

- capacity building activities for pre-primary, primary and secondary education teachers in conflict affected areas, including on inclusive education methods for children with disabilities and teaching in mother tongue; and/or
- organise and conduct capacity building activities for school leaders.

Activities related to Output 2.1 may include, amongst others:

- development of school feeding programmes providing balanced nutritious meals to children suffering malnutrition in conflict affected areas.

Activities related to Output 2.2 may include, amongst others:

- development of community-centred pre-primary schools in conflict affected areas.

Activities related to Output 2.3 may include, amongst others:

- community awareness for continued education of girls, in particular those affected by the conflict.

3.3 Mainstreaming

Environmental Protection & Climate Change

In line with the EU sustainable energy and climate change mitigation objectives, the interventions may seek to apply renewable solar-powered based energy solutions such as stand-alone systems in the rehabilitation of schools and construction of pre-primary centres. Climate change adaptation and environmental sustainability will also be improved through applying principles in construction leading to an improvement over the pre-existing quality and sustainability of facilities, including through climate proofing, and Education for Sustainable Development, which aims at developing the knowledge, skills, values and attitudes that enable learners to make informed decisions and actions on societal and global problems, including the climate crisis.

Outcomes of the EIA (Environmental Impact Assessment) screening

The EIA (Environment Impact Assessment) screening classified the action as Category B (not requiring an EIA, but for which environment aspects will be addressed during design).

Outcome of the CRA (Climate Risk Assessment) screening

The Climate Risk Assessment (CRA) screening concluded that this action is at risk (climate risk will be addressed as part of an EIA).

Gender equality and empowerment of women and girls

As per OECD Gender DAC codes identified in section 1.1, this action is labelled as G1. This implies that a gender perspective is integrated throughout the Action: one specific objective focuses on disproportion between girls and boys dropout rate and addresses this issue. Gender inclusion is taken into consideration with facilities rehabilitation related activities. A systematic assessment of the particular needs and strengths of girls of the planned activities will be conducted and sex-disaggregated data will be collected and presented at all levels. In addition, the action will ensure the participation of women in all activities and especially in the decision-making processes.

Human Rights

Education is a basic human right recognised in the international human rights framework. While the final beneficiaries (rights holders) of this Action do have special needs arising from the conflict, their right to enjoy such services will also be underscored, moving from a needs approach to a rights approach. Such a human rights based approach will ensure as well the sustainability of the gains achieved, including through awareness raising activities aiming at ensuring the population is aware of their rights so to be able to fully exercise them. The action will respect the five working principles of a human rights based approach: respect to all rights, meaningful participation of rights holders, transparency, accountability, and non-discrimination.
