



Power of humanity

Council of Delegates of the International
Red Cross and Red Crescent Movement

10-11 November 2017, Turkey



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**COUNCIL OF DELEGATES
OF THE INTERNATIONAL RED CROSS
AND RED CRESCENT MOVEMENT**

Antalya, Turkey
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Education: Related humanitarian needs

RESOLUTION

**Document jointly prepared by the International Committee of the Red Cross and the
International Federation of Red Cross and Red Crescent Societies**

Antalya, November 2017

RESOLUTION

Education: Related humanitarian needs

The Council of Delegates,

acknowledging the paramount role education plays in safeguarding human dignity and life, nurturing humanitarian values and hope for a better future, developing individuals' capacities, fortifying economic development and social cohesion, and building resilience and peace,

considering education as an essential public service and often one of the least supported and most disrupted of all essential public services, in particular in situations of armed conflict, disasters and other emergencies,

noting with deep concern the high number of people, including and in particular children, adolescents and young adults, whose education is denied, disrupted and/or limited as a result of such situations,

recognizing that people affected by these situations increasingly request support for education services once their most immediate basic needs have been met, *acknowledging* the value of volunteer-driven initiatives in providing these education services and *mindful* that ownership and responsibility for education lies primarily with States,

aware of the humanitarian repercussions the denial, disruption and/or limitation of education can have, in particular a significant negative impact on economic and social prospects, displacement, and a heightened risk of violence – including through children becoming associated with armed forces or non-State armed groups,

recognizing the importance of access to the best possible quality of education in the above-mentioned circumstances,

aware that various factors, including age, sex/gender, disability, health, legal status, deprivation of liberty and displacement, can further increase the risk and impact of education disruption,

acknowledging that damage to, destruction, takeover or use of education facilities for any other purpose than education can render education inaccessible and/or disrupt it,

stressing the importance of upholding the relevant rules of international law at all times, especially international human rights law, international refugee law and international humanitarian law (IHL), as applicable,

noting with particular concern the occurrence in armed conflicts of acts contrary to the applicable rules of IHL that specifically address education or otherwise contribute to ensuring continued access to or protection of education, including obligations concerning the protection of civilians and civilian objects in the conduct of hostilities, and the protection of children from recruitment or use by armed forces or non-State armed groups,

recalling all efforts and initiatives aimed at ensuring access to and continuity of education, as well as the safety and protection of students, education personnel and education facilities, including the promotion of humanitarian principles and values and the development of relevant knowledge and skills to alleviate and prevent human suffering, protect life and health, ensure

respect for the human being, and strengthen resilience for all to live with dignity, helping and caring for one another,

recalling also contributions and commitments made by components of the International Red Cross and Red Crescent Movement (Movement) to these efforts and initiatives,

recalling further all relevant events, statutory decisions and pledges made by components of the Movement, especially Resolution 2 of the 31st International Conference of the Red Cross and Red Crescent (International Conference), “4-year action plan for the implementation of international humanitarian law” (especially Objective 2.1: To enhance the protection of children in armed conflict), and the pledges “Strengthening the protection of education during armed conflict” and “Changing minds, saving lives and building resilience through values-based education for all” signed at the 32nd International Conference,

noting with appreciation that the International Federation of Red Cross and Red Crescent Societies (IFRC) is exploring the possibility of including education as an additional area of focus in its future plan,

appreciating the current work and efforts of States, the Movement and all other relevant actors in addressing education-related matters, and *underlining* the complementary nature of the Movement’s activities with those of others,

recalling the importance of the components of the Movement acting in accordance with the Fundamental Principles of the Movement, including when involved, pursuant to their mandates, in the area of education,

stressing the need to assess and mitigate potential risks associated with any such involvement,

1. *emphasizes* the importance of the rules of international law, including international human rights law, international refugee law, and IHL, as applicable, in ensuring access to and protecting education;
2. *recalls*, in the context of international and non-international armed conflict, in particular all existing IHL obligations that specifically address education or otherwise contribute to ensuring continued access to or protection of education; and *calls upon* all parties to armed conflict to respect their obligations under IHL in this regard in all circumstances;
3. *encourages* the components of the Movement, based on their unique added value from both an operational and policy perspective, as appropriate to their contexts and in accordance with their respective mandates, institutional focuses and capacities, to:
 - a. intensify their efforts to assess, analyse and respond to education-related humanitarian needs – especially to ensure access to, safety in, protection and continuity of education – including by systematically incorporating these needs into their risk-reduction, emergency-preparedness, response and recovery plans and activities;
 - b. increase their efforts to promote, implement, disseminate and foster compliance with IHL provisions specifically addressing education or contributing to ensuring continued access to or protection of education, as appropriate;
 - c. take measures as appropriate with the authorities concerned and other relevant stakeholders to secure the continuation or, as necessary, the resumption of education provision;

- d. increase evidence-based research, data collection and analysis in order to guide and strengthen their multidisciplinary approaches and the effectiveness of their work in the area of education;
 - e. commit to supporting efforts to identify emergency shelter alternatives to the use of education facilities, where such accommodation is necessary, or to limit the time education facilities are used for this purpose; as far as possible, to avoid soliciting the support of education personnel as first responders in sectors other than education; and, when any of these measures cannot be avoided, to endeavour to provide alternative solutions to enable education activities to take place;
 - f. meaningfully engage those affected – especially the education community, including children, adolescents and young adults – in decision-making processes and activities aimed at addressing their education-related humanitarian needs, in particular by supporting their capacity-building and the creation of a safe and enabling environment for them to act as agents of change;
4. *supports* the diverse engagement of the components of the Movement in the field of education, from both an operational and policy perspective, as appropriate to their contexts and in accordance with their respective mandates, institutional focuses and capacities, including to:
- a. support, as appropriate, the authorities concerned and other relevant actors with the development or strengthening of adequate preparedness, response and recovery measures in the education sector – including the assessment and review of relevant domestic legal frameworks, procedures, policies and contingency plans, as well as investment in capacity-building for national and local institutions and in community-based initiatives – so as to ensure that students and education personnel can continuously access education, understand the risks and adopt adequate behaviour to react appropriately and stay safe;
 - b. exert their influence in multilateral and bilateral forums to raise awareness about the humanitarian consequences of the disruption of education, and the importance of ensuring safe, equitable and continuous access to education; and offer their support, as appropriate, for any measures to strengthen the resilience of the education sector, especially regarding access, safety, protection and continuity as well as risk reduction and management;
 - c. promote and contribute to achieving globally harmonized approaches to strengthening 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;
 - d. identify and support the provision of vocational or professional education, where appropriate, to increase capacities to prepare for, cope with and respond to humanitarian challenges;
 - e. promote and support 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;
 - f. raise awareness about the need for and/or assist with the incorporation and provision of humanitarian education in its broad sense (including humanitarian principles and values as well as disaster management, risk reduction, resilience, first aid, hygiene

promotion, psychosocial support, and protection from all forms of violence) in formal and non-formal education systems and curricula, from the earliest age, alongside the development of related teaching skills at all educational levels;

- g. raise awareness about the need for and/or support the further integration of inclusive and accountable approaches in the education sector, including with respect to infrastructure, to ensure that appropriate and equitable attention is paid to people with specific needs, especially children, adolescents and young adults living with disabilities, in particular in situations of armed conflict, disasters and other emergencies;
 - h. coordinate and cooperate with each other – including through established mechanisms like Strengthening Movement Coordination and Cooperation (SMCC) – and with other relevant stakeholders, including, as appropriate, States and local actors, international and regional intergovernmental organizations, humanitarian organizations, representatives of relevant sectors, networks and clusters, to promote further engagement in the education field, to share good practices, tools and experience related to access to, safety in, protection and continuity of education as a humanitarian need, and to ensure complementarity, relevance and effectiveness in the response;
- 5. *invites* National Red Cross and Red Crescent Societies (National Societies) and the IFRC to raise awareness about the need for and/or support the elaboration of “special”, adapted curricula that are suitable for times of disaster and other emergencies, taking into consideration the particular circumstances in which they are to be delivered;
 - 6. *also invites* the 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;
 - 7. *requests* the components of the Movement to report to the next Council of Delegates on the progress they have made and lessons learned.