



Knowledge hub
-
Collection of best practices

Summary of the best practice

1. Title of the best practice (e.g. name of policy, programme, project, etc.) *

10% Target for Education in Emergencies in EU-funded Humanitarian Aid Operations

2. Country or countries where the practice is implemented *

Countries and regions affected by crises, conflicts and humanitarian emergencies

3. Please select the **most relevant** Action Track(s) the best practice applies to *

- Action Track 1. Inclusive, equitable, safe, and healthy schools
- Action Track 2. Learning and skills for life, work, and sustainable development
- Action Track 3. Teachers, teaching and the teaching profession
- Action Track 4. Digital learning and transformation
- Action Track 5. Financing of education

4. Implementation lead/partner organization(s) *

ECHO

5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. *

vulnerable children, education in emergencies, refugees and forcibly displaced, girls' education, access, protection of education from attack

6. What makes it a best practice? *

Since 2019, the EU sets a funding target to invest 10% of its initial humanitarian aid budget to education in emergencies. This investment supports children in countries affected by crises, conflicts and disasters, mainly in Africa (29% of projects) and the Middle East (25%). It offers them opportunity to access quality and safe education and minimises the impacts of crisis on the right to education and children's learning.

Description of the best practice

7. Introduction (350-400 words)

This section should ideally provide the context of, and justification for, the practice and address the following issues:

- i) Which population was affected?
- ii) What was the problem that needed to be addressed?
- iii) Which approach was taken and what objectives were achieved? *

Access to quality education is crucial to give every child a better future, develop their full potential and ultimately, ensure peaceful, inclusive and prosperous life for our societies. This basic right is unfortunately challenged by increasing complexity and duration of crises across the world, forced displacement, violence and disasters, both natural and man-made. Millions of children worldwide are at risk of being out of school for long periods or growing up without education.

The EU helps children caught in crises go back and stay in education through various formal and non-formal education pathways at primary and secondary levels of education. The EU also increasingly focuses on protecting education from attack and the rollout of the Safe Schools Declaration.

8. Implementation (350-450 words)

Please describe the implementation modalities or processes, where possible in relation to:

- i) What are the main activities carried out?
- ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
- iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
- iv) What were the resources needed (budget and sources) for the implementation?

*

The EU supports the continuity of quality and safe education during crises by focusing on:

- partnerships for a rapid, efficient, effective, and innovative education response
- promoting access, inclusion, and equity
- championing education for peace and protection
- supporting quality education for better learning outcomes.

EU humanitarian funding is delivered through its humanitarian partners, notably NGOs, United Nations agencies, and international organisations.

The investment covers formal and non-formal learning activities, providing teaching and learning materials, training and mentoring teachers and other education workers, psychosocial support and life skills training (including health and hygiene awareness, mine risk education, conflict and disaster risk reduction activities, and personal resilience and recreation sessions), community sensitisation and awareness-raising, school infrastructure rehabilitation and improvement, promoting protection of schools.

9. Results – outputs and outcomes (250-350 words)

To the extent possible, please reply to the questions below:

- i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
- ii) What were the concrete results achieved with regard to outputs and outcomes?
- iii) Has an assessment of the practice been carried out? If yes, what were the results? *

The EU allocated €750 million for education in emergencies in 2015-2021 period. The yearly funding target for 2022 is over EUR 150 million.

The 10% investment target in education in emergencies testifies to EU's strong commitment to comprehensive education in emergencies approach, using new and innovative solutions, synchronising humanitarian and development assistance for greater impact, strengthening individual, community and country resilience and promoting education that protects and is protected.

Since 2015, nearly 12 million children benefited from EU-funded projects for education in emergencies. The EU prioritises projects that target at least 50% girls' participation.

10. Lessons learnt (300 words)

To the extent possible, please reply to the following questions:

- i) What were the key triggers for transformation?
- ii) What worked really well – what facilitated this?
- iii) What did not work – why did it not work? *

A high investment target for education in emergencies has been a major break-through for EU's approach to education. It has changed our work as a donor, addressing children's needs in the most comprehensive way.

The quantitative approach should be accompanied by quality of investment and attention to incorporating solutions that lead to better learning outcomes, supporting teachers and their competences, addressing equity and girls' education, offering flexible pathways of learning, and providing for the integration of vulnerable children into formal education systems.

Strengthening EiE as a sector of humanitarian assistance should be accompanied by the promotion of whole-child approach and integrated programming, linking closely education, child protection, mental health and psycho-social support, health or disaster preparedness.

EU investment in education in emergencies is accompanied by strong linkages, synergies, and complementarity with development approaches, to ensure 'aid continuum' and promote sustained and well-coordinated investment in education, in a true nexus spirit.

11. Conclusions (250 words)

Please describe why may this intervention be considered a “best practice”. What recommendations can be made for those intending to adopt the documented “best practice” or how can it help people working on the same issue(s)? *

Children’s and young people’s swift return to education and schooling in the context of crises, conflicts and emergencies is a major factor in the return to stability. It helps to alleviate psychological stress, avoid gender-based violence, connect young people with social and health services, including psychosocial support, and creates a sense of community.

Dedicated a substantial share of humanitarian aid budget to support education help answering the needs of children affected by crises in a comprehensive manner.

An efficient, context-specific response strengthens resilience and address the root causes of crises and forced displacement, becomes key for personal development, social transformation, improved equity, prosperity, resilience and peace building.

12. Further reading

Please provide a list and URLs of key reference documents for additional information on the “best practice” for those who may be interested in knowing how the results benefited the beneficiary group/s. *

https://ec.europa.eu/echo/files/news/eie_in_humanitarian_assistance.pdf

https://civil-protection-humanitarian-aid.ec.europa.eu/system/files/2020-06/eie_mapping_report.pdf