

## **HUMANITARIAN IMPLEMENTATION PLAN (HIP)**

### **EU Children of Peace**

AMOUNT: EUR 15 800 000

The present Humanitarian Implementation Plan (HIP) was prepared on the basis of financing decision ECHO/WWD/BUD/2016/01000 (Worldwide Decision) and the related General Guidelines for Operational Priorities on Humanitarian Aid (Operational Priorities). The purpose of the HIP and its annex is to serve as a communication tool for ECHO's partners and to assist in the preparation of their proposals. The provisions of the Worldwide Decision and the General Conditions of the Agreement with the European Commission shall take precedence over the provisions in this document.

### **0. MAJOR CHANGES SINCE PREVIOUS VERSION OF THE HIP**

#### July 2016 – Modification No. 1

In March 2016, the Palestine HIP (ECHO/WWD/BUD/2016/01000) was amended and EUR 800 000 was added with the aim of increasing support for education in emergencies. Due to an internal redistribution of funds, it has now been decided to de-commit the EUR 800 000 from the Palestine HIP and to reallocate the same amount to this EU Children of Peace HIP.

### **1. CONTEXT**

Today, an estimated 230 million children live in conflict-affected areas and over half of the world's refugees are below 18 years.<sup>1</sup> Conflicts affect girls and boys in many different ways. Even more than adults, children risk being killed or injured – in addition, in many contexts they are used as active participants in the hostilities. They can be recruited by armed groups or criminal gangs – as fighters, for sexual exploitation or forced labour. Children are at high risk to be separated from their families and/or forcibly displaced. They also form a large proportion of antipersonnel mine victims and they are often at greater risk of gender based violence.

Girls and boys are also every so often left out of school during or in the immediate aftermath of conflict. It is estimated that around 34 million children affected by conflict are currently out of school<sup>2</sup>. The impact of conflict on these children is often long lasting, and in some contexts of protracted crises, if education is not prioritized, they could easily become a "lost generation", replicating as adults the violent patterns that they experienced in their childhood, thus perpetuating violence. Education is vital for both economic growth, and peace and stability of countries. It is also often identified as a top priority by affected communities themselves.

Despite children being among the most affected by humanitarian crises, child protection and education in emergencies are among the least funded humanitarian sectors. In spite of the increased recognition of the important role that education may play for children

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<sup>1</sup> [http://www.unicef.org/media/files/UNICEF\\_Children\\_and\\_Emergencies\\_2014\\_fact\\_sheet.pdf](http://www.unicef.org/media/files/UNICEF_Children_and_Emergencies_2014_fact_sheet.pdf)  
<http://www.unhcr.org/556725e69.html>

<sup>2</sup> [http://ec.europa.eu/echo/files/aid/countries/factsheets/thematic/children\\_conflict\\_en.pdf](http://ec.europa.eu/echo/files/aid/countries/factsheets/thematic/children_conflict_en.pdf)  
ECHO/CHD/BUD/2016/91000

and young people affected by crises less than 2% of the humanitarian budget is allocated to education in emergencies.<sup>3</sup>

On 12 October 2012, the Nobel Prize Committee decided to award the 2012 Nobel Peace Prize to the European Union for over six decades' contribution to the advancement of peace and reconciliation, democracy and human rights in Europe. The Presidents of the three EU Institutions – the Parliament, the Council and the Commission – jointly decided to dedicate the award to humanitarian projects assisting conflict-affected children through education, the so-called EU Children of Peace Initiative. This was continued as an EU flagship multi-annual initiative for education in emergencies, each year adding funds in order to respond to the mounting needs of children that miss out on education due to conflicts and emergencies. Since 2012, the EU has contributed over EUR 23.7 million to the EU Children of Peace (including assigned revenues from the governments of Austria and Luxembourg) and by the end of 2015 more than 1.5 million children will have benefitted from this initiative in 26 countries around the world.

During the Oslo Summit on Education for Development, that took place on the 7 July this year, Commissioner Christos Stylianides announced his intention to scale-up ECHO's support towards education in emergencies, with the aim to reach the global target and dedicate 4% of the EU Humanitarian aid budget to education in emergencies during the course of his mandate.

The current Humanitarian Implementing Plan (HIP) provides further support to meet the mounting needs of children in conflict affected contexts that are out of school or risk education disruption. Children are both particularly vulnerable and particularly exposed during crises, as they often lack resources of their own and are deprived protection. For these children education can be lifesaving, as it can give them a sense of normalcy, safety, teach them important life skills and restore the hope for a better life. Investing in education is also an investment for the future and the reconciliation of war-thorn societies, preventing children, especially in protracted conflict-contexts, to become a lost generation. Following up on Commissioner Stylianides' commitment to continue and scale up the funding for education in emergencies ECHO's contribution will increase to 3 % in 2016 and from there continues to 4 % in the following years up to 2019. Increasing ECHO's support to education in emergencies is in accordance with the European Consensus on Humanitarian Aid that states, "... in responding to humanitarian need particular vulnerabilities must be taken into account. In this context, the EU will pay special attention to women, children, the elderly, sick and disabled people, and to addressing their specific needs".

Furthermore, the present HIP is in accordance with the Commission Communication "A Special Place for Children in EU External Action" (2008) and its accompanying Staff Working Document "Children in Emergency and Crisis Situations"<sup>4</sup> in which education in emergencies is among the three focus areas, alongside emphasis on separated and unaccompanied children and children associated with armed forces or armed groups. The operations funded under this HIP will also feed into the Commission's contribution to the implementation of the EU Guidelines on Children and Armed Conflict (adopted in 2003 and revised in 2008).

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<sup>3</sup> <http://www.globalpartnership.org/blog/doing-more-and-better-education-emergencies>

<sup>4</sup> SEC(2008) 135.  
ECHO/CHD/BUD/2016/91000

## 2. HUMANITARIAN NEEDS

### 1) Affected people / potential beneficiaries

Currently 34 million conflict-affected children are out of primary-school, which is more than half of the 59 million children that are out of primary-school globally.<sup>5</sup> For those in school, the risks of education disruption, drop out and poor quality, alongside psychosocial and protection concerns remain high. Children in fragile and conflict-affected countries are nearly 3 times more likely to be out of school and among refugees and IDP's children only 1 in 2 attends school and only 1 in 4 attend lower secondary level.<sup>6</sup>

Failure to provide education during crises, especially protracted conflict situations, will have long term implication and risk of creating a lost generation of children. Nearly 60 million people were forced to flee their homes in 2014. At the same time protracted crises are mounting and families can remain displaced for years (the average length of displacement for refugees is 17 years<sup>7</sup>). The number of out of school children increases each year of the conflict, which risk deprive millions of children of their right to education considering most conflict situations today tend to last for more than 20 years.<sup>8</sup> With each child, with each successive year of education lost, the human, social and economic costs rise exponentially — permanently leaving children, families and communities in a desperate fight for survival<sup>9</sup>. Failure to provide education during protracted crises undermines entire generations of children, who remain uneducated and unprepared to contribute to their communities' recovery and resilience. Investing in education can be the difference between life and death.

Research has shown that the education of already vulnerable or marginalized groups almost always suffers more in emergencies. Girls are disproportionately affected; with 4 of the 5 countries with the largest gender gaps in education being conflict-affected countries.<sup>10</sup> Girls are almost two and a half times more likely to be out of school if they live in conflict-affected countries.<sup>11</sup> In 2013, amongst children of primary school age, 1 out of 10 girls and 1 out of 12 boys were out of school. The dangers for girls in schools are also heightened in conflict situations, for examples the disproportionate targeting of girls schools by armed groups (see Afghanistan and Boko Haram in Nigeria). Furthermore, the risk of school-related gender-based violence (GBV) is intensified in vulnerable and conflict affected communities.

UNESCO estimates that more than 90% of children with disabilities in developing countries are not attending schools and most likely this percentage is larger in conflict-affected countries.<sup>12</sup>

### 2) Description of the most acute humanitarian needs

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<sup>5</sup> <http://www.un.org/apps/news/story.asp?NewsID=51280#.VdbVImO2m5I>

[http://www.unicef.org/education/bege\\_61659.html](http://www.unicef.org/education/bege_61659.html)

<sup>6</sup> ODI

<sup>7</sup> UNCHR, 2014. Resolve Conflicts or Face Surge in Life-long Refugees Worldwide, Warns UNHCR Special Envoy. <http://www.unhcr.org/53a42f6d9.html>

<sup>8</sup> UNHCR

<sup>9</sup> [http://b.3cdn.net/awas/fbba41fa22582d8f8d\\_48m6bf36u.pdf](http://b.3cdn.net/awas/fbba41fa22582d8f8d_48m6bf36u.pdf)

<sup>10</sup> ODI

<sup>11</sup> UNESCO (2015)

<sup>12</sup> ODI

Crises have a range of disastrous individual and system-wide impacts on education, including destruction of infrastructure, disruption of systems and increased protection concerns. Education and structured recreational activities are crucial for the protection and development of conflict-affected children, as they provide a return to familiar routines and instil hope for the future, mitigating the psychosocial impact of violence and displacement. Young children out of school are more vulnerable to health concerns and development delay, while older children are at greater risk of early marriage, early pregnancy, recruitment into armed forces and/or criminal gangs or labor exploitation. Compounding the extraordinary health risks associated with child marriage, child labour, and child recruitment into armed forces, out-of-school children lose out on the powerful health outcomes that accompany education, from improved maternal and infant mortality rates to an increased availability of safe birthing options, creating an additional layer of lasting social and economic consequences.<sup>13</sup>

Schools can be a safe place where children are accounted for and protected from risks. Furthermore, life-saving items (food) and messages (vital health, nutrition and hygiene information, education regarding landmines, HIV prevention, DRR training and awareness, prevention of recruitment by armed groups, etc.) can be passed on to children in schools, who can pass knowledge on to their families. In this way, provision of education in conflict setting can be lifesaving, as well as a vector that supports the other humanitarian sectors.

Even more importantly, psychosocial support and education in emergencies operations can contribute to breaking the circle of violence, often perpetuated by young people who themselves have been traumatized during situations of conflict and war. This "education for peace" aspect is particularly relevant as part of the legacy of the Nobel Peace Prize which triggered the "EU Children of Peace" initiative.

Beyond difficult access and high drop-out rates, quality of education represents another major challenge in humanitarian settings. UNHCR report that the quality of refugee education programming tends to be low, with pupil-teacher ratio averages at 70:1. Refugee camps tend to face an acute shortage of teachers and many lack formal training and qualifications.

Moreover, the five countries experiences the most attacks on education in recent years are all conflict-affected.

### **3. HUMANITARIAN RESPONSE**

#### **1) National / local response and involvement**

Public expenditure on education in crises contexts is difficult to estimate due to lack of data. However, education as a share of government expenditure has fallen in recent years in fragile states. There is currently a wide funding gap for education in emergencies EUR 4.3 billion (average of EUR 66 per child).<sup>14</sup>

The vast majority of international funding for education in crises, with the exception of refugee crises, comes from development aid. However, there has been a declining trend in funding to education in recent years. The EU has nevertheless kept its commitment

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<sup>13</sup> [http://b.3cdn.net/awas/fbba41fa22582d8f8d\\_48m6bf36u.pdf](http://b.3cdn.net/awas/fbba41fa22582d8f8d_48m6bf36u.pdf)

<sup>14</sup> ODI

and allocating EUR 4.7 billion of its development aid budget to education for the period 2014-2020. Out of this amount EUR 4.7 billion is channelled through bilateral cooperation, of which 60 % are fragile countries. The European Commission are also the biggest donor to the Global Partnership for Education (GPE) with EUR 375 million for the period 2014-2020.

The GPE is present in a number of conflict-affected countries, acting as a pool fund and making grants to states to support and improve education. While GPE primarily works with national governments, through Local Education Groups (LEG), INGOs can receive grants in contexts where government capacity is weak, such as conflict contexts.

## **2) International Humanitarian Response**

Education in emergencies remains a severely underfunded area in humanitarian assistance worldwide, receiving less than 2% of the total humanitarian budget allocations. In times of conflict, when national education structures no longer function and children do not have the possibility of going to school, humanitarian aid may be the sole instrument providing access to education to the most vulnerable children, enhancing their protection from abuses and exploitation.

## **3) Constraints and ECHO response capacity**

As the humanitarian response to the educational needs of conflict-affected children suffers disproportionately from underfunding, the Commission intends to expand its support in this area. Following up on Commissioner Stylianides' commitment to continue and scale up the funding for education in emergencies it is important at this point that the funding is traceable and distinguishable. Consequently it is preferable at this point to channel the increased funding through a separate, sector-specific HIP. As the strategic thinking around the policy context on education in emergencies evolves and mainstreaming strategies are developed this approach could be modified in the future.

ECHO's contribution will increase up to 3 % of the EU Humanitarian aid budget in 2016 and will eventually reach 4 % in the following years up to 2019. This HIP is a continuation and scaling-up of the EUR 2 million financing decision in 2012 incorporating the Nobel Peace Prize money awarded to the European Union, the EUR 4 million financing decision in 2013, the EUR 6 712 500 in 2014 – including a EUR 500 000 contribution of assigned revenue from Luxemburg and a EUR 250 000 contribution of assigned revenue from Austria; and the EUR 11 million in 2015, including EUR 1 million dedicated to education in the Ebola response.

## **4) Envisaged ECHO response and expected results of humanitarian aid interventions.**

ECHO will support education activities that enable children's access to quality education<sup>15</sup> in ongoing conflicts, complex emergencies, other situations of violence and early recovery phases. Furthermore, it may support longer-term educational activities in protracted crises and in refugee/IDP camps. Actions targeting transition to formal education systems in preparation for a development intervention may also be supported.

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<sup>15</sup> The Commission adhere to the UN Convention on the Rights of the Child that defines a 'child' as a person below the age of 18.

Although the principle scope of this HIP is education in emergencies, it is essential that education activities are carried out in close connection with protection programs. It is vital to ensure that children can access education where they feel safe and protected. Therefore, activities under this HIP could also include psychosocial support; mine risk education and provision of life-skills, such as vital health, nutrition and hygiene information, HIV prevention, sexual- and reproductive health information and DRR training and awareness.

Education activities could entail enabling access to education for children currently out of school, but also strengthening the quality aspects of education in emergencies, including the recruitment and capacity building of teachers. To reduce the vulnerability of children affected by conflict, actions in the field of education in emergencies and especially conflict situations, should reflect protection, relevant legal frameworks (International Humanitarian Law, International Human Rights Law and Refugee Law), education in mediation and conflict resolution, child protection (with special attention to vulnerable groups such as unaccompanied minors and former child soldiers), community-based educational activities and the promotion of peaceful reconciliation. Hence, programmes funded under this HIP could include components of child protection and peace education (i.e. mediation, conflict resolution, etc.). Formal education will be prioritized when available or non-formal education will be funded in specific context and for specific age groups, if proven suitable.

In order to ensure holistic response, linking education to other life-saving humanitarian sectors, such as WASH and health could also be considered.

Activities shall be tailored to take into account the different needs of children based on their age, gender and other specific circumstances.

Effective coordination is essential. ECHO supports the Inter-Agency Standing Committee's Transformative Agenda (ITA) and encourages partners to demonstrate their engagement in implementing its objectives, to take part in coordination mechanisms (e.g. Humanitarian Country Team/Clusters) and to allocate resources to foster the ITA. Projects under this HIP should therefore coordinate and support the priorities set by IASC Education Cluster or UNHCR.

Partners will be expected to ensure full compliance with visibility requirements in accordance with the applicable contractual arrangement as well as with specific visibility requirements agreed-upon in the Single Form, forming an integral part of individual agreements. In particular, this includes prominent display of the EU humanitarian aid visual identity on EU funded project sites, relief items and equipment and the acknowledgement of the funding role of and the partnership with the EU/ECHO through activities such as media outreach and digital communication. Further explanation of visibility requirements can be consulted on the dedicated visibility site: <http://www.echo-visibility.eu/>

#### **4. LRRD, COORDINATION AND TRANSITION**

Projects selected under the HIP EU Children of Peace should complement and align with the strategies outlined in the regional/national HIPs.

This HIP is aimed specifically at promoting education in emergencies projects, targeting children affected by conflict and complex emergencies, as those represent a majority of children affected by crises. Currently nearly half of these conflict countries are in Africa and though the scope of the EU Children of Peace Initiative is global, ECHO will favor

those contexts where the % of out-of-school children is particularly high, there are grave child protection concerns and other sources of funding available are limited. Funding should also be complementary to other EU funding mechanisms directed towards education in emergencies (see the Madad Trustfund and the "No Lost Generation" initiative for the Syria crises led by DG NEAR), while overlap must be avoided. However, ECHO will not provide long-term support to national education systems in early recovery situations.

Education requires a long-term perspective, which humanitarian aid alone cannot provide. Education in emergencies and crisis situations constitutes an opportunity to strengthen coherence and bridge the gaps between humanitarian and development assistance, linking relief, rehabilitation and development (LRRD) and to enhance resilience. Complementarity and synergies with other EU services and funding instruments, in particular those of DEVCO<sup>16</sup>, NEAR<sup>17</sup> and FPI<sup>18</sup>, will therefore be sought. In addition, complementarity and synergies with funding provided by the Global Partnership for Education is encouraged.

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<sup>16</sup> European Commission's Directorate General for Development and Cooperation – EuropeAid – DEVCO.

<sup>17</sup> European Commission's Directorate General for Neighbourhood Policy and Enlargement Negotiations – NEAR.

<sup>18</sup> European Commission's service for Foreign Policy Instruments – FPI.