

# Capacity Statement

2023

**Education in  
Emergencies**

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*This capacity statement is for use by internal and external stakeholders, including Plan International staff, institutional donors, local, national and international partner organisations and the wider education community.*

# Acronyms

AEP	Accelerated Education Programme
AEWG	Accelerated Education Working Group
CVA	Cash and Voucher Assistance
ECDiE	Early Childhood Development in Emergencies
ECW	Education Cannot Wait
EiE	Education in Emergencies
GEC	Global Education Cluster
INEE	Inter-Agency Network for Education in Emergencies
MHPSS	Mental Health and Psychosocial Support
MYRP	Multi-Year Resilience Programme
PSS-SEL	Psychosocial Support and Social-Emotional Learning
SSD	Safe Schools Declaration
WASH	Water, Sanitation and Hygiene



# Introduction

Prioritising education from the first phase of emergency response supports [Plan International's Global Strategy to 2027](#), which envisions a just world that advances children's rights and equality for girls. The strategy seeks to scale up humanitarian impact as a central element to achieving Plan International's global objectives.

For more information about Plan International's work in Education in Emergencies (EiE) see our [EiE Planet page](#).



# FY23: 1 Jul 2022 to 30 Jun 2023

## Spend

€ 28 M  
(7.5m EUR through local partners)<sup>[1]</sup>

## Presence

EiE and ECDiE interventions were implemented across 40 countries<sup>[2]</sup>

## Reach

5 M Children and Adolescents Reached  
(Over half were girls)

<sup>1</sup> 24m EUR for EiE and 4m EUR for ECDiE. Donors include AECID, BMZ, Danida, DEC, DFAT, ECW, DG ECHO, FCDO, Finnish MFA, GAC, GIZ, Irish Aid, JPF, LEGO, Norwegian MFA, PGF, UNOCHA, UNICEF, UNHCR, USAID, WFP among others. See Power BI Global Programme Expenditure Dashboard 3b. Humanitarian Spending by Year.

<sup>2</sup> Countries with EiE and/or ECDiE programming include Bangladesh, Benin, Burkina Faso, Cameroon, Central African Republic, Colombia, Ecuador, Ethiopia, El Salvador, Guinea Bissau, Guatemala, Honduras, India, Indonesia, Jordan, Kenya, Lebanon, Liberia, Malawi, Mali, Moldova, Mozambique, Myanmar, Nepal, Niger, Nigeria, Nicaragua, Philippines, Poland, Romania, Rwanda, South Sudan, Sudan, Tanzania, Togo, Uganda, Ukraine, Vietnam, Zimbabwe, Zambia. See FY23 Programme and Influencing Summary Report and Power BI Global Programme Expenditure Dashboard 3b. Humanitarian Spending by Year

# People at Plan International

## Global Hub

EiE Team: 3 deployable EiE staff within the Global Rapid Response and Readiness Unit, EiE Roster Members: Internal and external<sup>[3]</sup>

## Regional Hub

3 regional education advisors supporting country EiE responses<sup>[4]</sup>

## National/ Country Office

8 national offices with education specialists/advisors. 1 education specialist/advisor in each country office supporting EiE responses

<sup>3</sup> In FY23 roster members supported responses in Chad (Sudan refugee response), Haiti, Moldova, Poland, Romania, Somalia, the Syrian Arabic Republic (earthquake response), Ukraine among others

<sup>4</sup> National Offices with education specialists/advisors supporting EiE programming include Australia, Canada, Denmark, Finland, Ireland, Norway, the United Kingdom and the United States of America

# Global Context

According to ECW's [Global Estimates Study](#) released in June 2023, the education of 224 million children has been severely disrupted by conflict, climate change and other disasters. Of these children, only 25 million children (50% girls) are achieving minimum proficiencies in both reading or math. 127 million crisis-affected children (48% girls) are attending school but not achieving minimum proficiency levels, and a staggering 72 million school-aged children (53% girls) are out of school. Although education is now recognized as a critical sector in humanitarian response and a key element of development cooperation in crisis settings, only 30% of global humanitarian education requirements are currently funded. With needs skyrocketing the gap is widening. Globally, funding asks for education within humanitarian appeals nearly tripled from US\$ 1.1 billion in 2019 to almost US\$ 3 billion by the end of 2022.

This highlights the critical need for inclusive quality education programming in humanitarian settings and for strengthened advocacy efforts that raise the profile of EiE, call for increased political support and ensure increased funding to address the gap. As a leading organisation in EiE, Plan International has a critical role to play in EiE programming and influencing.



# Plan International's EiE Approach

EiE is the provision of safe, inclusive, quality educational opportunities that meet the physical protection, psychosocial, developmental, and cognitive needs of children, adolescents and youth in all their diversity who have been affected by disasters. EiE provides immediate lifesaving and life-sustaining support from early childhood into adulthood. Following a disaster, we support safe return to learning for the most marginalised and out of school children, adolescents and youth including adolescent girls, refugees and forcibly displaced populations and those living with disabilities. We support access to and provision of gender responsive and inclusive alternative and non-formal education, as well as ensuring learning continuity in formal pre-primary, primary and secondary education during a crisis. Through teacher professional development, we support the psychosocial wellbeing and practical needs of teachers and other education personnel.

We work with all stakeholders<sup>[5]</sup> before, during and after disasters, through preparedness, response and recovery programming, following the INEE minimum standards<sup>[6]</sup> and other key humanitarian standards. We ensure that our EiE programming is gender responsive and inclusive and meets all Core Humanitarian Standard commitments of quality and accountability. We work together with local actors<sup>[7]</sup>, including youth led organisations, those focused on girls' and young women's rights and other representative organisations, applying Plan International's Building Better Partnerships principles. We work together with local education authorities to strengthen effective support and supervision for teachers. We apply a crisis and conflict sensitive approach, ensuring community participation in the design and implementation of EiE responses, and work to strengthen resilient and climate smart education systems.

<sup>5</sup> This includes governments or other duty bearers, communities, parents/caregivers, teachers and other education personnel, and children, adolescents and youth in all their diversity.

<sup>6</sup> The INEE Minimum Standards for Education: Preparedness, Response, Recovery (INEE MS) contains 19 standards, each of which includes key actions and guidance notes. The purpose of the INEE MS is to improve the quality of educational preparedness, response, and recovery; to increase access

to safe and relevant learning opportunities; and to ensure that the actors who provide these services are held accountable. The INEE MS are designed to be applicable to crisis response in many different situations, including emergencies caused by conflict, by natural hazards such as those induced by climate change, and slow- and rapid-onset crises in both rural and urban environments.

<sup>7</sup> See Plan International's Localisation of Humanitarian Action position paper.



Plan International's Ready to Respond guidance and toolkit is helping country offices to put Minimum Preparedness Actions in place in advance of sudden onset emergencies enabling rapid, effective and impactful responses. In 2023, we contributed to the GEC Guidance on Coordinated Anticipatory Action in Education. Plan International is also strengthening its work on anticipatory action and rapid response and, over the next year, is piloting Rapid Response models in Somalia and Central African Republic and conducting training in Burkina Faso and Cameroon with plans to support more countries in future.

We engage in evidence-based advocacy at country, regional and global levels to push for increased investments in EiE and to ensure education remains a priority in humanitarian response; a right that children call for themselves.

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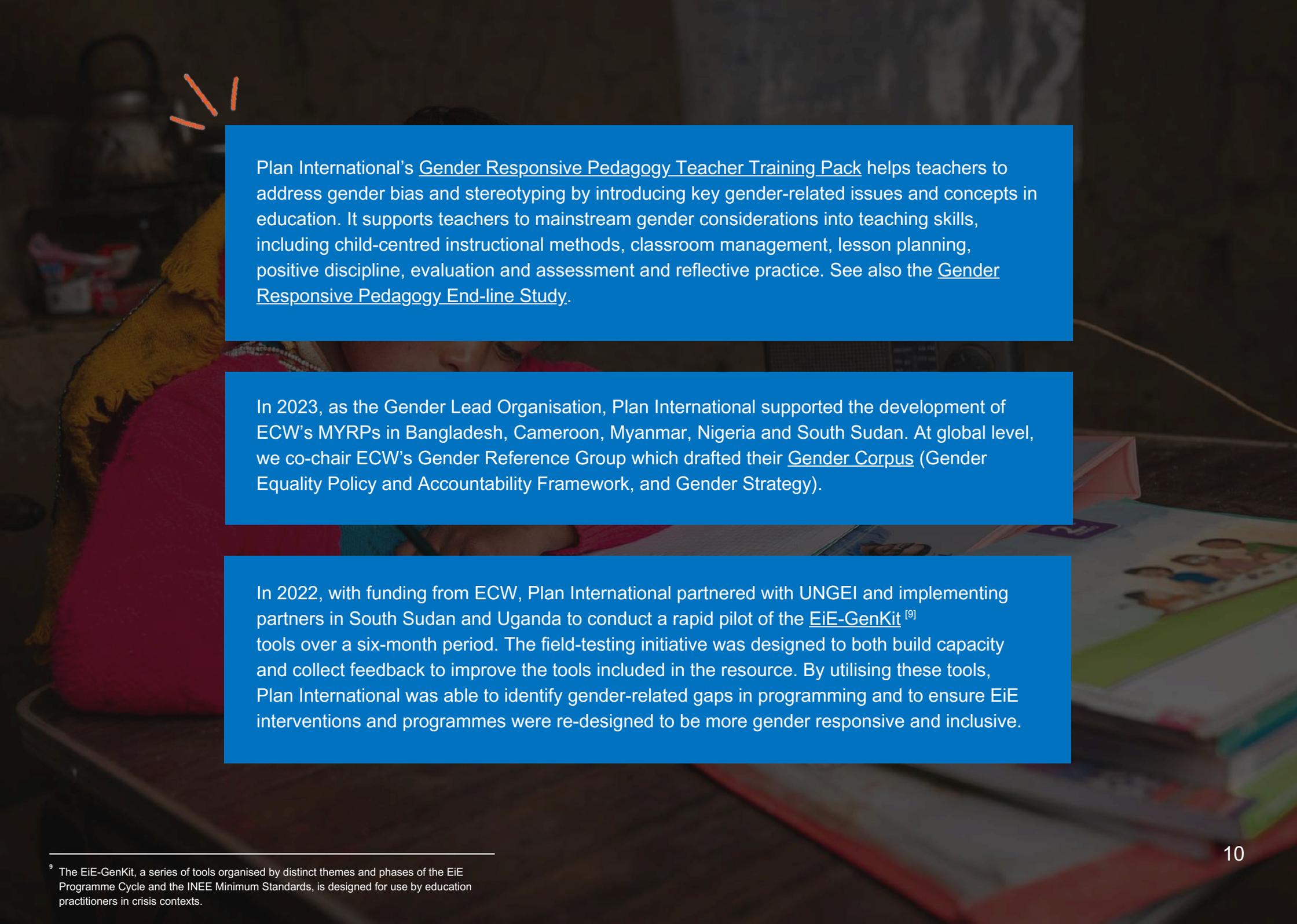
# Gender Equality and Inclusion

Humanitarian crises often exacerbate gaps and inequalities in access to, and provision of education services. Girls, young women and children who are forcibly displaced and migrants, as well as those living with disabilities who already face social exclusion and marginalisation are particularly vulnerable. At Plan International, we design programmes so that formal, non-formal and alternative education initiatives are safe, inclusive, acceptable and non-discriminatory. Our interventions also address the gendered contextual norms that cause inequalities. This includes responding to safety issues in and on the way to learning spaces, supporting equal access to education, ensuring learning spaces and WASH facilities are gender and disability friendly, supporting menstrual health and hygiene, preventing school related gender-based violence, and addressing gender bias and stereotyping in education. We work to prevent child, early and forced marriage and unions, and early unintended pregnancy. To support children living with disabilities, we provide assistive devices and support referrals to specialised services where possible. We also work with governments and other partners to support refugee education and the inclusion of refugees into national education systems in line with [UNHCR's Education Strategy](#).

Our emergency response interventions begin with a rapid needs assessment and rapid gender analysis, including the collection of sex, age and disability disaggregated data, as well as information necessary to identify and analyse gender-based barriers to and in education. With gender focal points at global level and in each of our programme countries, Plan International is well positioned to support the implementation of gender responsive and inclusive programming in emergencies.<sup>[8]</sup>

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<sup>8</sup> Plan International is currently the Gender Lead Organisation for ECW's MYRPs in Bangladesh, Cameroon, Ecuador, Myanmar, Nigeria, South Sudan and Uganda, and in Colombia for MYRP design.



Plan International's [Gender Responsive Pedagogy Teacher Training Pack](#) helps teachers to address gender bias and stereotyping by introducing key gender-related issues and concepts in education. It supports teachers to mainstream gender considerations into teaching skills, including child-centred instructional methods, classroom management, lesson planning, positive discipline, evaluation and assessment and reflective practice. See also the [Gender Responsive Pedagogy End-line Study](#).

In 2023, as the Gender Lead Organisation, Plan International supported the development of ECW's MYRPs in Bangladesh, Cameroon, Myanmar, Nigeria and South Sudan. At global level, we co-chair ECW's Gender Reference Group which drafted their [Gender Corpus](#) (Gender Equality Policy and Accountability Framework, and Gender Strategy).

In 2022, with funding from ECW, Plan International partnered with UNICEF and implementing partners in South Sudan and Uganda to conduct a rapid pilot of the [EiE-GenKit](#) <sup>[9]</sup> tools over a six-month period. The field-testing initiative was designed to both build capacity and collect feedback to improve the tools included in the resource. By utilising these tools, Plan International was able to identify gender-related gaps in programming and to ensure EiE interventions and programmes were re-designed to be more gender responsive and inclusive.

<sup>9</sup> The EiE-GenKit, a series of tools organised by distinct themes and phases of the EiE Programme Cycle and the INEE Minimum Standards, is designed for use by education practitioners in crisis contexts.



# Integrated Programming

Plan recognizes that children and young people face multiple barriers to education in crisis settings including protection, economic and socio-cultural barriers. Girls and children living with disabilities face additional barriers in enrolling and attending education because of negative coping mechanisms, such as child labour and early marriage, and accessibility issues. Integrated programming is critical in addressing the needs of crisis-affected children and youth in all their diversity in humanitarian contexts and protracted crisis. Through joint programme outcomes, collaboration and coordination across sectors, multisector needs assessment and a range of sectoral interventions, Plan International's education programming supports a more holistic response to the needs of children, adolescents and youth as well as their parents/caregivers, and teachers and other education personnel. Programmes include sectoral interventions from child protection, food security and livelihoods, WASH, and sexual and reproductive health services, as well as life-saving information and MHPSS.

# Child Protection



Plan International recognises that protection is the purpose and intended outcome of humanitarian action and must be at the centre of all preparedness, anticipatory action and response activities. As such, child protection activities provide the fundamental building blocks for Plan International's inclusive quality education programming in emergencies.

We design projects based on a full understanding of the context to minimise any negative impacts and ensure we are creating an environment free from unchecked child abuse, neglect, violence, or exploitation. We conduct joint needs assessments, map the child protection context and resources including community protection systems and support child-centred multi-risk assessments. We coordinate to remove barriers to education and conduct outreach to out-of-school children and adolescents as well as their families.

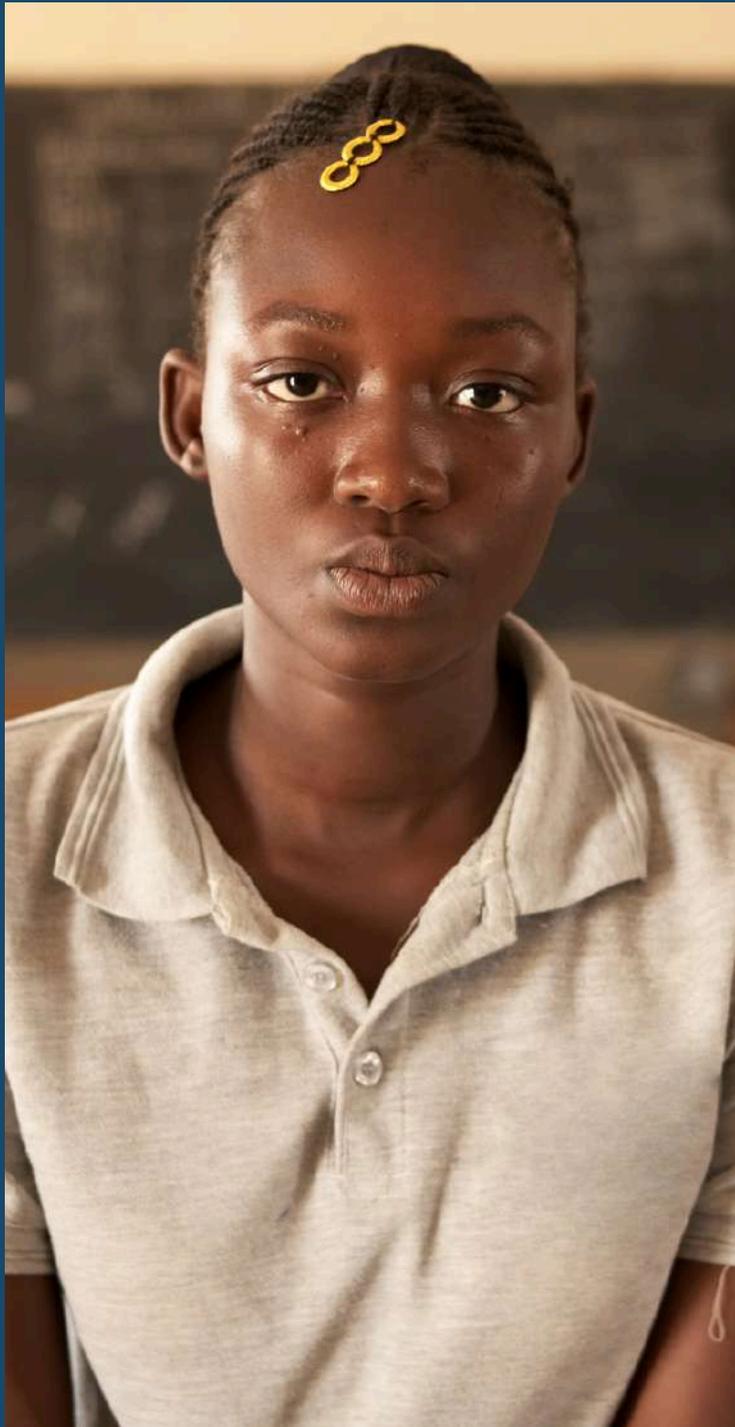
We establish safe learning spaces, consulting children and communities to determine safe and inclusive locations. We work with School Management Committees to address the education and protection needs of learners. We train teachers and other education personnel on child protection risks, safeguarding in schools (including code of conduct), prevention of sexual harassment, exploitation and abuse (PSHEA), prevention of gender-based violence as well as safe reporting and multi-sectoral referral pathways. We set up child protection help desks in learning spaces, and develop and distribute age and gender-sensitive child protection messages. We also organise school clubs to support the development of critical life skills and create a safe space for children and young people to build friendships and support their peers.

# Mental Health and Psychosocial **Support**

By addressing the holistic educational experiences of children and young people, MHPSS interventions in education can keep children safe, improve learning outcomes and prevent the onset of future mental health problems. Plan International integrates MHPSS in all our EiE programming. We also actively participate in the [INEE PSS-SEL Working Group](#) at global level.

Our EiE programmes include a wide variety of interventions that benefit children and young people, families, teachers and other education personnel. These include: gathering data during rapid needs assessments on MHPSS; implementing conflict sensitive education programmes and policies and supporting the implementation of the Safe Schools Declaration; participating in MHPSS sub-cluster meetings; supporting community based approaches for recovery and resilience; strengthening structures and systems that support daily life and wellbeing in education including supporting school safeguarding, child and community participation, and promoting positive parenting; establishing safe, supportive and child-friendly learning spaces; supporting play-based learning and encouraging free-play; organising sports and arts-based activities and life skills workshops; training education staff on psychological first aid and referral; training teachers on social-emotional learning; and supporting the wellbeing of teachers and other education personnel





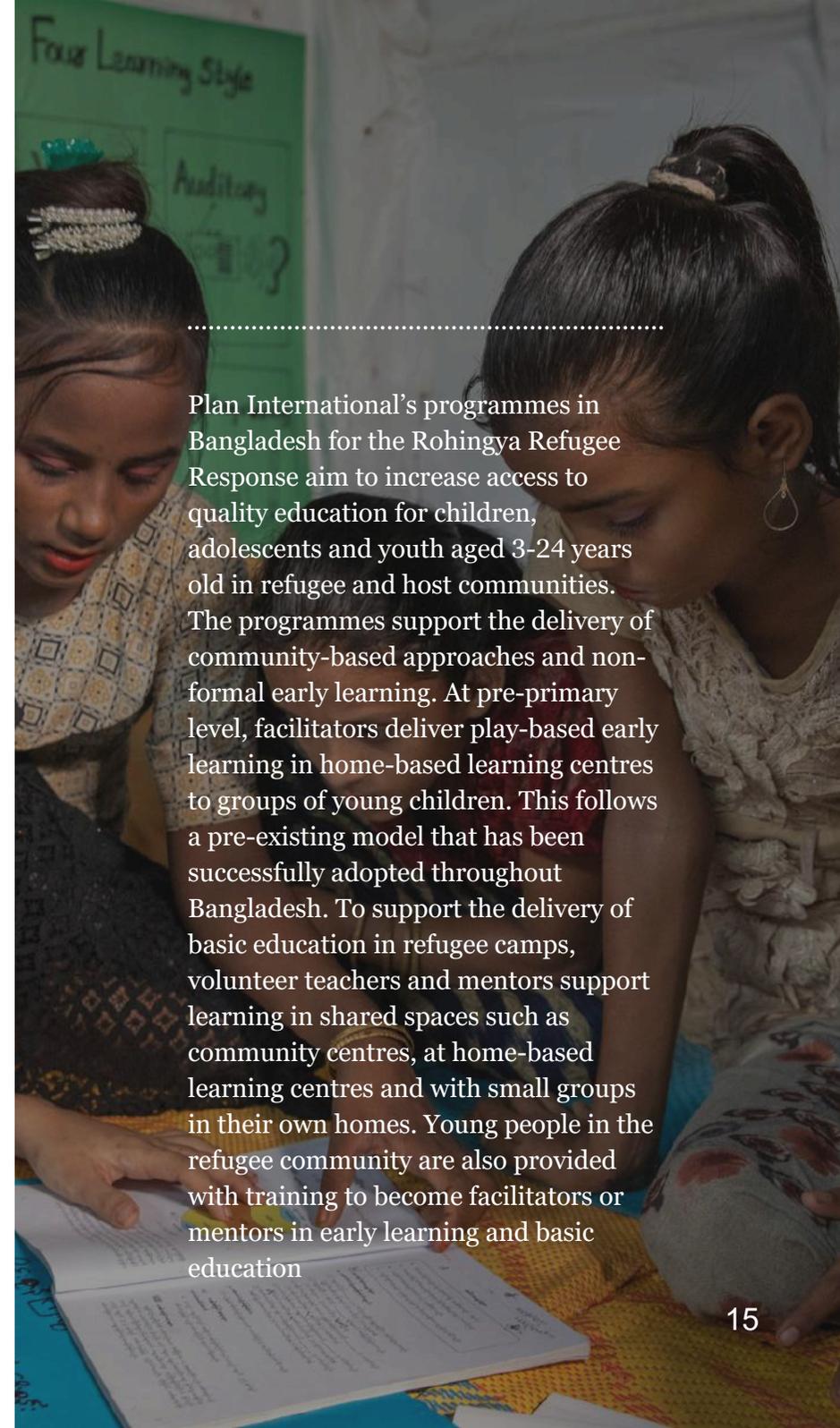
Through Plan International's MHPSS initiative "Playful Minds for Wellbeing" we are currently piloting an approach that combines storytelling with playful MHPSS segments and mindfulness which aim to create a healing space for girls and boys affected by crisis. The foundational principles of the MHPSS-SEL approach are based on the [Five Essential Elements of Immediate and Mid-term Mass Trauma Intervention: Empirical Evidence](#) by Stevan E. Hobfoll, which include: 1) a sense of safety, 2) calming, 3) a sense of self- and community efficacy, 4) connectedness, and 5) hope. Promoting these elements within EiE is essential for restoring emotional wellbeing and supporting children in learning during and after exposure to traumatic experiences and stress. This approach was piloted in Egypt with Syrian refugees and the preliminary results collected through pre/post questionnaires and structured focus groups with children and staff are very encouraging. Within various domains (namely: sense of safety, problem solving, goal accomplishment, capacity to concentrate in the classroom, emotional sharing, hope towards the future) there was a marked improvement, particularly in problem solving, goal accomplishment, emotional sharing and hope towards the future. This approach is due to be rolled out in the Central African Republic, Sudan, and Somalia, with the potential for it to be incorporated into all Plan International EiE responses in future. Under "Playful Minds for Wellbeing", additional tools will also be designed to support teachers and facilitators to promote mental health and wellbeing within our EiE and rapid response programming.

# Alternative and Non-Formal Education

Plan International's humanitarian programming in alternative and non-formal education includes AEPs,<sup>[10]</sup> catch-up, bridge and summer programmes, peer to peer learning circles, and play-based early learning programmes, as well as mobile learning.<sup>[11]</sup> It also supports flexible schedules, community-based approaches, adapted pedagogies and, where appropriate, education technology. Plan International also advocates for the integration of disaster risk reduction and climate change adaptation into school curricular, and we support extra-curricular activities such as children's clubs or team sports widely across our EiE portfolio.

<sup>10</sup> Our largest AEPs are currently delivered in Burkina Faso, Mali, Niger, Nigeria, Cameroon, and South Sudan.

<sup>11</sup> Our work in Nepal and Nigeria has involved mobile, multi-sectoral teams going to the hardest to reach areas.



Plan International's programmes in Bangladesh for the Rohingya Refugee Response aim to increase access to quality education for children, adolescents and youth aged 3-24 years old in refugee and host communities. The programmes support the delivery of community-based approaches and non-formal early learning. At pre-primary level, facilitators deliver play-based early learning in home-based learning centres to groups of young children. This follows a pre-existing model that has been successfully adopted throughout Bangladesh. To support the delivery of basic education in refugee camps, volunteer teachers and mentors support learning in shared spaces such as community centres, at home-based learning centres and with small groups in their own homes. Young people in the refugee community are also provided with training to become facilitators or mentors in early learning and basic education



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In its eleventh year, the crisis in northeast Nigeria has displaced over 2.5 million people. Plan International built 70+ Temporary Learning Spaces in Borno state. Recently, new toys and learning materials were distributed to a center in Maiduguri.

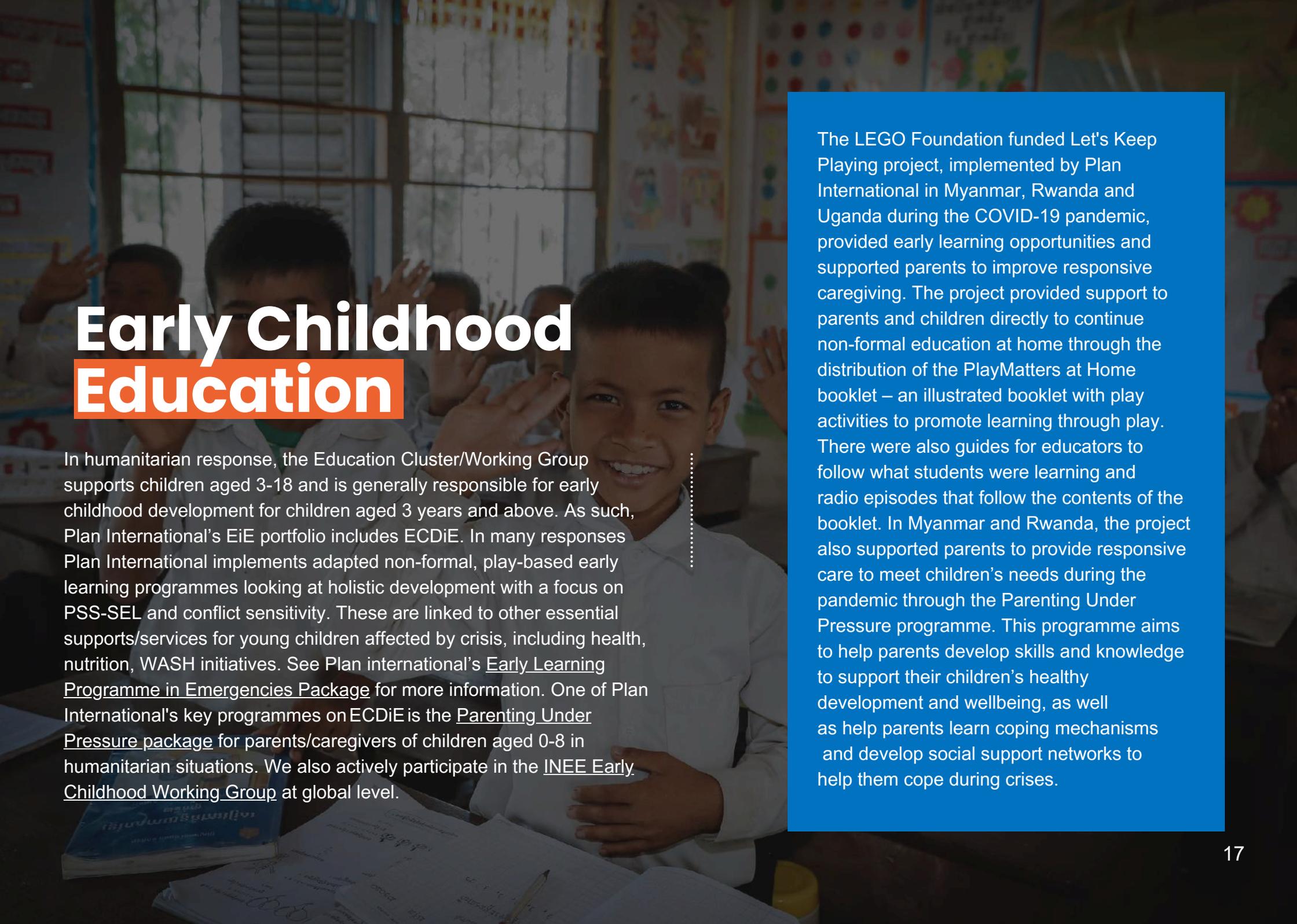
In South Sudan Plan International supports an AEP in 10 schools in Yei County. This provides certified alternative education opportunities for out-of-school youth, aged 12-24 years, who have never enrolled in school or who missed more than one year of formal primary schooling. The programme focuses on marginalised girls, young women, boys and young men, including those who have been forced into marriage, as well children and young people associated with armed forces and armed groups. Programme staff work closely with local communities to identify participants based on agreed vulnerability criteria, education records and discussions with families. The AEP offers four years of primary education (covering grades 1-8) with specific textbooks and other materials tailored to learners; although the AEP has been approved by the Directorate of Alternative Education Systems (under the MoGEI), the full curriculum is still under development. The AEP implemented by Plan International is embedded into existing government schools. These schools were selected to participate by the MoGEI, in collaboration with the county education department. Teachers were identified and selected by the county education department and seconded to work with Plan International. The programme covers monthly incentive payments for teachers using the rate approved by the Education Cluster. Teachers are also trained in the accelerated learning approach, as well as issues around child protection, psychosocial support, and gender-based violence.

In Romania Plan International worked together with the Jesuit Refugee Service on a project to ensure Ukrainian children and adolescents had uninterrupted access to safe inclusive, quality education that supported their psychosocial wellbeing, and that of their families and teachers. The project looked to address immediate education needs of children through the establishment of temporary learning spaces. The long-term aim is to facilitate the integration of Ukrainian children into the Romanian school system by working and engaging with the Romanian government. As part of the project Plan International distributed 40 tablets to a temporary learning space at a shelter managed by the Jesuit Refugee Service where around 30 Ukrainian children and their mothers were living until more permanent accommodation was found. An additional 60 tablets were delivered to a temporary learning space set up at a school in Bucharest where 227 Ukrainian children and their teachers were being supported so they can continue to study the Ukrainian school curriculum. The tablets were installed with apps developed by the Ukrainian government to enable children to follow the Ukrainian school curriculum, along with apps to promote both children's and teachers' well-being and Romanian language courses.



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EDUTech Labs in Bălți, Florești, and Chișinău, Moldova, have welcomed 2,500 students, including 535 from Ukraine. These labs support Ukrainian children's integration into Moldovan communities through face-to-face learning and various educational activities.



# Early Childhood Education

In humanitarian response, the Education Cluster/Working Group supports children aged 3-18 and is generally responsible for early childhood development for children aged 3 years and above. As such, Plan International's EiE portfolio includes ECDiE. In many responses Plan International implements adapted non-formal, play-based early learning programmes looking at holistic development with a focus on PSS-SEL and conflict sensitivity. These are linked to other essential supports/services for young children affected by crisis, including health, nutrition, WASH initiatives. See Plan international's [Early Learning Programme in Emergencies Package](#) for more information. One of Plan International's key programmes on ECDiE is the [Parenting Under Pressure package](#) for parents/caregivers of children aged 0-8 in humanitarian situations. We also actively participate in the [INEE Early Childhood Working Group](#) at global level.

The LEGO Foundation funded Let's Keep Playing project, implemented by Plan International in Myanmar, Rwanda and Uganda during the COVID-19 pandemic, provided early learning opportunities and supported parents to improve responsive caregiving. The project provided support to parents and children directly to continue non-formal education at home through the distribution of the PlayMatters at Home booklet – an illustrated booklet with play activities to promote learning through play. There were also guides for educators to follow what students were learning and radio episodes that follow the contents of the booklet. In Myanmar and Rwanda, the project also supported parents to provide responsive care to meet children's needs during the pandemic through the Parenting Under Pressure programme. This programme aims to help parents develop skills and knowledge to support their children's healthy development and wellbeing, as well as help parents learn coping mechanisms and develop social support networks to help them cope during crises.

# Cash and Voucher Assistance

Recognising the growing importance of cash and voucher assistance in education programming, it is increasingly used by Plan International to support out of school children's access to education. This is one of our investment areas and we are looking to increase the use of CVA across all our education programming in 2024. Since 2019 Plan International has been co-chairing the GEC Cash Task Team alongside World Vision and actively contributing to the development and dissemination of tools and guidance. These are available on the [GEC Cash Task Team](#) web page.

In Nigeria Plan International delivered an integrated intervention using voucher assistance alongside EiE, protection, and WASH interventions. It aimed to promote safe access to education for children and girls in two states in Northeast Nigeria. These children had dropped out from the formal system due to the Boko Haram insurgency. For the CVA component, programme staff worked together with key stakeholders in the community, including local government representatives, to identify and agree on eligibility and prioritisation criteria for beneficiary selection. The value of the voucher aimed to offset the costs of learning materials included in school kits; a market assessment was conducted to establish availability and cost. Vouchers were distributed once at the beginning of the school term and were conditional on school enrolment and attendance. The CVA component was intended to mitigate the effects of demand-side economic barriers and to increase access to education. The [evaluation](#) found that the number of children enrolled between the baseline and endline increased in five of the seven schools supported. The integrated nature of the intervention has been key in addressing the combination of barriers to access identified by children in the baseline survey. For more information on CVA and its contribution to equity and inclusion in education, see the GEC study on [The Role of CVA in Increasing Equity and Inclusion for Girls and Children with Disabilities in EiE](#).

# Safe Schools Declaration and Comprehensive School Safety Framework

Plan works to strengthen the resilience of education systems to shocks and stressors and ensure attention to conflict is integrated into education policy and programming. We support governments to endorse the Safe Schools Declaration<sup>[12]</sup> and ensure schools and learning spaces are resilient to different types of hazards by integrating the SSD and Comprehensive School Safety Framework into policies and practice.

Since 2016 Plan International has been supporting the promotion of the Safe Schools Declaration across West and Central Africa, specifically in Burkina Faso, Mali, Niger, Nigeria, Cameroon, the Central African Republic, Guinea, Senegal, Liberia and Sierra Leone. With the widespread endorsement by countries in the region over the last five years, our focus has shifted to supporting implementation of the SSD guidelines at national level. Under our regional projects, supported by the Norwegian Government, Plan International is working with stakeholders in Niger, Cameroon and Senegal to setup a national technical committee to implement the SSD. Similarly, the national SSD committees in Burkina Faso, Mali, Nigeria and the Central African Republic are being strengthened and supported in the implementation of their action plans and their collaboration with the education clusters. In Cameroon, with support from Plan International, the government has established a technical committee in the northern region of Mayo-Tsagana, which is now working on an action plan to implement the SSD and keeps an updated map of schools closed, attacked, or affected by military use in the region. In Burkina Faso and Mali the SSD and its guidelines have been translated into six national languages. The translated products are designed to raise awareness among a broad cross-section of the population. We are also working at regional and global levels to promote and support the effective implementation of the SSD through our role in networks and alliances including GCPEA; Watchlist on Children and Armed Conflict; the African Platform on Children Affected by Armed Conflict steering group; and the Joining Forces alliance.

<sup>12</sup> The Safe Schools Declaration (SSD) is an inter-governmental political commitment by states to better protect schools & universities, their students, and staff during armed conflict.



# Humanitarian, Development and **Peace Nexus**

The countries in which we work have for decades been dealing with contexts that intertwine humanitarian, development and peacebuilding responses. Understood as the interlinkages between these contexts, Nexus approaches focus on strengthening collaboration, coherence and complementarity between these areas so that programming in fragile and conflict affected contexts better realises rights, reduces needs, vulnerabilities and risks and strengthens resilience, promotes gender equality, and addresses drivers and underlying causes of conflict and fragility over the long-term.<sup>[13]</sup> Many of our EiE programmes are in countries which are considered to be fragile, with 5 considered extremely fragile.<sup>[14]</sup>

For Plan International, applying a nexus approach with a conflict sensitivity lens in EiE means that, even in crisis affected contexts, work to transform gender norms, address the root causes of gender inequality and support girls' and young women's agency and capacity is not delayed or displaced by efforts to meet their immediate educational needs. Our nexus approach encourages a shift to a people-centred approach which responds holistically to expressed needs and aspirations of children and young people in all their diversity, recognising that people do not live in 'humanitarian' and 'development' siloes.

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<sup>13</sup> See also Plan international's Global Advocacy Strategy

<sup>14</sup> In FY23, 17 of Plan International's EiE programming countries appear on the States of Fragility 2022 Index. The Central African Republic, Syrian Arab Republic, Somalia, South Sudan and Sudan are ranked as extremely fragile.

In Nigeria Plan International piloted an Accelerated Education Programme in Borno State that is currently being scaled at country level. The AEP provides learning opportunities to out-of-school children and youth by condensing 9 years of basic education into 3 levels, each taking 9 months to complete. Upon completion of level 3, students can take the Basic Education Certificate Examination (BECE). The AEP provides a clear pathway for students to transition into mainstream education, into technical/vocational training or into livelihood opportunities. The AEP was originally conceived to address the high numbers of children dropping out from school due to the conflict in the northeast of Nigeria. However, with the number of out of school children, adolescents and youth in Nigeria increasing by over 50% within 10 years between 2008-2018 due poverty and lingering conflict, it is now being rolled out to support the needs of children and young people across the country. For an overview of AEP in Nigeria see this [Case Study](#) developed by the INEE Accelerated Education Working Group. For resources on AEP see the [INEE AEWG](#) webpage



# Coordination

Plan International participates actively in national Education Clusters/Working Groups, including through co-leading task teams, and national and sub-national Clusters/Working Groups. In Cameroon, we co-lead the Northwest Southwest Education Cluster and the Far North Education Working Group. In Niger we co-lead the Safe Schools Working Group at national level. In South Sudan we co-lead the Education Technical Working Group at national level and are also part of the Education Cluster Strategic Advisory Group. We also co-lead sub-national Clusters/Working Groups in Burkina Faso, the Central African Republic, Mozambique, Niger and South Sudan.



## Global Engagement

Plan International participates in the following inter-agency fora:

- **Education Cannot Wait**: Gender Reference Group Co-chair, Education Technical Reference Group and other groups
- **Geneva Global Hub for Education in Emergencies**
- **Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector**: Steering Group and Working Group 2 co-lead
- **Global Coalition to Protect Education from Attack**: Steering Committee and several working groups
- **Global Education Cluster**: Strategic Advisory Board and several task teams
- **Global Partnership for Education**
- **Inter-agency Network for Education in Emergencies**: Steering Group and several working and reference groups (including the **Accelerated Education Working Group** and the **PSS-SEL Working Group**)
- **School Meals Coalition**
- **UNHCR: Secondary Education Working Group**



# Guidance and Training

Plan International encourages staff to participate in the EiE intermediate online course. This was developed by Save the Children in collaboration with Plan International, INEE and other key partners. Plan International's Emergency Response Manual (Programmes) also includes guidance to support the first phase of a response. Chapters cover interventions for EiE, ECDiE, and other relevant sectors and cross-cutting issues.

# Annex I

## EiE Interventions

Plan International implements integrated EiE programming to support the holistic needs and rights of children, adolescents and youth in all their diversity.

See also:

[IQE Core and Complementary Components Overview](#)

## Teaching and Learning

- Recruiting and compensating volunteer teachers and other education personnel <sup>[15]</sup>
- Training teachers on gender responsive pedagogy and supporting continuous professional development opportunities
- Supporting supervisory mechanisms for teachers and other education personnel

## Out of School Children/Youth

- Establishing safe learning spaces <sup>[16]</sup>
- Supporting access to formal education (from pre-primary to secondary)
- Supporting alternative, non-formal and informal education – such as AEPs, catch-up, bridging, and remedial programmes, peer to peer learning circles, mobile learning, early learning programmes, play-based learning and free-play
- Supporting apprenticeships / community-based skills training
- Conducting targeted community outreach to find and support out of school children – including birth registration and documentation
- Conducting EiE advocacy and awareness raising – including Back to School campaigns and parenting activities
- Providing cash and voucher assistance for education
- Providing school meals – where lack of food is a major deterrent to children attending school
- Supporting positive parenting, including utilising Plan International's [Parenting Under Pressure package](#) <sup>[17]</sup>

<sup>15</sup> The decision on when and how much to compensate teachers should be taken in conjunction with the Education Cluster partners due to the challenges that arise around the sustainability of this approach.

<sup>16</sup> This may include tents, private homes, child-care centres, community buildings, preschools and learning spaces, safe outdoor areas (e.g., under a tree that provides shade), temporary structures, existing classrooms, or any demarcated, safe location where community members accept that learning can take place.

<sup>17</sup> See Plan International's ECD Capacity Statement for more information.

## **School Governance**

- Supporting School Management Committees and Parent-Teacher Associations
- to ensure safe and inclusive schools
- Supporting student councils

## **Curriculum and Learning Materials**

- Providing teaching and learning materials, early childhood care and development, and recreational kits (including adapting materials to local contexts)
- Integrating ways to promote gender responsive and inclusive education, conflict sensitivity, disaster risk reduction, climate change and resilience in curricula and other activities
- Supporting the development of accelerated education and catch-up curriculums.

## **School Environment**

- Training teachers and other education personnel on PSS-SEL and Psychological First Aid
- Training teachers and other education personnel on safeguarding – including school Code of Conduct, child protection, preventing gender-based violence, protection from sexual harassment exploitation and abuse (PSHEA), safe reporting and multi-sectoral referral
- Conducting child centred multi-risk assessments
- Rehabilitating and constructing child-, gender- and disability-friendly hygiene and sanitation facilities
- Distributing menstrual health and hygiene kits
- Supporting comprehensive sexuality education – direct delivery of information on sex, pregnancy, menstruation, gender-based violence, HIV, etc., and support to schools/teachers
- Rehabilitating or reconstructing damaged or destroyed classrooms
- School safety planning – activating communities and children to protect schools from natural hazards and conflict
- Implementing the Safe Schools Declaration and the Comprehensive School Safety Framework
- Supporting school clubs

# Annex II

In FY23, we co-led in the following groups:

- **Burkina Faso:** Sub-national Education Clusters in Central-East, Central-North, and East
- **Cameroon:** Northwest Southwest Education Cluster; Extreme North Education Working Group
- **Central African Republic:** Sub-national Education Working Group in Ouham, Bossangoa
- **Mozambique:** Sub-national Education Working Groups in Nangade and Palma Districts, Cabo Delgado Province
- **Niger:** National Literacy and Non-formal Education Working Group and Safe Schools Working Group; Sub-national Education Working Groups in Diffa and Tillaberi; Sub-national Safe Schools Working Groups in Diffa, Tillaberi, Tahoua, and Maradi
- **South Sudan:** National Education Technical Working Group for the Education Cluster; Sub-national Education Working Groups in Yei County, Central Equatoria State, Kajo Keji County, Central Equatoria State, and Pibor County, Greater Pibor Administrative Area



# About Plan International

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Plan International is an independent development and humanitarian organisation that advances children's rights and equality for girls. We believe in the power and potential of every child but know this is often suppressed by poverty, violence, exclusion and discrimination. And it is girls who are most affected.

Working together with children, young people, supporters and partners, we strive for a just world, tackling the root causes of the challenges girls and vulnerable children face. We support children's rights from birth until they reach adulthood and we enable children to prepare for and respond to crises and adversity. We drive changes in practice and policy at local, national and global levels using our reach, experience and knowledge.

For over 85 years, we have rallied other determined optimists to transform the lives of all children in more than 80 countries.

**We won't stop until we are all equal.**