

EDUCATION



KEY MESSAGES

- ▶ The Universal Declaration of Human Rights states that education is a basic human right which should be free and compulsory “at least in the elementary and fundamental stages.” Responsible humanitarian actors, including the Camp Management Agency, are therefore obliged to negotiate access to local schools for camp resident pupils or to allocate space for the construction of schools inside camp premises.
- ▶ The Camp Management Agency and the education service provider need to support the establishment and enhancement of community initiatives such as parent-teacher associations or education committees. These groups should be included in planning, programming and evaluating education needs in the camp as well as participating in maintenance work connected with education facilities.
- ▶ School premises need to be set up according to internationally or locally-agreed standards. Ensuring safe access to camp schools is important. Issues to check include travelling distance and accompaniment, cleared pathways as well as proper and safe sanitation facilities at schools and training centres.
- ▶ Schools should strive to employ appropriately qualified staff recruited through a participatory and transparent process. Selection criteria should reflect diversity and equity. This can mitigate the risk of sexual abuse in schools as well as make parents more comfortable sending their daughters to school. Further training and refresher courses should be offered to all teachers, including training on gender issues, hygiene and sanitation, human rights and environmental issues.
- ▶ Non-enrolment or drop-out rates are often high in camp schools. It is an essential task of the education service provider, in cooperation with key actors, to regularly monitor enrolment, attendance and drop-out rates, as well as repetition, completion and certification rates. Reasons for not enrolling or dropping out of school should be investigated and closely monitored and followed-up on to ensure quality education and avoid child protection problems. Measures to maximise school attendance should be put in place.

INTRODUCTION

Education is vital to the development of children and youth as it affects their daily routines, social relationships and future opportunities. Access to education is a fundamental right of every child. Education is also critical in protecting displaced children and youth, and enabling them to contribute to the sustainable peace and recovery of their societies upon return, resettlement or integration.

When conflicts and natural disasters hit, one of the unfortunate outcomes is that damage to infrastructure and services and/or the need to flee to a safer location can leave gaps in a child's education. Schools are often destroyed or closed because of insecurity. Even if a school is able to operate, many crisis-affected families do not have the resources to buy books or pay school fees. Simply walking to class may endanger a student's life in some tension-prone areas, especially if combatants choose to target schools or educational facilities.

! According to the 2008 Education for All Monitoring Report published by UNESCO, 37% of the 77 million children of school age who are out of school live in 35 fragile, conflict or post-conflict countries. Incorporating education into humanitarian response is therefore critical to achieving the Millennium Development Goals and Education for All (EFA) targets.

In some displacement situations, attending school can be an important protection tool. Where children and youth are enrolled in school they can be sheltered from

- recruitment into armed forces
- gender-based violence
- other forms of exploitation, including child labour and prostitution.

Keeping records of attendance at camp schools helps monitor the incidence of such risks and enables timely follow-up. School attendance however, may itself place pupils at greater risk of violence and abuse by teachers or peers. Additionally, armed forces may attack schools to demoralise the community and facilitate the recruitment of child combatants. Efforts are therefore required to convert schools into “safe learning environments” and to monitor protection incidents that can occur both at school and during travel to and from school.

Camp schools also provide a location to reach out to different parts of the camp population and provide life skills instruction around:

- hygiene promotion and the importance of hand washing
- HIV/AIDS knowledge
- mine action awareness
- human rights
- tolerance and non-violent conflict resolution.

In many camp situations, attending school contributes to a significant extent to the pupils' physical well-being. Where special school feeding programmes are implemented, they complement the usual food ration for children at an important stage of their personal development. Emergency education that includes counselling and other therapeutic components can help address the psychosocial needs of conflict-affected and traumatised children. Schooling thus contributes to both physical and mental progress.

In most cases, children and young people affected by conflicts or natural disasters will have lost out on some of their education. In order to minimise this loss and to avoid pupils having to repeat classes or exams, it is essential to provide access to education as soon as possible. To ensure that adequate education is provided, the Camp Management Agency should work together with:

- parents
- community leaders
- student and youth leaders
- teachers
- education NGOs or the education service provider
- UNHCR, Cluster or other Lead Agency
- UNICEF
- Ministry of Education and/or local authorities.

It may be appropriate to establish a school year according to the relevant school calendar, organise catch-up classes during holidays, or if needed, set aside a separate academic period as a catch-up year.

▶▶ *For more information on standards and indicators in education see the INEE Minimum Standards in Emergency Education in the Tools section.*

ROLES AND RESPONSIBILITIES

Usually in camps, either an education service provider or the local education authorities will be in charge of schooling and education services. Although the Camp Management Agency usually is not responsible for building, expanding or running school facilities, it still plays an important role in mobilising the community and advocating for enrolment. The Camp Management Agency has a core responsibility to hold education providers accountable if education services do not meet international standards. The education provider will normally assume the major responsibility for establishing relations and formalising agreements with local authorities and education ministries or institutions. Still, it may help if the Camp Management Agency supports these actions by advocating with local authorities on education issues.

In some settings, a Camp Management Agency's involvement may become necessary where local authorities:

- are reluctant to allow displaced children into the local schooling system
- demand specific documentation on previous education
- charge high entry and/or attendance fees
- do not support the construction of in-camp schools.

These issues mostly arise where a host government already cannot provide adequate educational coverage for its own population.

Prior to the arrival of external actors, displaced communities may already have organised educational activities that could be built upon if appropriate. It is important that the Camp Management Agency and the education provider support and promote such community initiatives and participation.

UN agencies (such as UNICEF and UNHCR) and the local Ministry of Education are likely to play a major role in providing technical support to an education service provider. Some of the early support they usually provide is: early needs assessments; policy guidance; assistance with school facilities and supplies; agreeing and adjusting the curriculum; identifying and training teachers; covering the recurrent costs of teacher salaries and ensuring certification and accreditation.

! In emergency situations, UNICEF frequently distributes Education Kits called “School in a Box” that include tents, education and recreational materials. These can be requested by a Camp Management Agency or the education service provider.

SCHOOL ENVIRONMENT

Where the displaced population shares a language with the host community, camp children should be admitted into local schools and education systems in order to avoid segregation. If conditions are crowded, it may be necessary for schools to operate on several shifts a day and to extend buildings with additional temporary classrooms.

In many situations, particularly those involving refugees when language and curriculum are different from those of the displaced population, the alternative option will be to establish schools in camps or in local school buildings outside of normal school hours. The Camp Management Agency together with the education provider should identify a space within the camp compound to construct schools and training facilities. This space should be centrally located in order to provide access for all children – including those with disabilities and/or with impaired mobility – and to minimise security risks.

! UNHCR recommends one school for approximately 5,000 persons and a ratio of not more than 40 pupils per teacher.

Additional facilities on the school compound should include:

- separate access to clean water
- areas for refuse disposal
- hand-washing facilities
- separate latrines for boys, girls and teachers.

Building school recreational fields, kitchen and feeding centres, or fencing may not be part of early construction priorities, but should be planned for and established as soon as possible.

►► For more information on recreational facilities see “Fields of Play” in the Tools section.

! School premises should be marked or fenced. Latrines and water facilities should not be used by people other than the pupils and teachers. A lack of sanitation facilities and safety measures at schools may cause children to drop out, particularly girls.

Local Materials and Standards

Governments often have complex guidelines for school construction and furnishings. If possible, keeping camp school facilities on a par with well-supported area schools will cause less tension with the host community and be easier to maintain.

Using locally available materials or sourcing furniture locally is recommended. When purchasing local materials, environmental issues should be considered. Larger camp operations usually have a negative impact on tree density in the surrounding area.

CROSS-SECTORAL ASPECTS IN EDUCATION PROGRAMMES

Cross-sector linkages also exist in the education sector. In its supportive role to the education provider, the Camp Management Agency should be aware of some guidelines and aspects related to other sectors that are particularly useful while monitoring the overall effectiveness and quality of education programmes in camps. Identifying which individuals or groups of children are missing out on education, and why, may help tailor particular programmes and utilise greater cross-sector cooperation in the camp. Both agencies need to consider:

Health:

- working with the health service provider or local clinic/health centre to provide treatment and health-related information to children in schools
- holding vaccination campaigns and days at schools to ensure maximum coverage
- where health services cannot be provided at schools, trying to see if school children and teachers can get priority treatment at clinics or health centres in the camp, so they miss as little schooling as possible

- targeting health education programmes in schools, so children can learn more about healthy ways of living as they grow and develop.

Food and NFI Distribution:

- establishing a way for teachers to receive their food rations after school hours, or in a way that will not interfere with their responsibilities at school
- establishing school-feeding programmes as a way to curb drop-out rates and increase the participation of underserved groups. Some research studies suggest that school feeding programmes persuade parents to enrol girls who would otherwise not attend at all.

Water and Sanitation:

- constructing water and latrine facilities even in emergency or temporary schools: semi-permanent schools should always have good quality latrines
- promoting latrine use through schools can have a demonstration effect especially when working with rural populations
- incorporating good sanitation practices and establishing hygiene education programmes at schools – particularly hand washing after toilet use
- promoting good sanitation practices such as proper waste disposal and cleaning of compounds and classrooms; these measures also have an important educational impact on children in teaching them to keep a tidy environment.

Religious Institutions:

- working with religious schools and their schedules to harmonise school hours so that government or camp schools and the religious schools are not in competition. It is important for both parents and students to value and support having a religious as well as standardised government curriculum available to all students.

COMMUNITY INVOLVEMENT

Participation of the camp community is key to all aspects of educational programme planning. Existing community support structures like parent-teacher associations, education committees or other similar initiatives can significantly contribute to:

- needs assessments
- curriculum planning
- human resources support and identification of qualified teachers
- maintenance and construction of school facilities
- evaluation and monitoring of programmes.

Often, displaced people go to great lengths to have their children continue with their schooling. Even in emergencies, community initiatives often exist. The more groups participate in education activities, the more people should assume responsibility for planning, maintenance, monitoring and care. Setting up a regular schedule will keep the work fairly distributed between all groups and make sure that no damage to property and functioning is blamed on any one group.

While cooperating with the education provider, the Camp Management Agency may be involved in monitoring of education programmes in a camp. Monitors should be recruited from the camp population and include men and women of all ages. Monitoring whether vulnerable children receive adequate treatment at schools or whether the attendance of girls is satisfactory can be sensitive, and requires proper training in observation and interviewing techniques.

►► *For more information on working with communities see chapter 3.*

CURRICULUM

A school curriculum should have a holistic approach to development and learning, and should include academic learning, life skills and culture, and a psychosocial focus as well as sports and environmental components.

Providing education programmes for children according to their home country's curriculum, and in their national language, (when this is appropriate) is essential for both refugee and IDP children. Providing appropriate education can be particularly challenging in refugee situations and where displaced children cannot be integrated into the local school system. Where integration into the school system of the host community is not possible, refugee children should receive a camp education programme following the curriculum of their home country in order to facilitate reintegration after return. Special consideration may however, be given to use of the host country's curriculum if the situation of displacement is particularly protracted and local integration is likely to be the most viable solution to displacement.

The curriculum may need to be adjusted when bridging courses or acceler-

ated learning programmes are used in order to compensate for the disruption to education. All too often, conflict and displacement will result in the presence of numerous over-age students who have been out-of-school for many years and who will require support to catch up with their peers.

The curriculum should also be reviewed to ensure, insofar as possible, that it incorporates considerations of gender equity, special needs, psychosocial support and peace education. In some situations education has helped to fuel conflict by supporting the mutually exclusive historical narratives of groups in conflict. It will therefore be important to ensure that the curriculum contributes to, rather than detracts from, social cohesion.

Particular efforts may also be required to ensure the certification of examinations, thereby enabling displaced students to effectively reintegrate into the education system or job market of the home country.

 The analysis of gaps in education programmes should be based on information obtained by observation, household and school visits and by interviewing pupils, parents and teachers.

OTHER EDUCATION PROGRAMMES

Youth Education

Youth programmes are critical for young people and in turn for their communities. It is essential to offer youth a meaningful learning environment with formal and non-formal education, numeracy skills and vocational training; and not only in situations of displacement. Despite primary education remaining a priority in camp education programmes, a Camp Management Agency should be proactive in advocating for the establishment of education and training facilities for youngsters above the age of 12 such as:

- secondary schools
- youth education centres
- vocational training centres
- sports clubs and play groups.

! Experience shows that adolescents and youth are seriously underserved in camps, often leading to their potential being wasted and their energy being channelled into anti-social activities. In many conflict situations, unoccupied adolescent boys may become attracted to join military forces, while unoccupied girls are exposed to an increased threat of sexual abuse or forced marriage.

►► *For more information on youth committees see Chapter 11 on Persons with Specific Needs*

Adult Education

Often in camp situations, a percentage of the adult population is non-literate. Women may have been left behind in the education system prior to displacement. The Camp Management Agency should be aware that child and adult learners need different approaches. Adult learning programmes requires specific methodologies and techniques that are best implemented by specialised humanitarian agencies or government institutions. If basic literacy and numeracy classes for adults are established, it is recommended that topics also include:

- human rights
- hygiene and sanitation
- gender awareness
- peace building
- environment awareness.

Both literacy and numeracy materials are available in many languages and countries, and can often be ordered. Special consideration should be given to the time of day each class is offered to accommodate the schedules of women. Offering accompanying childcare assistance may make them more able to participate.

Recreational Activities

Playgrounds and other facilities for recreation should be constructed as part of the school premises, ensuring sufficient and safe spaces for games and play. Sports events and games are also a good opportunity for displaced and host children to meet and compete together.

Early Childhood Care

To support girls' enrolment and attendance, it can be helpful to set up a day-care facility on or near the school grounds, thereby freeing up time for education – particularly for adolescent girls – that might otherwise be devoted to caring for younger siblings.

How Camp Education Programmes can Support the Host Community

In well-assisted camps, the education system may receive greater support and attention from humanitarian organisations than the school system of the host community receives from its government. In these situations, the education provider together with the Camp Management Agency should seek to cooperate with local schools near the camp, and help local children to benefit from camp educational programming. Good approaches to create constructive links between camp and local education systems are:

- including local teachers in camp teacher training sessions
- designing joint education and recreational initiatives for both displaced and local children/youth – in cooperation with the local education administration.

TEACHERS

Identification and Compensation

Generally, camp teachers should be recruited from among the displaced population. Special efforts should be made to recruit female teachers in order to provide role models to encourage girls' enrolment and attainment. The easiest way of identifying qualified teachers is during the registration process of the camp population. Further identification or assessments can also be done through formal announcements and job advertisements. Although often not possible in the first phase of an emergency, it is recommended to evaluate teacher candidates' capacity and ability through formal performance tests prior to having them commence work, even if they have their diplomas and documentation.

If qualified teachers are not available, camp residents with the highest level of basic education, such as a 9th or 10th grade education, should be identified in order for them to be trained to work as teachers. Together with the education provider and the local authorities from the host government, it should also be assessed whether teachers from outside the camp can be integrated in the camp education system.

! Within a displaced community, teachers are often amongst the most educated people and may therefore be well regarded and listened to. Humanitarian organisations working in the camp may therefore wish to employ them for jobs in other sectors or administration. Where school teachers cannot be paid with regular salaries, they at least should receive some incentives or NFIs to make teaching more attractive. Otherwise, too many teachers may leave the camp school system for other jobs, with serious impacts on its quality and functioning.

Wherever possible, teachers should be paid or compensated for their work. Not only is their contribution essential for the development of the displaced community's children but also efforts must be made to ensure they are not forced to look for other paid employment. Teaching at primary schools for displaced children is a full-time job under often harsh and stressful conditions. Thus, compensating teachers for the time they cannot spend in other income generation or household activities is essential. How, when and how much teachers are compensated needs to be part of a coordinated and agreed cross-sectoral approach to issues of payment and compensation.

►► *For more information, see chapter 3.*

Teacher Training

In many camp situations, it is challenging to identify a sufficient number of qualified teachers, so including capable volunteers with no official qualifications might be necessary. Even if teachers are officially qualified, they may never have benefited from updated learning methodologies or refresher courses on curriculum content. Moreover, they may not have been exposed to teaching bridging courses or accelerated learning programmes and thus may be unfamiliar or uncomfortable with any associated modifications to the curriculum in order to accommodate the situation of displaced children and youth. Some teachers may also require instruction on teaching over-age students and classes that encompass students of multiple ages. Therefore, providing training to teachers will improve the quality and techniques of instruction and boost teacher motivation.

In order to ensure that capacity building has a long-term impact on displaced communities, even after return, knowledge and skills need to remain within the displaced population. Agencies in charge of camp education should consider establishing and training a team of the most appropriate teachers who could provide training and on-going support to other camp teachers. In addition to motivation and teaching techniques, teacher training should include:

- gender issues
- HIV/AIDS prevention
- environmental issues
- key health and hygiene messages
- conflict solution
- human rights, in general, and child rights in particular.

In all cases, both teachers and children need to have a better understanding of how displacement can affect children. Teachers recruited from among the displaced population may also suffer from psychological trauma and may require special attention and counselling. Teaching training must include:

- the negative psychosocial effects of displacement
- psychological trauma
- post-traumatic stress disorder (PTSD)

▶▶ *For more information on children affected by psychological trauma see the newly-developed IRC Psychosocial Teacher Training Guide in the Tools section – also available in Arabic.*

Codes of Conduct

Camps are usually stressful environments for displaced persons, including teachers and other school staff. Misbehaviour and abuse of power may occur frequently. As with all other camp staff, paid and unpaid, a code of conduct must therefore be introduced to all personnel involved in education – whether school directors, teachers, classroom assistants, other support staff, administrators or monitors.

Codes of conduct must be drawn up in close cooperation with the displaced community and the local authorities and introduced through proper training or sensitisation, so that everybody involved clearly understands agreed aims and regulations.

▶▶ *See the INEE teacher's code of conduct in the Tools section of this chapter.*

SEXUAL ABUSE AND EXPLOITATION

Having children enrolled in school is an essential protection tool, particularly for those living in camps. However, schools can also bring a higher risk of abuse, particularly for girls. A Camp Management Agency can minimise risk by:

- encouraging employment of female teachers and female classroom assistants, so that girls have access to contact persons of the same gender
- setting up camp schools and education facilities in locations where children from all over the camp have easy and safe access
- providing separate latrine and washing facilities for boys and girls and locating them only a short distance from, or within, the school premises
- organising accompaniment for children who have to attend classes that take place after dark
- avoiding overcrowded classrooms; grouping children in classes according to international or locally agreed standards and not mixing up different grades and ages in one single class
- monitoring the quality of education, including response mechanisms to possible protection threats for school children, through interviews with children, adolescents and parents
- making sure that teachers' and other education staffs' behaviour and respect of the code of conduct are closely monitored
- providing children, youth, teachers and parents with an accessible and confidential complaints reporting procedure and follow-up mechanisms.

CHECKLIST FOR A CAMP MANAGEMENT AGENCY

Education Opportunities and Infrastructure

- Primary, post-primary and non-formal educational opportunities for refugee and displaced children are assessed.
- Basic data on educational activities is collected so that a Camp Management Agency can determine:
 - what number of schools (pre-school, primary, secondary) exist
 - the number of government, religious affiliated schools, or NGO-supported schools
 - age and sex of children going to school, per level and type (pre-school, primary, secondary)
 - number of students in each school – boys and girls.
- Quality and effectiveness of the camp school system are frequently monitored and evaluated.
- Measures to enhance quality and effectiveness are identified and implemented.
- Available education facilities are relevant to the refugees/displaced persons' experience and needs.
- Education is provided in the mother tongue and in the homeland curriculum of the young people.
- The teacher/pupils ratio in the camp schools corresponds to international standards and indicators.
- School premises and buildings are located and built according to international guidelines and technical standards.
- There are well-functioning latrines and hand-washing facilities in the schools.

Planning and Assessment

- An educational planning system is in place for the education of all displaced children.
- An educational assessment system is in place to monitor the functioning of refugee/displaced children's education.

Certificates

- Certificates are made available to validate the academic achievement of children.

Children's Comments and Well-Being

- Children have the opportunity to comment on their educational system and are listened to.
- Assessments with disaggregated data on gender and age are made on:
 - what children aspire to in the future
 - what they do after school hours
 - what they like to do when they have spare time
 - what they like about school
 - why they might sometimes miss school
 - what they think makes a good teacher
 - what they would change about the school if they could
- There is a confidential complaints mechanism and follow-up procedure in place.
- Children's safety and security is monitored on routes to and from school and whilst at school.
- The curriculum has a holistic approach to the needs of the child; including their mental, emotional, social and physical well-being and development.

Teachers and Committees

- Teachers are being offered training and refresher courses.
- Teachers are trained in the psychosocial issues which can impact the education of displaced children.

- Compensation packages for teachers are evaluated and established.
- Camp education committees are established and supported.
- A code of conduct is agreed and signed by all actors involved in the running of camp schools.

School Enrolment

- The proportions of displaced children attending school is assessed and known by age and sex.
- The reasons why children drop out of school or do not attend are assessed and evaluated.
- Actions are identified and implemented to increase school attendance.

Community Participation

- Parents and the displaced community are actively involved in the education programmes and education committees.

TOOLS

 Almost all the tools, publications and other documents referred to are available on the Toolkit CD attached to every hardcopy binder. Weblinks are provided for downloadable online resources.

- **Assessment of Teacher/Facilitator Availability and Capacity, including Selection (INEE).**
This document is taken from The Inter-Agency Network for Education in Emergencies (INEE), and provides helpful background information for implementation of education programmes. It focuses on identification of educationalists (selection and facilities that could be needed for classes, teachers and school compounds). <http://www.ineesite.org/page.asp?pid=1128>
- **Educational Assessment Matrix.**
Essential tool to assess and monitor: the boy-girl ratio of pupils; ratio of male-female/qualified-unqualified teachers; the available water and sanitation facilities; ration of local-displaced children out of school; and the status of teachers. This matrix could be used by the Camp Management Agency in coordination with the education provider (when available) to monitor changes in ratios and address protection issues such as equal enrolment.
- **INEE 2008: *Interactive Minimum Standards Toolkit*.**
<http://www.ineesite.org/toolkit/>
- **IRC, 2006. *Creating Healing Classrooms. Guide for Teachers and Teacher Educators*.** <http://www.theirc.org/resources/hci-teachers-guide.pdf>
- **IRC, 2004. *The IRC's Psychosocial Teacher Training Guide*.** http://www.ineesite.org/tt_resource_kit/IRC%20Psychosocial%20Teacher%20Training.doc
- **NRC/IRC Psychosocial Approaches to Teaching.**
- **NRC Youth Education Pack – YEP.**
Concept of non-formal programme for youth with little schooling.

- School Site Assessment – a Checklist (INEE).**
This checklist is taken from The Inter-Agency Network for Education in Emergencies (INEE) and provides helpful background information on school site assessment. It deals with the physical aspects of constructing schools, such as shelter and seating facilities, protection aspects (access/exit/safety) and the use of local materials and standards. <http://www.ineesite.org/page.asp?pid=1129>
- Proposed Distribution Formula (IRC, Sierra Leone).**
Displays the proposed type and quantity of school and related materials and facilities. This formula is used in the Sierra Leonean settings by IRC and will differ from context to context. It could be used as a reference tool to gain ideas on the materials and facilities that could be needed for classes, teachers and school compounds.
- UNESCO Teacher Emergency Package (TEP).**
Short overview of UNESCO's TEP Programme.
http://portal.unesco.org/education/en/ev.php-URL_ID=13446&URL_DO=DO_TOPIC&URL_SECTION=201.html
- UNICEF 2006: Education in Emergencies – A resource Toolkit.**
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