for # days

Area of Focus **PGI, Policy** 

### Detailed examples of activities

- disseminate international humanitarian law provisions specifically addressing education or contributing to ensuring continued access to education, as appropriate
- integrate specific education-related provisions in (inter)national disaster response law with a view to mitigating the effects of humanitarian response on education
- promote the further recognition of the disruption or lack of education services/opportunities as a humanitarian issue by States and other relevant actors

### Suggested indicators to be tracked by IFRC/National Societies

- # of IFRC offices/National Societies that have carried out one or more advocacy activities on matters related to access to and continuity of education
- # of national and/or school disaster management policies that plan for education continuity (including all other shelter options in advance of an emergency) that IFRC/National Societies helped develop, review and/ or strengthen
- % of increase in funding allocated to IFRC/National Societies for education (continuity) interventions in humanitarian settings

### Enabling Action 1.3

### Area of Focus **DRR**

### Detailed examples of activities

 develop/strengthen collaboration with national disaster management and education authorities as well as the private sector for innovative solutions to specific matters related to access to and continuity of education

### Suggested indicators to be tracked by IFRC/National Societies

- # of IFRC offices/National Societies that implement their work to enhance access to and continuity of education, through active partnerships with specialist actors (by type of partnership, work, actor and level)
- # of working group meetings to address matters related to access to and continuity of education that IFRC/ National Societies attended (specify with whom and at which level)

## **Strategic Objective 2**

### Enabling Action 2.1

### Area of Focus Shelter, WASH, PGI

### Detailed examples of activities

 if/when (re)constructing or rehabilitating education infrastructures and/or their (nearby) water and sanitation facilities as well as if/when designing and operating temporary, child-friendly/safe (learning) spaces and if/ when developing curricula, information, communication and education materials, take age-, gender-, disabilityand diversity-sensitive approaches to make sure they are accessible to all and adapted to cultural specificities

- # of education facilities that IFRC/National Societies equipped with (a) adapted infrastructure and materials for learners with disabilities, (b) single sex basic sanitation facilities
- # of out-of-school young people supported by IFRC/National Societies to return (by age group, sex, disability, diversity and wealth)
- # of young people supported by IFRC/National Societies to participate in and/or complete formal and nonformal education and training annually (by age, sex, disability and wealth)
- parity indices (female/male, rural/urban, bottom/top wealth quintiles and others such as disability status, ethnicity and crisis-affected, as data become available) for all education indicators that can be disaggregated

### Area of Focus **WASH**

### Detailed examples of activities

• take necessary measures to enable proper menstrual hygiene management in education facilities (including distribution of gender-sensitive, personal hygiene items)

### Suggested indicators to be tracked by IFRC/National Societies

• # of gender-sensitive, personal hygiene items distributed in education facilities, and # of individuals who benefit from them (by age group and sex)

### Area of Focus **Livelihoods**

### Detailed examples of activities

• provide scholarships and other education-related cash programmes or distribute clean water and food in education facilities as incentives for enrolment and measures against dropouts

### Suggested indicators to be tracked by IFRC/National Societies

- # of meals and/or quantity of clean water distributed by IFRC/National Societies in education facilities, and # of individuals who benefit from them (by age group, sex and disability)
- amount of cash transferred by IFRC/National Societies for education (e.g., payment of tuition fees, purchase of educational supplies), and # of individuals who benefit from them (by age, sex, disability)

### Area of Focus PGI, Migration 🛛 🔵

### Detailed examples of activities

- if/when needed, support authorities with the delivery of basic and/or specific education services (e.g., language courses, remedial classes, home-based support) to enable particular groups (e.g., migrants, people living with disabilities, indigenous, ethnic minorities, etc.) to (continuously) access education opportunities
- support children on the move, especially unaccompanied and separated minors, to access education services, including tracing initiatives to help meet documentation requirements
- identify education personnel within our staff and volunteer base with expertise/experience working with individuals living with different types of disabilities (i.e., physical, mental, intellectual, sensory) and build capacity across response teams using their knowledge and skills
- where/when appropriate, deliver quality formal and non-formal education programmes addressing issues
  related to gender, inclusion and migration (including the distribution of information and communication
  materials) alongside educational interventions or the provision of services in other relevant thematic areas
  (e.g., first aid, psychosocial support, hygiene promotion, disaster risk reduction, international humanitarian
  law, principles and values)

### Suggested indicators to be tracked by IFRC/National Societies

- # of education-related documentation (e.g., graduation and birth certificates) traced by IFRC/National Societies, and # of individuals who benefit from them (by age group, sex and disability)
- # of individuals who benefit from basic and/or specific education services provided by IFRC/National Societies (by age, sex, disability, and type of service)
- # of individuals from targeted communities sensitised and/or trained by IFRC/National Societies on issues related to gender, inclusion and migration (by age group, sex and disability)

### Enabling Action 2.2



### Detailed examples of activities

- advocate for the identification and removal of barriers to (continuous) access to education opportunities for specific groups (e.g., migrants, people living with disabilities, children at risk of or who are married, indigenous people, etc.)
- promote the formal recognition by all relevant actors of the curricula used in the education of migrants
- promote age-, gender-, disability- and diversity-sensitive approaches in education

### Suggested indicators to be tracked by IFRC/National Societies

- # of IFRC offices/National Societies that have carried out one or more advocacy activities on matters related to equity and inclusion in education
- # of inclusive national education policies and frameworks that IFRC/National Societies helped develop, review or strengthen

### Enabling Action 2.3

Area of Focus **PGI** 

### Detailed examples of activities

• develop/strengthen collaboration with organisations of people with disabilities and the private sector for innovative solutions to specific matters related to equity and inclusion in education

- # of IFRC offices/National Societies that implement their work to enhance equity and inclusion in the education sector, through active partnerships with specialist actors (by type of partnership, work, actor and level)
- # of working group meetings to address matters related to equity and inclusion in education that IFRC/ National Societies attended (specify with whom and at which level)

### **Strategic Objective 3**

### Enabling Action 3.1

### Area of Focus Shelter, PGI

### Detailed examples of activities

- if/when (re)constructing or rehabilitating education infrastructures and/or designing and operating temporary, child-friendly/safe (learning) spaces, ensure safe site location and selection, disaster-resilient and durable conception and materials (if/where possible locally procured, and building on local construction practices) as well as proximity to the population they serve
- if/when education facilities are used multi-purposefully (e.g., for temporary, collective accommodation and education), give due consideration to and carefully monitor the increased protection risks posed to children as they are surrounded by a disproportionate number of adults

### Suggested indicators to be tracked by IFRC/National Societies

 # and % of education facilities (re)constructed by IFRC/National Societies that comply with safe school site selection, design and construction regulations (when in place)

### Area of Focus **DRR**

### Detailed examples of activities

- support States and other relevant actors with the development or strengthening of adequate preparedness, response and recovery measures in the education sector (including domestic legal frameworks' and policies' review, risk assessments, standard operating procedures, contingency and evacuation plans, simulation drills, early warning systems) to ensure learners and education personnel understand the risks and adopt adequate behaviour to react appropriately and stay safe
- when conducting risk assessments with the education community in all education facilities, ensure all forms of violence (especially against children and gender-based) as well as relevant cultural and social factors are included
- implement road safety initiatives (including transportation services for affected populations and particularly vulnerable groups -e.g., boys and girls at risk of violence in all its forms, living with disabilities) to ensure routes from/to education facilities are safe, secure and accessible for all
- where/when appropriate, deliver quality formal and non-formal disaster risk reduction education programmes (including the distribution of information and communication materials) alongside educational interventions or the provision of services in other relevant thematic areas (e.g., first aid, psychosocial support, hygiene promotion, child protection, (gender-based) violence prevention)

- # of safety plans and/or measures that IFRC/National Societies helped education institutions develop, review and/or strengthen (per year)
- # of education institutions in which IFRC/National Societies carried out a full simulation drill to practice response preparedness and review risk reduction and management plans
- # of individuals (from the education community) trained by IFRC/National Societies in disaster risk reduction and management

- support (incl. capacity development) provided by IFRC/National Societies at (sub-)national level (e.g., to disaster management and education authorities) to assess hazards and risks (through a child-centred approach), and make the related information available at all levels for sector planning
- # of education-related road safety initiatives (e.g., transportation services from/to educational facilities) implemented by IFRC/National Societies, and # of individuals who benefit from them (by age group, sex and disability)
- # of individuals from targeted communities sensitised and/or trained by IFRC/National Societies on disaster risk reduction (by age group, sex and disability)

### Area of Focus Health

### Detailed examples of activities

• where/when appropriate, deliver quality formal and non-formal education programmes addressing issues related to health (including the distribution of information and communication materials) alongside educational interventions or the provision of services in other relevant thematic areas (e.g., hygiene promotion, disaster risk reduction, child protection, (gender-based) violence prevention)

### Suggested indicators to be tracked by IFRC/National Societies

• # of individuals from targeted communities sensitised and/or trained by IFRC/National Societies on healthrelated matters (by age group, sex and disability)

### Area of Focus **PGI**

### Detailed examples of activities

- support the education community (including parents/caregivers, households, youth, education personnel) with the development or strengthening of child protection systems (including clear rules, policies and/or codes of conduct against sexual exploitation and abuse, and other forms of gender-based violence and violence against children)
- implement psychosocial support initiatives to ensure the emotional, physical and social well-being of learners and education personnel
- where/when appropriate, deliver quality formal and non-formal education programmes addressing issues related to protection (including the distribution of information and communication materials) alongside educational interventions or the provision of services in other relevant thematic areas (e.g., first aid, hygiene promotion, disaster risk reduction, international humanitarian law, principles and values)
- link up all services provided in other sectors (e.g., health, social, protection including referral systems for survivors of sexual and gender-based violence or suspected cases of child abuse and neglect – legal and counselling including family tracing and reunification) with education services

- # of child protection systems that IFRC/National Societies helped education institutions develop, review and/ or strengthen (per year)
- # of education-related psychosocial support initiatives (e.g., recreational therapy, counselling) implemented by IFRC/National Societies, and # of individuals who benefit from them (by age, sex and disability)
- # of individuals and households from targeted communities sensitised and/or trained by IFRC/National Societies on protection-related matters (by age group, sex and disability)

## Enabling Action 3.2

Area of Focus **DRR** 

### Detailed examples of activities

- · disseminate and promote the implementation of the comprehensive school safety framework
- increase the availability of and access to hazard mapping and risk analysis information and evidence at all levels in the education sector
- promote globally harmonized approaches to strengthen preparedness, risk reduction, management and
  resilience in the education sector by using evidence-based, standardized and coherent methodologies and
  tools, adapted to the national context

### Suggested indicators to be tracked by IFRC/National Societies

- # of IFRC offices/National Societies that have carried out one or more advocacy activities on matters related to
  protection, safety and well-being in education (e.g., explanation of the comprehensive school safety approach
  at administration and public levels; dissemination of public awareness and public education key messages for
  personal, family and household risk reduction)
- # of countries that IFRC/National Societies helped actively implement the WISS initiative
- # of education institutions and/or countries in which IFRC/National Societies delivered education on disaster risk reduction and management (including the dissemination of inclusive, consensus-based, evidence-based and action-oriented key messages for personal, family and household risk reduction) (per year), and # of individuals who benefit from it (by age group, sex, disability)
- # of countries that IFRC/National Societies helped develop, review and/or strengthen enabling policies and legal frameworks at (sub-)national level to address key elements of comprehensive school safety

### Area of Focus **PGI, Policy**

### Detailed examples of activities

- disseminate international humanitarian law provisions specifically addressing education or contributing to ensuring protection of education, as appropriate
- strengthen the capacities of communities, households, parents/caregivers, children and youth to advocate for and establish inclusive, gender-sensitive and supportive school and community cultures

### Suggested indicators to be tracked by IFRC/National Societies

• # of individuals from targeted communities sensitised and/or trained on international humanitarian law provisions related to education (by age, sex and disability)

## Enabling Action 3.3

### Area of Focus DRR, PGI, Health 🔵 🌑 🔵

### Detailed examples of activities

- further coordinate with services provided in the disaster management, health and protection sectors
- develop/strengthen collaboration with organisations and networks to address specific matters related to protection, safety and well-being in education such as with GADRRRES around the implementation of the Worldwide Initiative for Safe Schools

### Suggested indicators to be tracked by IFRC/National Societies

- # of IFRC offices/National Societies that implement their work to enhance protection, safety and well-being in the education sector, through active partnerships with specialist actors (by type of partnership, work, actor and level)
- # of working group meetings to address matters related to protection, safety and well-being in education that IFRC/National Societies attended (specify with whom and at which level), and # of initiatives achieved together

## **Strategic Objective 4**

### Enabling Action 4.1

### Area of Focus All, PGI, DRR 🛛 🔵 🔵 🔵 🛑 🥚

### Detailed examples of activities

- develop comprehensive, multidisciplinary education programmes (including related appropriate curricula, materials and approaches, educators' training and evaluation methods/measures), at all relevant levels and for all settings (including temporary, child-friendly/ safe (learning) spaces, and especially in (remote) locations where (such) education services and/or opportunities lack)
- support authorities with the elaboration of adapted curricula suitable for times of disasters and crisis
- support authorities with the delivery of basic and/or specific education services (including through innovative means, the provision of literacy/numeracy classes and/or the running of education institutions at all levels) to particular groups whose needs are left unmet or outstrip the current capacity of the education system; when doing so, make sure our programmes count with effective methods and measures to assess and evaluate their learning outcomes, quality and relevance

- # of education institutions run by IFRC/National Societies (by type -e.g., kindergartens, nurseries, primary and secondary schools, universities, training institutes, inclusive schools, etc.), and # of individuals who benefit from them annually (by age group, sex and disability)
- # of IFRC/National Societies who have: (a) a clear educational offer, (b) supported by quality resources
- # of educational resources developed by IFRC/National Societies, and % (a) available, (b) used, (c) universally designed or accessible (by thematic area of focus, educational level and setting)

- existence of quality criteria for the development and review of IFRC/National Societies' educational materials and programs, and # of materials and programs meeting those
- # of educational initiatives implemented by IFRC/National Societies (by thematic area of focus, educational level and setting), and # of individuals reached through those (by age, sex, disability)
- # of educational programs carried out by IFRC/National Societies which effectiveness is monitored and evaluated in terms of participants' learning (and other relevant) outcomes
- # of individuals achieving at least a fixed level of proficiency in functional a) literacy and b) numeracy skills thanks to the classes provided by IFRC/National Societies (by age group, sex and disability)
- *#* of (pedagogical) trainings for education personnel supported/delivered by IFRC/National Societies (by thematic area of focus, sex, educational level and setting)
- extent to which educator-learner interactions in IFRC/National Societies educational initiatives: (i) demonstrate high levels and qualities of involvement, stimulation, expansion of thinking and cognition, and sensitivity to learners' perspectives, experiences and backgrounds; (ii) foster relationships with and among learners

### Area of Focus **Livelihoods**

### Detailed examples of activities

- provide vocational or professional education to increase communities' capacities to sustain their lives and livelihoods, fortify their economic development, as well as prepare for, cope with, respond to and/or recover from humanitarian challenges
- if/when providing vocational or professional education, make sure the training content is determined by employment opportunities and includes workplace practice, and establish effective methods/measures to assess and evaluate learning outcomes, quality and relevance against the changing environment

### Suggested indicators to be tracked by IFRC/National Societies

- # of vocational or professional education delivered by IFRC/National Societies:
  - » % of those that (a) are adapted to the employment market in the given context, and (b) include a workplace practice
  - » # of individuals who benefit from them annually (by age group, sex and disability)

## Enabling Action 4.2

## Area of Focus **All, PGI, DRR**

### Detailed examples of activities

- promote stronger linkages between emergency education programmes, and their integration into national education plans and strategies as well as longer-term development of the sector
- promote the provision of skills- and values-based education to foster understanding and application of the Fundamental Principles and thereby contribute to building a culture of respect, dialogue and peace
- promote the use of appropriate teaching and learning materials and methods (ideally based on learnercentred, participatory and inclusive approaches) for the delivery of quality basic and specific education services, at all levels

### Suggested indicators to be tracked by IFRC/National Societies

• # of IFRC offices/National Societies that have carried out one or more advocacy activities on matters related to the quality of education (e.g., for the incorporation of skills- and values-based education in the formal curriculum from the earliest age possible)

### Enabling Action 4.3

### Area of Focus All 🛛 🔵 🔵 🔵 🛑 🛑

### Detailed examples of activities

 develop/strengthen collaboration with academic institutions and the private sector for the formal recognition and certification of our educational programs and the development of innovative solutions to address specific matters related to the provision of quality education

- # of IFRC offices/National Societies that implement their work to enhance the quality of education (especially of the one they provide) through active partnerships with specialist actors (by type of partnership, work, actor and level)
- # of working group meetings to address matters related to the quality of education that IFRC/National Societies attended (specify with whom and at which level)



India 1928 Indian Red Cross Society volunteers giving nursing lessons. © IFRC

BREECH

POSITION

# ANNEXES

# **ANNEX I GLOSSARY OF TERMS**<sup>49</sup>

**Advocacy:** the process of gathering, organizing and formulating information into argument, usually in favor or support of someone, a cause or a policy which is then communicated to policymakers.

**Alternative education:** overarching term referring to all types of education programs that are not considered to be formal by governments and agencies. Alternative education activities have clear learning objectives, but vary in terms of duration, of whether they confer certification for acquired learning, and in organizational structure. It also describes different approaches to teaching and learning other than state-provided mainstream education, usually in the form of public or private schools with a special, often innovative curriculum and a flexible program of study based to a large extent on individual learners' interests and needs.

**Assistive devices:** any external product (including devices, equipment, instruments or software), especially produced or generally available, the primary purpose of which is to maintain or improve an individual's functioning and independence, and thereby promote their well-being. Assistive products are also used to prevent impairments and secondary health conditions.

**Children, adolescents and young adults (also generally termed as youth or young people):** these terms are used without prejudice to existing legal obligations. Different definitions and understandings of these terms exist (e.g., art. 1 of the Convention on the Rights of the Child). As per the IFRC youth policy, the terms "youth" and "young people" cover all people in the age range of 5 to 30 years. This includes children (5 to 11 years old), adolescents (12 to 17 years old), and young adults (18 to 30 years old).

**Continuing education:** education or training after initial education and training or after entry into working life aimed at helping individuals to: improve or update their knowledge and/or skills; acquire new skills for a career move or retraining; continue their personal or professional development.

**Conflict sensitivity and "do no harm" approach:** the process of: i) understanding the context in which the education policy/program takes place; ii) analyzing the two-way interaction between the context and the education policy/program; and iii) acting to minimize the unintended negative impacts identified and maximize the positive ones of education policies and programming on conflict or the risk of it. Such an approach is considered an essential basis for the work of organizations operating in fragile and conflict settings, and can be applied during planning, monitoring, and evaluation. For the education sector, such an analysis helps ensure that any educational intervention -be it of a humanitarian or development nature- does not increase tension in the communities but rather strengthen the factors that connect people.<sup>50</sup>

**Diversity:** means acceptance and respect for all forms of difference. This includes, but is not limited to, differences in: gender, sexual orientation, age, disability, HIV status, socio-economic status, religion, nationality and ethnic origin (including minority and migrant groups). Gender interacts with other aspects of diversity as there is an important interrelationship between discrimination on the basis of gender and discrimination on the basis of other forms of diversity.

**Education in Emergencies (EiE):** the provision of quality education, training and learning opportunities in situations of crisis (e.g., conflict, disasters, epidemics), including formal and alternative basic education and vocational skills development, in order to meet the physical, psychosocial, developmental and cognitive needs of children and youth.

**Education for Sustainable Development (ESD):** it empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society while respecting cultural diversity. It is lifelong learning, and an integral part of quality education. ESD is holistic, transformational education which addresses learning content and outcomes, pedagogy and the learning environment. It achieves its purpose by transforming society.

**Educational setting:** this term is used to encompass formal, non-formal and informal education, which are considered as complementary and mutually reinforcing elements of a lifelong learning process.

*Formal education* refers to education that is institutionalized, intentional, structured and planned through public organizations and recognized private bodies and, in their totality, make up the formal education system of a country. Formal education programs are thus recognized as such by the relevant national education authorities or equivalent (e.g. any other institution in cooperation with (sub)national education authorities). It consists mostly of initial education and often also includes vocational education, special needs education and some parts of adult education.

*Non-formal education* refers to any planned programme of personal and social education designed to improve a range of skills and competencies, outside the formal education curriculum. Non-formal education is essential to carry through a change that has to do with people's attitudes and behaviours.

*Informal education* refers to the lifelong process whereby every individual acquires attitudes, values, skills and knowledge from the educational influences and resources in his/her own environment and from daily life experience.

**Gender:** refers to the social differences between females and males throughout the life cycle that are learned and, though deeply rooted in every culture, are changeable over time and have wide variations both within and between cultures. 'Gender' determines the roles, power and resources for females and males in any culture.<sup>51</sup>

**Global Citizenship Education (GCED):** it equips learners with: a) knowledge of global issues and universal values such as justice, equality, dignity and respect; b) cognitive skills to think critically, systemically and creatively, adopting a multiple perspective approach; c) non-cognitive skills including social skills such as empathy and conflict resolution, communication skills, networking and interacting with people of different backgrounds, origins, cultures, perspectives; d) behavioral capacities to act collaboratively and responsibly, and to strive for the collective good.

**Humanitarian diplomacy:** is persuading decision makers and opinion leaders to act, at all times, in the interests of vulnerable people, and with full respect for fundamental humanitarian principles.<sup>52</sup>

**Humanitarian education (HE):** education that enables individuals – especially children, adolescents and young adults – to interpret situations from a humanitarian perspective and develop the knowledge, values and skills that empower them to take action in the spirit of the Fundamental Principles, helping and caring for themselves and others, and thereby contributing to building resilience, social inclusion and lasting peace in their family, community and society.

**Lifelong learning:** the principle of lifelong learning is that the entire education system should be designed to facilitate lifelong and 'life wide' learning and the creation of learning opportunities for people of all ages. The acquisition of knowledge, skills, competencies that lifelong learning should entail is not limited in its conceptual understanding to that of foundational skills, but also encompasses a larger panel of skills, bearing in mind the emergence of new skills deemed critical for individuals such as learning to learn, skills for global citizenship, entrepreneurial skills, and other core skills.

**Partnership:** collaboration in which organizations work together in a transparent, equitable and mutually beneficial way towards a common goal and where all partners agree to commit resources and share the risks as well as the benefits associated with the partnership.

**Persons with disabilities:** include those who have physical, mental, intellectual or sensory impairments, which, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis

with others". Since there is no consistency on the definition of disability worldwide, some may have to make allowances for alternative definitions and language, as appropriate within their contexts.<sup>53</sup>

**Protection:** fundamentally about keeping people safe from harm; it aims to ensure the rights of individuals are respected and to preserve the safety, physical integrity and dignity of those affected by natural disasters or other emergencies and armed conflict or other situations of violence. The IASC's definition – most commonly accepted by humanitarian actors (including the Movement) – is "all activities aimed at obtaining full respect for the rights of the individual in accordance with the letter and spirit of the relevant bodies of law (i.e., human rights law, international humanitarian law and refugee law)".

**Quality education:** an education that is both pedagogically and developmentally sound, inclusive and considerate of the whole individual. It addresses the social, emotional, mental, physical, and cognitive needs of each learner regardless of gender, age, ability, socio-economic status, geographic location, ethnicity, language and other aspects of one's identity. It provides a safe, supportive and engaging environment in and thanks to which each individual develops the knowledge, values and skills needed for leading their life, achieving their full potential and positively contributing to their community, society and the world. It is delivered by a skilled educator whose competencies include knowledge, values and abilities related to contemporary learning approaches and educational standards.<sup>54</sup>

**Resilience:** the ability of individuals, communities, organisations or countries exposed to disasters, crises and underlying vulnerabilities to anticipate, prepare for, reduce the impact of, cope with and recover from the effects of shocks and stresses without compromising their long-term prospects.<sup>55</sup>

**Special education:** children with disabilities receiving an education in a segregated learning environment such as a special school or center that is often isolated from the community, from other children, or from the mainstream education schools. Special schools are usually organized according to impairment, such as schools for blind or deaf.

**Temporary learning spaces (also known as transitional learning spaces):** non-formal settings where educational activities are conducted when it is not possible to return to the formal school system. They may include open air spaces, temporary shelters, tented schools and child-friendly spaces.

**Universal design:** the design of products, environments, programs and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. Does not exclude assistive devices for particular groups of persons with disabilities where needed.

# ANNEX II RELEVANT LEGAL FRAMEWORKS

**International human rights law** (IHRL) protects education both through the right per se and the recognition of the importance of education for the realization of other human rights.<sup>56</sup>

Like all human rights, the right to education imposes three levels of obligations on States: the obligation to respect, protect and fulfil. In other words, States must refrain, and prevent others, from interfering with the enjoyment of the right and adopt appropriate measures towards its full realization. The right to education is an economic, social and cultural right. Unlike civil and political rights, which embody an immediate obligation to respect and ensure all the relevant rights, it is recognized that economic, social and cultural rights cannot always be fully realized in a short period of time<sup>57</sup>. The general obligation to realize the right to education is a continuous one which must be discharged through a series of specific obligations of a varying nature. Some of these obligations are immediate while others are progressive (depending on the aspect of the right)<sup>58</sup>. As for the provisions requiring immediate application, it has been suggested that States must guarantee that the right to education will be exercised without discrimination of any kind (including with respect to the content

of education) and States are obliged to take deliberate, concrete and targeted steps towards: the provision of free and compulsory primary education; secondary education, in all its forms, must be generally available and accessible; and higher education equally accessible on the basis of capacity<sup>59</sup>.

Importantly, the right to education must be achieved to the maximum of a State's available resources through an effective use of these resources<sup>60</sup>. As a logical corollary, the precise application of the right will depend upon the conditions prevailing in a particular State<sup>61</sup>. In all case however, the State is obliged to strive to ensure the widest possible enjoyment of the right to education under the prevailing circumstances.

### International humanitarian law

In particular, the Geneva Conventions of 1949 and Additional Protocol I of 1977 specifically address education with regard to the following situations in international armed conflict: all children under 15 orphaned or separated as a result of war (Arts. 13 and 24 GC IV); civilian internees, notably children and young people (Arts. 94, 108 and 142 GC IV); occupation (Art. 50 GC IV); circumstances involving evacuation of children (Art. 78 AP I); and prisoners of war (Arts. 38, 72 and 125 GC III).

Additional Protocol II obliges parties to a non-international armed conflict, States and non-state armed groups, to provide children with a number of fundamental guarantees. They must provide them with the care and aid that they require. In particular, children must e.g. receive an education, including religious and moral education, in keeping with the wishes of their parents, or in the absence of parents, of those responsible for their care (Art. 4.3(a) APII).

In both international and non-international armed conflict, children affected by armed conflict are entitled to special respect and protection, which can comprise education (Rule 135 CIHL).

In the conduct of hostilities, treaty rules mainly correspond to equivalent customary rules applicable both in international and non-international armed conflicts.<sup>62</sup> Learners and educational personnel are presumed to be civilians.<sup>63</sup> As any other civilians, they are protected from direct attack, unless and for such time as they directly participate in hostilities,<sup>64</sup> regardless of whether or not a school or other educational facility has turned into a military objective. Relatedly, schools and other educational facilities are presumed to be civilian objects<sup>65</sup> and are thus protected against attack;<sup>66</sup> like for all other civilian objects, protection may cease when educational institutions are turned into military objectives.<sup>67</sup> Even in such case, all feasible precautions would have to be taken when attacking such military objective to avoid or at least minimize incidental harm to civilian learners, education personnel and educational facilities, and attacks expected to cause excessive incidental harm are prohibited.<sup>68</sup>

Parties to an armed conflict have a general obligation to take all feasible precautions to protect the civilian population and civilian objects under their control against the effects of hostilities.<sup>69</sup> These obligations also apply with respect to schools and other educational facilities and with respect to learners and education personnel.

In most international treaties, educational institutions are not listed as forming part of cultural property.<sup>70</sup> However, State practice indicates that educational buildings in general might be considered as part of cultural property<sup>71</sup>. In any event, special care must be taken in military operations to avoid damage to buildings dedicated to education unless they are military objectives (Rule 38 CIHL, applicable both in IAC and NIAC) and that seizure of or destruction or wilful damage done to institutions dedicated to education is prohibited (Rule 40 CIHL, applicable both in IAC and NIAC). In some exceptional cases, educational institutions considered of great cultural importance benefit from a heightened protection (1954 Hague Convention and 1999 Second Protocol; and APII).

# ANNEX III THE SUSTAINABLE DEVELOPMENT GOAL 4

The following **seven outcome targets** were set to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030:

- 1. ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
- **2.** ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
- **3.** ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
- **4.** substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
- **5.** eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
- **6.** ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
- **7.** ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

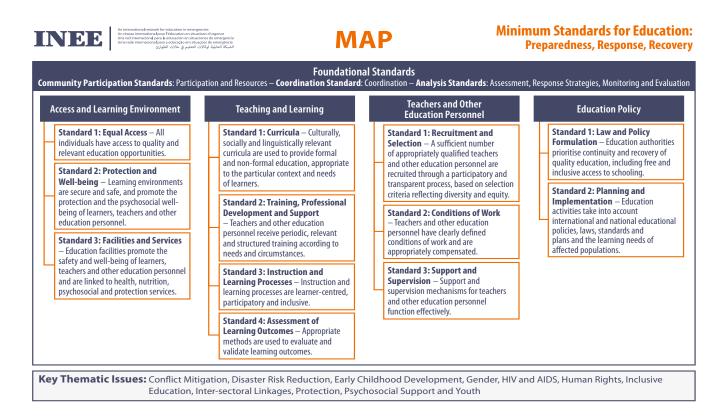
Besides, the following three means of implementation have been identified:

- **1.** Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all
- 2. Substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries
- **3.** Substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

## ANNEX IV SUMMARY MAP OF INEE MINIMUM STANDARDS FOR EDUCATION: PREPAREDNESS, RESPONSE, RECOVERY

The INEE Minimum Standards is the only global tool that articulates the minimum level of educational quality and access in emergencies from response through to recovery. The standards show a commitment that all individuals have a right to education during emergencies and fragile contexts, and echo the core beliefs of the Sphere Project: that all possible steps should be taken to alleviate human suffering arising out of calamity and conflict, and that people affected by disaster have a right to life with dignity.

The aim of the Handbook is 1) to enhance the quality of educational preparedness, response and recovery; 2) to increase access to safe and relevant learning opportunities for all learners, regardless of their age, gender or abilities; and 3) to ensure accountability and strong coordination in the provision of education in emergencies through to recovery. It contains the following 19 standards, each with accompanying key actions and guidance notes, that are organized in 5 domains.



# ANNEX V THE COMPREHENSIVE SCHOOL SAFETY FRAMEWORK

The Comprehensive School Safety Framework is a global framework in support of the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector and the Worldwide Initiative for Safe Schools.

### **GOALS OF COMPREHENSIVE SCHOOL SAFETY**

- Protect students and educators from death, injury, and harm in schools
- Plan for continuity of education through all expected hazards and threats
- · Safeguard education sector investments
- · Strengthen risk reduction and resilience through education

### THE THREE PILLARS OF COMPREHENSIVE SCHOOL SAFETY

Comprehensive School Safety is addressed by education policy and practices aligned with disaster management at national, regional, district and local school site levels. It rests on three pillars:

- 1. Safe Learning Facilities
- 2. School Disaster Management
- 3. Risk Reduction and Resilience Education

The foundation of planning for Comprehensive School Safety is multi-hazard risk assessment. Ideally, this planning should be part of Education Management Information Systems at national, sub-national and local levels. It is part of the broader analysis of education sector policy and management that provides the evidence base for planning and action.

#### **Pillar 1. Safe Learning Facilities**

This pillar addresses school safety through structural components related to a school, including: site selection; building codes; disaster-resilient design and 'green' design; performance standards of buildings; training and supervision of construction workers; quality control; remodelling; retrofitting; and water, sanitation and hygiene.

**Key actors:** Education and planning authorities, architects, engineers, builders, and school community members who make decisions about safe site selection, design, construction and maintenance (including safe and continuous access to the facility).

#### Pillar 2. School Disaster Management

This pillar addresses school safety through disaster management planning and processes, including: assessment and planning; physical, environmental and social protection; response skills and provisions; representative and participatory shared decision-making linked to school-based management; educational continuity planning; standard operating procedures; and contingency planning.

**Key actors:** Education sector administrators at national and sub-national education authorities, and local school communities who collaborate with their disaster-management counterparts in each jurisdiction. At the school level, the staff, students and parents who are all involved in maintaining safe learning environments. They may do this by assessing and reducing structural, non-structural, infrastructural, environmental and social risks, and by developing response capacity and planning for educational continuity.

#### Pillar 3. Risk Reduction and Resilience Education

This pillar addresses school safety through education activities and systems, including: Education for Sustainable Development; child-centred learning; formal curriculum integration; national consensus-based key messages; teacher training and staff development; extracurricular and community-based informal education; and conflict-sensitive education for diversity, acceptance, peace and social cohesion.

**Key actors:** Curriculum and educational materials developers, faculty of pedagogic institutes, teacher trainers, teachers, youth movements, activity leaders, and students, working to develop and strengthen a culture of safety, resilience and social cohesion.

# ANNEX VI ICRC'S ENGAGEMENT IN THE EDUCATION SECTOR

The ICRC's role in education has been primarily focused on its operational engagement in situations of conflict and violence. This has included four main areas: the development of a protection dialogue with parties to the conflict to prevent IHL violations (especially education-related provisions); activities developed in schools and communities at risk to enhance the protection of schools in areas particularly exposed (e.g., close to a front line); economic or material support to caretakers and school-aged children (e.g., distribution of school material, income generation programs to allow families to afford school fees, or rehabilitation of damaged schools); activities targeting specific vulnerable groups (including detainees, children associated with armed forces, unaccompanied children and children of missing persons) which build on the three previous categories of activities. Recent years have seen highly developed programmes in communities in Latin America, many in close collaboration with National Societies, which have had a substantial positive impact on children, young people, families and teachers in situations of violence.<sup>72</sup>

In 2011, the ICRC Strategy for Children included "the impact of conflict and violence on access to education" as one of its four priorities, which provided much needed support and leadership for field initiatives as well as humanitarian diplomacy efforts. In relation to the latter, the ICRC has been active in a wide range of events and policy initiatives on the protection of education to contribute its knowledge of the legal and policy frameworks, as well as the specific characteristics of working in a conflict dynamic and how best to ensure effective humanitarian interventions. Specifically, the ICRC has provided IHL-related input into language on attacks on schools in Security Council resolutions, based on States' requests. The ICRC also provided IHL-related input to the Guidelines on military use of schools and followed closely the development of the Safe Schools Declaration. The ICRC has not actively promoted the latter but participated in the Oslo Conference on Safe Schools where it was launched and has disseminated the Guidelines to its field delegations. As discussions are turning towards the implementation of the Guidelines by endorsing States, the ICRC has been more visible and active in safe schools' discussions. It has increasingly been bringing a child protection perspective into those discussions, in addition to an IHL perspective (WHS in 2016, Buenos Aires Safe Schools Conference in 2017).

ICRC plays a lead role in the dissemination of IHL and support of National Societies in doing so. Between 2001 and 2015, this was reflected through a structured global education programme (Exploring Humanitarian Law (EHL)) which, together with National Societies, brought the values and principles of humanitarian action to youth in schools. This has been absorbed and taken on by National Societies in some 40 contexts and has proven very effective in developing social awareness in young people and sharpen their sense of civic responsibility. This programme also includes all activities aimed at the promotion of humanitarian perspectives and promotes humanitarian activism in civil society. It is managed by National Societies in conjunction with Ministries of Education and has been an effective way to build up a platform of humanitarian awareness amongst young people<sup>73</sup>.

Recognising the growing level of humanitarian needs generated by the disruption of education in situations of conflict and violence, and the increasing requests of victims affected by situations in which the ICRC works, the organization recently embarked on a year long period of consultation and internal discussion in order to identify

what enhanced role it could play in responding to these needs. States and other stakeholders were supportive of an increased engagement of the ICRC in light of its mandate. This process led to the development and adoption of a **Framework** for Access to Education, together with a three-year **strategy** for 2018–2020. The priority focus of this consolidated approach is, to the extent possible, **enhance access to education at all levels** in situations of conflict and violence.

#### The six general objectives of ICRC's Access to Education Strategy:

- 1. Strengthen and expand our responses to mitigate the impact of armed conflict and other situations of violence on existing education services
- 2. Increase responses to affected students or populations who face challenges in accessing education opportunities
- **3.** Consolidate support to affected communities and the Movement through the development of vocational or professional skills, to deliver high quality humanitarian and essential services or increase their capabilities
- **4.** Enhance access to education through partnerships within and outside the Movement
- **5.** Encourage and persuade key stakeholders to demonstrate respect for education in situations of conflict and violence
- 6. Integrate access to education in operational strategies and across all programmes

## ANNEX VII THE 2016–2019 ACTION PLAN OF THE IFRC GLOBAL HUMANITARIAN EDUCATION INITIATIVE

This initiative and plan implemented in collaboration with a core group of 7 NS and a global network of 70 NS consists in achieving the following:

- 1. Strengthen the **evidence base** around the Red Cross and Red Crescent contribution to the education sector (including a global mapping, analysis of practices in terms of outreach and impact measurement, assessment of added value/complementarity to other actors):
  - development and sharing of personalised mapping findings' tables (including a list of indicators) for each NS to review and complete
  - consolidation and analysis of the preliminary mapping findings for the development of infographics and the finalisation of a promotional booklet
  - incorporation of education-related humanitarian needs into IFRC emergency response tools and mechanisms (EPoA, PGI competency framework)
  - collection of monitoring and evaluation tools and reports on existing education-related activities
  - development of in-depth, representative case studies, with a particular focus on the behavioural change impact of humanitarian education initiatives
- **2.** Provide an **overall frame** for Red Cross and Red Crescent education-related work and tools (including a comprehensive and progressive learning path to help identify/assess/develop tailored educational offers):
  - development of a global curriculum scheme articulating existing NSs' initiatives and resources across all thematic areas of focus
  - technical support for the expanded implementation of educational initiatives (e.g., YABC, Project Humanity, Safe schools, Healthy lifestyles, etc.)

- **3.** Leverage Red Cross and Red Crescent educational interventions to expand, diversify and strengthen the **volunteer base**, as well as foster exchange programmes, peer-to-peer coaching schemes and field collaboration:
  - exploring potential collaboration with the global volunteering alliance for a research piece on education and volunteering
- **4.** Facilitate access to and **sharing of knowledge**, **experiences and resources** in the area of education through user-friendly, online solutions (portal, web application):
  - upgrading of the HELP
  - pilot-testing of a WebApp
  - development of on-line courses (in partnership with ProFuturo)
- **5.** Strengthen **partnerships** with all relevant stakeholders in the education sector, and further position the International Red Cross and Red Crescent Movement (especially the IFRC and National Societies) as a partner of choice to address the humanitarian-development nexus in this sector:
  - active participation in a number of global alliances, networks and high-level meetings (e.g., Alliance for Child Protection in Humanitarian Action, Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector, Global Education Cluster, Inter-Agency Network for Education in Emergencies, INSPIRE implementation working group)
  - agreements including capacity-strengthening and technical support to address education-related matters with public authorities (e.g., Swiss Agency for Development and Cooperation, Ministries of education), UN agencies (e.g., UNICEF, UNHCR), (I)NGOs (e.g., Save the Children, International Social Services)
  - advocacy for the incorporation and provision of humanitarian education into relevant national policies, strategies and operational plans as well as into the formal, non-formal and informal curricula from the earliest age

# **ENDNOTES**

1 The American Red Cross, the Afghan Red Crescent, the Austrian Red Cross, the Bangladesh Red Crescent, the Belarus Red Cross, the Belgium Red Cross, the British Red Cross, the Burundi Red Cross, the Costa Rican Red Cross, the Croatian Red Cross, the Fiji Red Cross, the French Red Cross, the German Red Cross, the Egyptian Red Crescent, the Iraqi Red Crescent, the Iranian Red Crescent, the Italian Red Cross, the Japanese Red Cross, the Jordan Red Crescent, the Korean Red Cross, the Kuwait Red Crescent, the Luxembourg Red Cross, the Mali Red Cross, the Mongolian Red Cross, the Netherlands Red Cross, the Norwegian Red Cross, the Palau Red Cross, the Philippines Red Cross, the Red Cross Society of China (Hong-Kong branch), the Romanian Red Cross, the Red Cross of Serbia, the Spanish Red Cross, the Syrian Arab Red Crescent, the Swedish Red Cross, the Turkish Red Crescent and the Zimbabwe Red Cross

2 Particular thanks go to Charlotte Tocchio (Coordinator, Humanitarian Education), Karl Zarhuber (Coordinator, Humanitarian Education Initiative), Amjad Saleem (Manager, Inclusion, Protection and Engagement Unit), Cécile Aptel (Director, Policy, Strategy and Knowledge Department) and Jemilah Mahmood (Under Secretary-General, Partnerships) for their leadership and commitment in driving forward the development of this strategic framework, and to Francisco Ianni (Senior Officer, Floods Resilience Disaster and Crisis Prevention, Response and Recovery), Ian O'Donnell (Team Leader, One Billion Coalition for Resilience), Margarita Griffith (Coordinator, Knowledge Sharing), Sofia Alexandre (Senior Officer, Instructional Design), Mina Mojtahedi (Coordinator, Disability Inclusion), Nancy Claxton (Senior Officer, Health Promotion), Ela Serdaroglu (Shelter Lead), Carine Malardeau (Senior Officer, Food Security & Resilient Livelihoods), Caroline Holt (Team Leader, Global Cash Transfer Programme), Robert Fraser (Senior Officer, WASH in development), Geoff Loane (Head of Education, ICRC) for their active engagement and support throughout this process.

3 Development funding represents over 92% of all external support for education (UNESCO, 2015 EFA Global Monitoring Report (GMR)). Education activities in the development sector are worth more than 1 billion USD per annum in aid through development institutions.

4 Their co-conveners are UNESCO, UNDP, UNFPA, UNHCR, UNICEF, UN Women, the World Bank Group and the International Labour Organisation. Key actors in this sector also include the Global Partnership for Education.

5 Universal Declaration of Human Rights (1948) (Arts. 2, 26); Convention Relating to the Status of Refugees (1951) (Arts. 4 and 22); International Covenant on Civil and Political Rights (1966) (Art. 2); International Covenant on Economic, Social and Cultural Rights (1966) (Arts. 2, 13, 14); Convention on the Elimination of All Forms of Discrimination against Women (1979) (Art. 10); Convention on the Rights of the Child (1989) (Arts. 2, 22, 28, 29, 30, 38, 39); Convention on the Rights of Persons with Disabilities (2006) (Art. 24).

6 African Charter on Human and Peoples' Rights (Art. 17); African Charter on the Rights and Welfare of the Child (Arts. 11, 3, 12 and 13(2); Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women (Art. 12); African Youth Charter (Arts. 13, 15, 23); African Union Convention for the Protection and Assistance of Internally Displaced Persons in Africa (Art. 1 (j) and Art. 2 (b)); Charter of the Organization of American States (Arts. 3(n), 30, 34 (h), Arts. 47, 48, 49); American Convention on Human Rights (Art. 12); Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social and Cultural Rights (Arts. 13, 16, 6(2)); Additional Protocol 1 to the ECHR (Art. 2); European Social Charter (Art. 17); EU Charter of Fundamental Rights (Art. 14); Arab Charter on Human Rights (Arts. 41, 14.6, 40.4); Covenant on the Rights of the Child in Islam (Arts. 12, 2(4)).

7 Other non-binding instruments that may be helpful in defining the relevance and scope of the right to education include: Guiding Principles on Internal Displacement (1998) (Para. 23); Bangkok Rules (Art. 18(b), 38–46); Basic Principles for the Treatment of Prisoners (6); Mandela Rules (77–78).

8 Arts. 38, 72, 125 GC III; Arts. 13, 24, 50, 94, 108, 142 GC IV; Art. 78 AP I; Art. 4.3(a) APII; Rules 38, 40 and 135 CIHL.

9 Art. 3 Common to the GCs; Arts. 48, 49 50, 52, 53, 57, 58 AP I; Arts. 4, 13, 16 AP II; 1954 Hague Convention and its 1999 Second Protocol; Rules 1–24 CIHL; See also, Rules 38 and 40 CIHL.

10 See Art. 3, §2 and Art. 5, §2 (g) of the statutes of the International Red Cross and Red Crescent Movement

11 The IFRC is currently going through a consultation process for a draft checklist on law and disaster preparedness and response which consolidates key recommendations of the Global synthesis report on law and disaster preparedness and response. The checklist highlights the importance of education as part of contingency planning.

12 Its Steering Committee comprises: CARA (Council for At-Risk Academics), Human Rights Watch (HRW), Institute for International Education/IIE Scholar Rescue Fund, Plan International, Protect Education in Insecurity and Conflict (PEIC, a program of the Education Above All Foundation), Save the Children, Tides Center, UNESCO, UNHCR and UNICEF.

13 This is the terminology used by GCPEA.

14 Global prevalence and trends detailed in the first edition of the "Education under Attack" report by UNESCO in 2007

15 Replacing the Thematic Platform on Knowledge and Education (created in 2006) to advance among other things the objectives set in the 2005–2015 Hyogo Framework for Action. GADRRRES' Steering Committee comprises: IFRC, Plan International, Save the Children, UNDRR, UNESCO and UNICEF.

16 See data and results of the Global Partnership for Education at https://www.globalpartnership.org/data-and-results/education-data

17 Whilst the UN Global Education First Initiative has set a modest 4% agreed target for education funding out of all humanitarian aid, the actual amount sought by the UN Humanitarian Response Plans has been only 2.9%. Education also had the lowest response rate from donors, receiving only 36% of the requested funds, compared with 60% received for all other sectors on average. Between 2000 and 2014, out of nearly 350 Humanitarian Response Programme appeals, only fifteen of them provided nearly 50% of all education funding. Of the USD4.3 billion channeled through the CERF, CHF and ERF mechanisms between 2010 and 2014, just 3% was for education compared to 25% for the health sector. (2015 EFA GMR, UNESCO)

18 Figures and operational data reflect not only a poor coverage of education delivery in situations of humanitarian emergency but also a dearth of support for the secondary and tertiary education levels

19 UNESCO, Global Education Monitoring Report, "Education for people and planet: Creating sustainable futures for all" (2016), p.428: https://unesdoc. unesco.org/ark:/48223/pf0000245752

20 UIS/GEM Report Fact Sheet 48, p.5: http://uis.unesco.org/sites/default/files/documents/fs48-one-five-children-adolescents-youth-out-school-2018-en.pdf

21 UNESCO Institute for Statistics (UIS), "Reducing global poverty through universal primary and secondary education", GMR, policy paper 27/factsheet 37, UIS, Montreal, June 2017: https://unesdoc.unesco.org/ark:/48223/pf0000250392

22 Conflict-affected countries have only 20% of the world's primary-school-age children but 50% of the world's out-of-school children. UIS and UNICEF, Fixing the Broken Promise of Education for All: Findings from the Global Initiative on Out-of-School Children, UIS, Montreal, 2015, p.11: http://dx.doi. org/10.15220/978-92-9189-161-0-en

23 In 2017, children under the age of 5 made up 16% (10 million) of the 67.75 million people forcibly displaced (UNHCR)

24 UNHCR (2016)

25 UNESCO UIS (2016), http://uis.unesco.org/en/news/263-million-children-and-youth-are-out-school

26 UNESCO (2016)

27 2015 EFA GMR, UNESCO

28 2013/2014 EFA GMR, UNESCO, p.19: https://unesdoc.unesco.org/ark:/48223/pf0000225660

29 2011 EFA GMR, UNESCO, p. 8: http://unesdoc.unesco.org/images/0019/001902/190214e.pdf

30 2011 EFA GMR, UNESCO, pp. 6, 7 and 8

31 The Learning Generation, executive summary, p. 4: https://report.educationcommission.org/report/

32 Economic impacts of child marriage: Global synthesis report (2017), p.5: https://documents1.worldbank.org/curated/en/530891498511398503/ pdf/116829-WP-P151842-PUBLIC-EICM-Global-Conference-Edition-June-27.pdf

33 The Learning Generation, p.34: https://report.educationcommission.org/report/

34 P. Collier, Doing Well out of War, World Bank, 1999, p. 5: https://web.worldbank.org/archive/website01241/WEB/IMAGES/28137.PDF

35 World Bank. Understanding Civil War, 2005, p. 16: https://openknowledge.worldbank.org/bitstream/

handle/10986/7438/344110v20PAPER101OfficialOuse0only1.pdf?sequence=1&isAllowed=y

36 UNESCO, GMR "Education for people and planet: Creating sustainable futures for all" (2016), p.32 and 33: https://unesdoc.unesco.org/ark:/48223/pf0000245752

37 over 20% of education in Africa and 25% in India is privately delivered (both for profit and not for profit)

38 such as the Health Policy; the Migration Policy; the Youth Policy and Youth Engagement Strategy; the Strategy on Violence Prevention, Mitigation and Response 2010–2020; the Child Protection Policy and action plan 2015–2020; the Strategic Framework on Gender and Diversity Issues 2013–2020; the Movement Strategic Framework for Disability Inclusion; the Framework for Community Resilience

39 E.g., opposition to certain types of education or to the provision of education to certain groups; perception of education structures and personnel as a symbol of State's power; symbolic (State-centric) nature of education as a strong vehicle for the transmission of values, principles and ideologies to entire generations; instrumentalization of education to ascertain power; the argumentation of education being a tool to prevent/counter violent extremism associated with some donor States' increased support

40 Disaster Risk Reduction (DRR); Health (H); Water, Sanitation and Hygiene (WASH); Shelter and settlements (S); Livelihoods (L); Protection, Gender and Inclusion (PGI); Migration (M)

41 Partnerships is envisaged to be strengthening existing relationships and synergies; building new ones, and coordinating efforts with all actors within existing systems and mechanisms such as through the cluster coordination at local level and IASC at global level.

42 This definition is adapted from the one provided in the glossary annexed to the education strategy of the Swiss Agency for Development and

Cooperation (SDC), available online at https://www.eda.admin.ch/dam/deza/en/documents/themen/grund-und-berufsbildung/strategie-deza-bildung\_EN.pdf 43 Also consult the disability inclusion strategic framework of the International Red Cross and Red Crescent Movement, available online at http:// rcrcconference.org/wp-content/uploads/2015/03/CoD15\_Res-4-disability-inclusion-FINAL-EN.pdf

44 Defined as "the use of force or power, either as an action or omission in any setting, threatened, perceived or actual against oneself, another person, a group, a community that either results in or has a high likelihood of resulting in death, physical injury, psychological or emotional harm, mal development or deprivation" in the IFRC strategy on violence prevention, mitigation and response 2011–2020 (available online at https://www.ifrc.org/document/ifrc-strategy-violence-prevention-mitigation-and-response)

45 UNESCO Institute for Statistics (UIS), more information at http://uis.unesco.org

- 46 UNOCHA Indicator Registry, https://ir.hpc.tools/indicators/global-clusters/3
- 47 GADRRRES, entire concept note downloadable at https://gadrrres.net/resources/css-targets-and-indicators

48 https://www.preventionweb.net/files/55716\_55716stc01439schoolsasevacuationcen.pdf

49 Definitions largely drawn from the SDC's education strategy, the UNICEF education booklet for guidance on including children with disabilities in humanitarian action - themselves often based on publications and inputs from various expert agencies (e.g., Handicap International, Save the Children, WHO, INEE, UNESCO, etc.)

- 50 Adapted from the INEE Conflict Sensitive Education Pack
- 51 IASC. Women, Girls, Boys and Men Different Needs and Opportunities: Gender Handbook in Humanitarian Action.2006
- 52 IFRC Humanitarian Diplomacy Policy (May 2009)
- 53 United Nations Convention on the Rights of Persons with Disabilities (May 2008)
- 54 Adapted from https://www.huffpost.com/entry/what-do-we-mean-by-a-qual\_b\_9284130
- 55 IFRC Framework for Community Resilience (2014)

56 See, e.g. Art. 1, Convention against Discrimination in Education, Paris, 1960; Art. 26, Universal Declaration of Human Rights, Paris, 1948; Arts. 10, 13, 14,

Covenant International Covenant on Economic, Social and Cultural Rights, New York, 1966; Arts. 28 and 29, Convention on the Rights of the Child, New York, 1989. 57 E.g. Art. 2, International Covenant on Economic, Social and Cultural Rights (ESCR); ESCR Committee, General Comment No. 3.

58 ESCR Committee, General Discussion Day: The Right to Education (Arts. 13 and 14 of the Covenant), UN doc. E/C.12/1998/SR.49, 2 December 1998, para. 54.

59 ESCR Committee, General Discussion Day: The Right to Education (Arts. 13 and 14 of the Covenant), UN doc. E/C.12/1998/SR.49, 2 December 1998, para. 54 and ESCR Committee, General Comment No. 13.

60 See footnote above

61 ESCR Committee, General Discussion Day: The Right to Education (Arts. 13 and 14 of the Covenant), UN doc. E/C.12/1998/SR.49, 2 December 1998, para. 54 and ESCR Committee, General Comment No. 13.

62 See: Art. 3 Common to the GCs; Arts. 48, 49 50, 52, 57, 58 AP I; Arts. 4, 13 AP II; Rules 1-24 CIHL.

63 Art. 50 AP I. The presumption mentioned in this article has no customary law equivalent.

64 Art. 51 AP I; Rule 6 CIHL. See also: N. Melzer, Interpretive Guidance on the Notion of Direct Participation in Hostilities under International Humanitarian Law, Geneva: ICRC, 2009.

65 Art. 52 AP I. The presumption mentioned in this article has no customary law equivalent.

66 Art. 52 AP I; Rules 7 CIHL.

67 Art. 52 AP I; Rule 10 CIHL.

68 Arts. 51 and 57 AP I; Rules 11–21 CIHL. See also: Rome Statute of the International Criminal Court (1998) (Art. 8(2)(b)(ix) and 8(2)(e)(iv)) pursuant to which intentionally directing attacks against buildings dedicated to education, provided they are not military objectives, constitutes a war crime in both IAC

and NIAC.

69 Art. 58 AP I and Rules 22–24 CIHL. Rule 24 CIHL states that in IAC and arguably also in NIAC," each party to the conflict must, to the extent feasible, remove civilian persons and objects under its control from the vicinity of military objectives".

70 E.g. 1954 Hague Convention for the protection of cultural property in case of armed conflicts, Art. 1; PA I, Art. 53 and PA II, Art. 16.. This being said, some articles in the 1907 Hague Regulations for Land Warfare (annexed to Hague Convention IV) mention particular lists of buildings, which include those "dedicated to religion, art, science, or charitable purposes, historic monuments, hospitals, and places where the sick and wounded are collected" (Art. 27) and "institutions dedicated to religion, charity and education, the arts and sciences" (Art. 56). However, the Regulations do not consider educational institutions to be cultural property, as such

71 See in particular, practice related to Rule 38 CIHL.

72 These include the Open Humanitarian Spaces programme, and similar initiatives, in Rio de Janeiro, Ciudad Juarez, Medellin and other urban contexts in Latin America.

73 Although ICRC does not provide a lead role here, it plays a complementary and supportive role to the work of National Red Cross and Red Crescent Societies and their Federation in developing and extending this outreach to children and young people.

### THE FUNDAMENTAL PRINCIPLES OF THE INTERNATIONAL RED CROSS AND RED CRESCENT MOVEMENT

#### Humanity

The International Red Cross and Red Crescent Movement, born of a desire to bring assistance without discrimination to the wounded on the battlefield, endeavours, in its international and national capacity, to prevent and alleviate human suffering wherever it may be found. Its purpose is to protect life and health and to ensure respect for the human being. It promotes mutual understanding, friendship, cooperation and lasting peace amongst all peoples.

#### Impartiality

It makes no discrimination as to nationality, race, religious beliefs, class or political opinions. It endeavours to relieve the suffering of individuals, being guided solely by their needs, and to give priority to the most urgent cases of distress.

#### Neutrality

In order to enjoy the confidence of all, the Movement may not take sides in hostilities or engage at any time in controversies of a political, racial, religious or ideological nature.

#### Independence

The Movement is independent. The National Societies, while auxiliaries in the humanitarian services of their governments and subject to the laws of their respective countries, must always maintain their autonomy so that they may be able at all times to act in accordance with the principles of the Movement.

#### **Voluntary service**

It is a voluntary relief movement not prompted in any manner by desire for gain.

#### Unity

There can be only one Red Cross or Red Crescent Society in any one country. It must be open to all. It must carry on its humanitarian work throughout its territory.

#### Universality

The International Red Cross and Red Crescent Movement, in which all societies have equal status and share equal responsibilities and duties in helping each other, is worldwide.



The International Federation of Red Cross and Red Crescent Societies (IFRC) is the world's largest humanitarian network, with 192 National Red Cross and Red Crescent Societies and around 14 million volunteers. Our volunteers are present in communities before, during and after a crisis or disaster. We work in the most hard to reach and complex settings in the world, saving lives and promoting human dignity. We support communities to become stronger and more resilient places where people can live safe and healthy lives, and have opportunities to thrive.