STATE OF THE ART

EDUCATION

IN WAR CHILD PROGRAMMES

War Child Holland is an independent international non-governmental organization. The organization invests in a peaceful future of children affected by armed conflict. War Child Holland is part of War Child International, a network of independent organization.

War Child Holland programmes strengthen psychosocial development, contribute to peacebuilding processes and advocate for the rights of children and youth, applying the power of creative arts and sports.

War Child Holland has programmes in Afghanistan, Colombia, DR Congo, Georgia, Israel and Palestinian Territories, Kosovo, the Netherlands, Pakistan, Sierra Leone, Sudan and Uganda.

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1. Introduction

In recent years, the role of education in War Child programmes has been a topic of increasing attention. In current War Child programmes, beneficiaries and their communities often prioritise educational activities. While in some programmes, components of education were included, no official position or policy was developed.

In January 2005, during the HQ Operations strategic sessions in Balk, the signal was given to investigate and propose strategies on education within War Child programmes. The Management & Methodology Week 2005 gave the opportunity to investigate current practice in War Child programmes and explore possibilities to elaborate and expand this component. At the end of 2005, assessments on possibilities for complementary education in the Sierra Leone and DRC programmes were carried out, and education activities were set up in Sierra Leone and Uganda. In 2006, a connection was made with the Inter-Agency Network for Education in Emergencies (INEE). Taken together, this laid the foundation for a State of the Art on Education in War Child Programmes.

The intent of this paper is to further advance the inclusion and expansion of various educational activities in War Child's programmes. In chapter 2, grounds will be given for education as a priority in conflict-affected areas. Chapters 3 and 4 will elaborate on the definitions of various components in education and the INEE Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction (further referred to as INEE Minimum Standards).[1] Chapter 5 examines the educational activities currently taking place in War Child programmes. Chapter 6 gives insight into good practice in other organizations, evidence of success and lessons learned. Finally, chapter 7 presents the recommendations for further development and inclusion of educational activities in War Child programmes. This will serve as a base for discussion within the organization and for the development of policy and guidelines in the years to come.

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[1] INEE uses these phases to refer to both natural and human caused disasters. For the purposes of this paper, where Emergencies, Chronic Crises and Early Reconstruction are mentioned, they are intended to denote stages in conflicts. Emergencies are the immediate onset phase and ongoing crises that have not yet become chronic. Chronic crises are protracted ones in which the conflict has been continuing for years. Early reconstruction is the immediate post-conflict stage.

2. Grounds for Involvement in Education

Education is a crucial activity for humanity. It is used not only to transmit knowledge, but to socialize individuals to societal norms and introduce them to particular modes and ways of thinking. In its classical and limited sense, education is a classroom activity involving a teacher and pupils. At its core, formal education usually involves teaching reading, writing and numeracy/arithmetic. Education in its widest sense describes "activities that impart knowledge or skill."[2] It is the foundation for human development and the life long process of acquiring the knowledge and skills required by people to be able to survive, to develop one's full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning." (UNESCO, 2000)

The INEE states that education in emergencies and during chronic crises and early reconstruction, can be both life-saving and life-sustaining, providing physical, psychosocial and cognitive protection. It sustains life by offering structure, stability and hope for the future during time of crisis, particularly for children and adolescents, and provides essential building blocks for future economic stability. It also helps to heal bad experiences by building skills, and supporting conflict resolution and peace-building. (INEE, 2004 and 2006)

Roughly 27 million children affected by conflict in ten countries[3] do not have access to education (Women's Commission, 2004). This number does not even include older children and youth whose primary education was interrupted or never took place as a result of a conflict or emergency.

In the last ten years, the right to an education in crises and emergencies has assumed a more prominent role in the consciousness of the humanitarian and donor communities. Long considered appropriate only for 'development' aid, increasing numbers of agencies and organizations have become involved in providing education in emergencies. While most of the programmatic focus is on primary education, there are those who also provide secondary and post secondary education as well. The type of intervention is contingent on a number of factors, the foremost of which is the severity of the crisis and the related security situation. Schools are not built while bombs are falling or flood waters rising. Increasingly though, the immediate protection, psychosocial and other benefits of education are seen as crucial during and immediately after the crisis or emergency.

2.1 Legal Instruments and International Agreements

Education is a basic human right. The 1948 *Universal Declaration of Human Rights* recognized "Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages." (Article 26). In 1949, the *Fourth Geneva Convention Relative to the Protection of Civilian Persons During Times of War* created a legal obligation by which "Parties to the conflict shall take the necessary measures to ensure that children under fifteen, who are orphaned or are separated from their families as a result of the war, are not left to their own resources, and that … their education [is] facilitated in all circumstances." (Article 24). In Article 28 of the *1989 Convention on the Rights of the Child (CRC)*, "States Parties recognize the right of the child to education and with a view to

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[2] American Heritage Dictionary of the English Language, Fourth Edition, 2000, Houghton Mifflin Company.

[3] The figure is based on estimates in ten countries in conflict, in 2002: Sudan, Afghanistan, Occupied Palestinian Territories, Colombia, Angola, Congo-Kinshasa, Iraq, Burma, Burundi, and Uganda.

achieving this right progressively and on the basis of equal opportunity, they shall, in particular: (a) make primary education compulsory and available free to all; Article 29 goes on to describe the goals of a child's education.[4] War Child's mission, current practice and intended expansion all correspond closely to these principles. The CRC also illustrates the relation between child development, psychosocial programming, education, and peace building.

In the **UN Millennium Development Goals** (MDG's), nations agree to "Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling." They also address the issue of gender committing to "eliminate gender disparity in primary and secondary education, preferably by 2005, and to all levels of education no later than 2015." Most recently the UN endorsed the **Dakar Platform of Education for All** (EFA), which specifies six goals to be met by all countries by 2015: 1) Expanded and improved access to early childhood care and education. 2) Access to and completion of free and compulsory primary education of good quality. 3) Access to appropriate learning and life skills programmes. 4) A fifty percent improvement in the levels of adult literacy and equitable access to basic and continuing education for adults. 5) Elimination of gender disparities in primary and secondary education by 2005 and achievement of gender equality in education by 2015. 6) Improvement in all aspects of the quality of education and achievement of recognized and measurable learning outcomes, especially in literacy, numeracy and essential life skills (UNESCO 2000). The minimum goal of the EFA is that every girl and boy should complete at least four years of quality education (Chowdry in Women's Commission, 2004). This is crucial as four years is generally considered the minimum time required for an unschooled child to acquire literacy and numeracy, although factors such as poor school conditions, teacher quality, low attendance or disruption, all of which may be experienced by people affected by crises, can increase the amount of time needed.[5]

2.2 Education and Psychosocial Development

Educational and psychosocial programmes are strongly related. The INEE states that education programmes are a form of psychosocial intervention as they establish a familiar learning environment, provide a regular schedule and instil a feeling of hope for the future (INEE, 2004). Taking part in an educational programme strengthens protective factors like constructive coping mechanisms, adult support, peer support, a sense of normalcy and future prospect and safety and peace.

As such, education contributes to the psychosocial development of children. Considering the growth of the organisation, its increasing expertise in various aspects of psychosocial well-being of children and their communities and the increasing quality of current elements of the programme, the expansion of War Child's programming to formally include additional educational elements seems sensible.

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[4] See Annex 1 for further details.

[5] Youth and adults may require as little as 3 months to acquire a very limited functional literacy, depending on the individual and external factors including the length and frequency of classes. Usually, it will take longer from 6 months to one year.

3. Educational Components and Concepts

The general rubric of education refers to a variety of elements, which are described in this chapter. Special emphasis is given to components that are relevant in (post) conflict situations. The challenges faced in each area are also outlined in this chapter.

3.1 Types of Education

3.1.1 Formal, Non-formal and Informal Education

Formal education is "an educational system with hierarchic structures and a chronological progression through levels or grades with a set beginning and end. Formal education usually takes place in an institution and involves some kind of assessment leading to certification of qualification" (NGO Consortium, 2002). Formal education implies involvement of the state.[6] While formal education takes place in a classroom, **non-formal programmes** may be structured settings but occur outside of the formal school system, often parallel to it, as is the case with accelerated learning programmes or non-formal village schools. Still they entail a teacher of some sort and students learning.

Informal education can take place anywhere that someone can learn: in a youth group, in awareness raising events and other similar activities where information is being conveyed or in which people learn through their experiences.

3.1.2 Accelerated Learning

Older children and youth (ranging in age from 10-18 and even older) often face the greatest challenges in returning to school or beginning an education that was delayed due to a crisis. They are increasingly in demand at home for their labour and contribution to household chores, are most in danger of recruitment or abduction into armed forces and have little interest in sitting in classes with little kids (Nicolai and Triplehorn, 2003). They are at risk of growing from illiterate children into illiterate adults. The majority would like to return to a normal life. Without positive alternatives, many resort to crime, violence, substance abuse or other negative coping mechanisms.

Accelerated learning programmes are designed to address the unique needs of youth who have missed out on their education or had theirs interrupted. In most cases, these programmes are considered non-formal, though they often take place in a school setting, but after regular school hours. The accelerated programmes range in length from three year programmes into which the six year formal primary education curriculum is condensed to an eight month programme that teaches the first three years of the primary curriculum so that participant can rejoin the formal system in grade three.

Accelerated learning programmes are neither long term interventions nor are they viable as permanent educational mechanisms. They are meant for education in emergencies, chronic crises and early reconstruction (NRC, 2005).

3.1.3 Structured Creative Activities

Structured creative activities involve providing children, and at times youth and adults, the opportunity to engage in the arts or more generally play and creativity, usually as a tool for

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[6] In most systems the grades or levels are grouped as follows: early childhood education for ages five and younger; basic or primary education from grades 1-5, which in normal circumstances is usually from ages 6-10; upper primary is grades 6-8, usually ages 11-13; secondary education from grades 9-12, generally ages 14-17 or 18. Following that is post secondary education, which includes vocational or technical education, as well as university or other higher education.

dealing with troubling issues in a non-threatening, structured environment. The INEE Minimum Standards regard recreational activities as educational activities. There is also a growing awareness of the contribution that creative activities and sports play in the development of children and youth (Euwema, 2006). Particularly in emergency settings, interventions should include for recreational and creative activities (INEE, 2004 & 2006). They aim to quickly instil a sense of structure and normalcy and provide the participants with a non-threatening means of dealing with their experiences. This is often done in newly established refugee camps, as well as older ones where there are frequently new arrivals. Secondly, creative activities can be introduced in formal and non-formal school settings as an addition to

traditional curricula or as effective teaching tools/methods. Besides directive teaching methods, creative activities are introduced to enhance children's concentration, coping skills and social skills. Professionals and para-professionals who might use these activities for their own advantage and to the advantage of the participants generally need to be trained in their use and in the benefits of these pedagogic methods for the healthy development of children.

3.1.4   Early Childhood Education

Early childhood education focuses on the youngest children from infancy to age five, but may include children as old as eight. The ages from 0-5 represent one of the most significant periods in brain's development (Euwema, 2006). A child's physical, emotional and social development has its foundations during this point in their lives. This is when children lay the foundations for the development of cognitive skills, communication and language skills as well as perceptory, motor and sensory skills. Interactions with other children and appropriate, positive relationships with caregivers enhance their development. Suitable levels of nurturing, stimulation and exposure to colours, music, language and other visual and sound stimuli promotes healthy development. Early Childhood Education programmes can facilitate the development of the very youngest children, allowing them to lay the groundwork for their future and enabling them to reach their full potential.

3.1.5   Teacher Training

While learning can take place anywhere and with little or nothing in the way of formal materials, structured learning, even loosely structured non-formal learning, benefits greatly from some kind of guide or teacher. Teacher Training is about teaching educators how to teach. "Teacher training opportunities are probably the single most effective strategy for bringing about change in children's school experience -- provided the type of training is appropriate" (ARC, 2001).

During a crisis, infrastructure crumbles, supplies disappear and qualified teachers are either targeted or leave the profession and/or their communities. In the end, those teaching are unqualified, often barely literate, and must do their job in overcrowded classrooms, with no materials, little support and poor if any pay. In order to rebuild an educational system, teachers must be both educated and trained. The teachers need to understand the subjects they are teaching. At a minimum, they should be able to pass the exams they give their

students. Chalk and talk,[7] learning by memorization, one of the most common educational techniques is not effective in reaching huge classes which usually including students of multiple ages and at greatly differing levels of achievement.[8] To convey the subject matter, teachers need to know, and have experience in the use of, appropriate teaching techniques. Teachers must also successfully convey information and skills without, or with limited, teaching and learning materials.

Teacher training goes beyond just knowledge and techniques. "Training has an effect that lasts long after the event in the mind and personality of the people trained, and can make a dramatic difference to teachers' morale, even when other conditions remain problematic" (ARC, 2001). Training teachers can help them transcend issues of poor pay, no pay and terrible conditions by proving them with the skills to make teaching a creative and engaging enterprise.[9] If teachers are motivated and enjoy the experience of teaching, that will come through to the students, who will be more likely to enjoy learning, both of which are desirable outcomes.

Teacher training must be considered at several levels. At the local level, individual teachers can be trained to have a local impact. At the regional level, teachers from various localities can be trained through or in cooperation with a teacher training institute. This intervention would have a much broader impact on the education of children. At the national level, work can be done to both reform the teacher training curriculum, and also in the short term, adapt the programme of teacher training institutions in conjunction with the Ministry of Education to promote inclusion of creative, participatory and experiential teaching techniques in the standard teacher training programmes.

3.1.6   Teaching Methodologies and Techniques

Teaching can be broken down into active and passive methodologies. References are also made to child friendly or child centred pedagogy, which are usually the same as active methods, which is to say, focused on the child and involving them actively in their own learning. In many societies, teachers traditionally lecture and write on a blackboard, while the learner passively receives information. They repeat and memorize information supplied by the teacher, but are largely passive recipients and have no practice or experience in applying the knowledge. Active learning involves the response of the learner during the learning process.

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[7] This has been used to describe teaching by lecturing and writing on the blackboard, while students copy down what is written and memorize content.

[8] It is not uncommon in many developing countries and countries affected by conflict for there to be over 100 children in one class.

[9] Teachers, where paid by a government, are generally poorly paid. Where a government may be unable or unwilling to support all the teachers necessary for the proper functioning of the educational system, teachers are often supported only by their communities, which usually cannot even afford government wage levels.

Active learning encourages students to think for themselves, develop ideas and solutions and provides opportunities for knowledge to be applied. It also teaches children to actively take responsibility, rather than only accepting instruction, which on the larger scale, has important societal implications. Participatory learning inspires an active society in which members take responsibility for achieving their own, as well as the community's, goals, rather than passively waiting for an authority to initiate something and then compliantly do as told. In addition, a number of these active teaching methodologies can facilitate handling larger classes and classes where there are different ages and levels of accomplishment. While they often require more preparatory work, as is the case with some of the participatory learning techniques, these methodologies can be more effective learning tools. They are particularly useful in large classrooms, where students have to assume more of a leadership role in their own learning, since the teacher cannot physically attend to the needs of so many children.

There are a host of teaching methods that could be listed and defined. One such method is the project approach that promotes the use of projects as an active learning tool through which learners acquire knowledge (Katz, 1994). Peer to Peer Education and Experiential Learning are two examples that are of particular interest. Peer to peer education involves one person teaching their peer something. It is a less hierarchical form of education and can make certain difficult subjects more engaging to the learner because it comes from someone with similar life experiences. **Peer to peer** education can be a useful tool in promoting attitudinal and behavioural change in areas such as substance abuse, or risky sexual behaviour. It can also be used to manage large classes where the more accomplished students teach others.

Experiential learning is one of the most effective ways of learning for promoting the acquisition and long term retention of knowledge. When someone learns by doing, they are able to integrate the knowledge or skill in way that is not possible from book learning. Experiential learning is accomplished when the learner attains some skill or knowledge though their own efforts. One such example of this is an apprenticeship programme where the master craftsperson demonstrates a skill and the apprentice acquires the skills through practice and trial and error. Farmer Field schools operate on the same principle; that farmers learn more by seeing the results of their own efforts, seeing what works and what does not, than by having an expert tell them what is most effective. Experiential learning also allows the learner to incorporate their own experience, creativity and ingenuity into the learning process. This method can be especially useful where there are few formal teaching materials, as it transforms the learners' environment into a teaching and learning tool.

3.1.7   Curriculum Development/ Reform
Curricula are guides to educators outlining the learning objectives, the content to be taught, the pace at which those subjects are to be presented, as well as the methodology and instructional materials to be used in doing so. They are general tools and are used in the

conceptualisation and development of any educational programme, be it a national formal educational system, a non-formal apprenticeship or literacy and numeracy programme. The texts books and other teaching materials used by the classroom instructor are supposed to conform to the curricula.

Curriculum development is a complex process, which requires the participation of numerous stakeholders. Since the curriculum embodies social values and order, it can cement inequities and confirm social imbalances. Curriculum reform is often required in post-conflict situations to address any discrimination and/or gaps in the curriculum, to promote social equality and addressing issues of social values, language, religion, history, and geography. Ideally, as the country and society begin to rebuild after the crisis the new curriculum will also include or strengthen elements such as intercultural education, tolerance, and peace building. Children tend to form their prejudices during middle childhood (Euwema, 2006), and these prejudices intensify over time if not counteracted. Where ethnic, religious or other tensions have been the source of conflict or crises, educational programmes can be a counterweight to prejudices that may be reinforced for children at home. In addition, advances in technology and science have an impact on the need for curricular change. Regardless of the degree of revision or development involved, the final product should be a relevant curriculum which addresses the core competencies of basic education and life skills required to function in the learners' society and environment, as well as the psychosocial needs and well-being of both the students and teachers (INEE, 2004).

3.2 Learning Content

3.2.1   Literacy and Numeracy
Literacy and numeracy are often considered the keys to education. Being functionally literate and numerate can open up an entire world of possibilities, enabling one to access sources of knowledge through books and printed materials. More than just the core around which most educational programmes are built, numeracy and literacy can also be considered survival skills. Being able to read a label or a sign can save a child's life. Functional literacy and numeracy can also be seen as gateways to a better future and as such are a source of hope. Outside the formal education system literacy and numeracy are included in a variety of different non-formal and informal educational programmes or as a stand alone subject, together or individually.

3.2.2   Vocational/Livelihoods Skills Training
Some curricula incorporate vocational or livelihood skills under the rubric of practical arts or home economics. In the formal educational system there are often vocational training institutions that provide students with a post secondary specialization in certain vocations. The ability to earn a living is also a survival skill. Vocational skills education gives youth and adults hope for a better future and the wherewithal to make it a reality. In emergencies, chronic crises and early reconstruction, there may be some vocational education or livelihood training in schools if they are still functioning, but most often they are not. In these cases, apprenticeship or other non-formal vocational training programmes can help provide a practical alternative for those who are not going to complete their schooling. While these programmes usually focus on the formal economy, in situations where most people earn a living in the informal economy, training programmes should take this into account in order to enable learners to gain the benefits of their training. Vocational or Livelihood Skills training programmes are created to provide the participant with at least a minimum level of knowledge and skills required for them to improve their quality of life and the possibility of securing a job or some other appropriate means of earning a living. Usually the programme entails a strong

focus on a particular skill, while also including some literacy and numeracy as well as some life skills training.

3.2.3   Life Skills Trainings

The World Health Organisation has defined life skills as 'abilities for adaptive and positive behaviours that enable individuals to deal effectively with the demands and challenges of everyday life' (WHO, 1993). To be effective, life skills programmes must involve experiential learning; they cannot be memorized. Life skills learning promotes higher level cognitive, social and emotional development (Sinclair, 2005). Equally important, life skills play a vital protective role. During crises or in post conflict situations, the violence in people's lives and in societies makes many interactions risky and can lead to frequent abuse or occurrences of violence. Life skills and peace education help those affected by war to safely navigate their daily lives, and also work to change their society and social environment in positive, supportive ways. This wide range of subjects can be incorporated into formal education programmes either explicitly, though more often implicitly, or in non-formal and informal educational programmes. In addition, life skills contribute to a person's ability to build the social capital needed to succeed in an environment based on social interactions and informal agreements. Social capital is the network of relationships, partnerships and reputation that a person has, which they can call upon in order to accomplish personal goals or objectives. Social capital, like monetary capital, is also destroyed during emergencies, and chronic crises, as the normal structures of society are eroded under stress, violence and displacement. To rebuild a functioning society, the social capital networks must also be rebuilt. Those with more extensive and more reliable networks are most likely to succeed in their endeavours. For example, life skills enable people to resolve conflicts peacefully, mobilize fellow citizens to accomplish something, to make committees effective, and to help organize free and fair elections (Sinclair, 2005). In addition, in areas where HIV/AIDS rates are high there are usually a significant number of child headed households, an effect compounded by conflicts. Children need support and skills to assume the role of head of household that has been thrust upon them.

In many cases, life skills such as peace building and conflict management/resolution are core elements of non-formal emergency and early reconstruction programmes like vocational training and accelerated learning programmes. Other skills and information such as human rights, civic education, and entrepreneurship are considered vital to the rebuilding of societies and communities and may be included within a life skills programme. Life skills can also be incorporated into non-formal programmes such as youth groups, health programmes, and leadership training. Life skills can be taught in peer-to-peer education initiatives as a means of enabling children, youth and adults to manage difficult social situations that can lead to risky behaviour. Initiatives around HIV/AIDS, sexually transmitted infections (STI), sexual and gender-based violence (SGBV) and substance abuse also frequently include a life skills component for that reason or focus on enhancing people's life skills to enable them to avoid risky behaviour.

Life skills training can include a wide variety of topics. Some examples are Effective Communication, Interpersonal relationship skills, Group Dynamics, Conflict Resolution, Peace Building, Leadership, Problem-solving, Coping with Emotions and Stress, Empathy, Decision-making, and Self- Confidence (Save the Children and the Bhutan Scouts Association, 2006).

3.2.4   Survival Skills and Other Skill or Knowledge-Based Programmes

An important protection activity that can be undertaken for children and youth is to give them the skills and knowledge necessary to survive in the environment in which they live. In

emergencies, chronic crises and early recovery, specialized skills and knowledge are life saving. In many emergency and immediate post-crisis areas, mines and unexploded ordinances take a heavy toll, particularly to children and youth who come across them during their play and/or their work and are not aware of the danger they present. Mine awareness, substance abuse education, health, HIV/AIDS, and nutrition are crucial not only for basic survival but also for the well-being, both physical and psychosocial, of children, youth and adults. Negative coping mechanisms such as drugs and alcohol are also common as children, youth and adults cope with the after effects of traumatic experiences and acts which they witnessed or of which they were a part. Alternatively, with ruined economies and infrastructure offering little in the way of opportunity, it is not uncommon for youth or adults to turn to drugs or alcohol as a means of making money or passing time. As with individuals, many communities do not have the necessary information to remain healthy and well, let alone to improve the quality or length of life. Often these subjects are included in non-formal programmes for youth, leadership trainings for vulnerable groups, and programmes for girls and women. They can also be incorporated into school curricula or into non-formal education programmes.

3.3 Educational Hardware

3.3.1　Structures

Education can take place anywhere. However, the location often sets the tone of the educational experience and can have a significant impact on students and their ability to learn. During emergencies, chronic crises and early reconstruction, the educational infrastructure has been severely damaged, destroyed or allowed to deteriorate badly. Buildings may be unsafe, unable to withstand the elements, or just too hot, too cold, too dark, etc.: simply not conducive to learning. Formal education usually takes place in a school building, built explicitly for the purpose of housing classrooms and the school administration. It may have a sport field or play area nearby. In some areas, temporary buildings are built in order to house students and enable classes to take place. Others resort to using buildings intended for other purposes in which to hold classes. Where there are no usable buildings that can be used to formal education, it is common to have a school under the shade of a tree. Non-formal and informal education frequently take place in structures which were not specifically designed to house educational programmes, though at times they may share school premises with a formal education programme.

3.3.2　Furniture

Learning can take place in wide variety of circumstances and often does take place in situations where students are sitting on the floor or on mats, which may be the most basic of furniture. Of course chairs and desks or tables make the formal learning process more comfortable, if they are appropriately sized for the learners occupying the classroom space. Furniture can be made of a wide variety of materials and vary as well in suitability, life span, ease of repair and cost.

3.3.3　Teaching and Learning Materials

These are the materials that support the educational process, making the subject matter clearer and more readily understandable to the learner. The most basic of the teaching materials are things such as blackboard and chalk, but include such things as maps, globes, curriculum guides, teaching books, and other materials which enable the teacher to convey information to learners. Learning materials are the items generally used by students to facilitate the learning process. This includes such things as notebooks, writing implements, text books, slates, and also art and sports material. Both teaching and learning materials

differ widely in suitability, ease of use, quality, cost and accessibility, especially in emergencies and early reconstruction. While the published or professionally made teaching and learning materials may be beautiful and effective in certain areas, they may be less relevant in other local conditions, expensive or unavailable.

3.3.4   School Uniforms

In much of the world, students attending a formal school will be required to comply with a dress code which often involves wearing a school uniform. Typically it will be made from a designated cloth and pattern. Generally, these uniforms must be made or purchased by the learner or their family and are not provided by the school. In some instances they may be purchased from the school. Uniforms represent an additional educational cost and therefore a barrier to accessing education. Those unable to afford a uniform are unable to attend. If the dress code requires shoes or if the uniform includes a specific type of shoes, that can be an additional expense which may make schooling, even if it is otherwise free, inaccessible.

4. Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction[10]

The Inter-Agency Network on Education in Emergencies (INEE) is a global, open network of NGO's, UN agencies, donors, practitioners, researchers and individuals from affected populations working together within a humanitarian and development framework to ensure the right to education in emergencies and post-crisis reconstruction (INEE, 2006).[11] In early 2006, War Child linked up to the INEE, subscribing to the network and participating in a Training of Trainers workshop on the INEE Minimum Standards. In the coming years, the Minimum Standards will be introduced into War Child programmes that include educational activities.

The *Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction* are founded on the Convention on the Rights of the Child, the Dakar Education for All (2000) framework, the UN Millennium Development Goals (MDG) and the Sphere Project's Humanitarian Charter. They were developed by a variety of stakeholders and evolved out of emergency and early reconstruction environments around the world. As such, they are designed for use in emergency response, emergency preparedness and in humanitarian advocacy and are applicable in a wide range of situations, including natural disasters and armed conflicts. The standards give guidance and flexibility in responding to needs at the most important level – the community – while providing a harmonised framework to coordinate the educational activities of national governments, other authorities, funding agencies, and national and international agencies (INEE, 2006).

To some, the formulation of the minimum standards seems high and ambitious. This is because they are based on the full implementation of rights. The formulation of rights always aims at their full realization (the target is 100%). Although the minimum standards may be difficult to reach in many circumstances, strategies should aim to narrow the gaps between the standards and reality. Subsequently, progress can be measured by to which extend the standards are fulfilled.

The Minimum Standards, and attached indicators and guidance notes, inform humanitarian action in the context of education, form the development of education programmes to their implementation and continuity, as well as government and community support. The Minimum Standards are organized in five categories: 1. Minimum Standards Common to All Categories (Community Participation and Analysis), 2. Access and Learning Environment, 3. Teaching and Learning, 4. Teachers and other Education Personnel, and 5. Education Policy and Coordination. The categories and the links to War Child practice are described below.
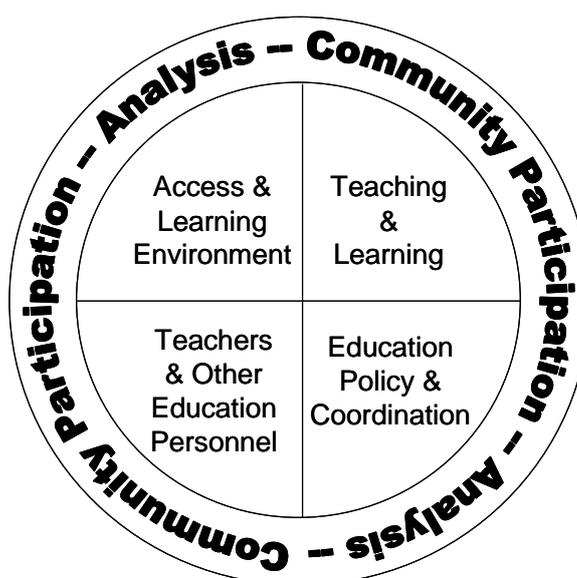
*Minimum Standards Common to All Categories (*Community Participation and Analysis): focuses on

the essential areas of community participation and utilization of local resources when applying

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[10] This chapter, including the diagram, is derived from the INEE (2006) Workbook.
[11] For more information: www.ineesite.org.

the standards, as well as ensuring that emergency education responses are based on an initial assessment that is followed by an appropriate response and continued monitoring and evaluation. These standards and indicators in this category (see annex 2) coincide with the War Child Planning, Monitoring and Evaluation system.

Access and Learning Environment: focuses on partnerships to promote access to learning opportunities as well as inter-sectoral linkages with, for example, health, water and sanitation, food aid (nutrition) and shelter, to enhance security and physical, cognitive and psychological well-being. Standards and indicators that particularly link to War Child practice are:

Standard 1: Equal access
- A range of formal and non-formal opportunities is provided
- Through training and sensitisation, communities become increasingly involved in ensuring rights of all to quality and relevant education
- Learners have opportunity to (re-)enter formal system as soon as possible
- Education programme is recognised by education authorities

Standard 2: Protection and well-being
- Learning environment free from dangers that may cause harm to learners
- Training programmes for teachers, learners and community are in place to promote safety, security and protection
- Teachers and other education personnel are provided with skills to give psychosocial support to promote learners' emotional well-being
- Community is involved in decisions concerning the location of the learning environment, and in ensuring learners are safe and secure

Teaching and Learning: focuses on critical elements that promote effective teaching and learning: 1) curriculum, 2) training, 3) instruction, and 4) assessment.
Standards and indicators that particularly link to War Child practice are:

Standard 1: Curricula
- Curricula address life skills, literacy and numeracy and core competencies of basic education relevant to given stages of emergency
- Curricula address psychosocial well-being needs of teachers and learners in order for them to be better able to cope with life during and after the emergency

Standard 2: Training
- Qualified trainers conduct training
- Training and follow-up promote participatory methods
- Training content is regularly assessed

Standard 3: Instruction:
- Learners are actively engaged
- Participatory methods are used
- Teachers demonstrate understanding of lesson content and skills acquired through training
- Instruction addresses the needs of all learners
- Parents and community leaders accept learning content and teaching methods

Teachers and other Education Personnel: focuses on the administration and management of human resources in the field of education, including recruitment and selection, conditions of service, and supervision and support.

Standards and indicators that particularly link to War Child practice are:

Standard 3: Support and supervision:

- A supervisory mechanism provides for regular assessment, monitoring and support for teachers and other education personnel

Education Policy and Coordination: focuses on policy formulation and enactment, planning and implementation, and coordination.

The standards and indicators in this category link to War Child's intended advocacy activities, as well as to the effort to coordinate with colleague organisations internationally, as well as on programme level.

Annex 2a provides an overview of all Standards and annex 2b gives the abbreviated indicators.

5. Current Practice in War Child Programmes

Almost all of War Child's current country programmes include some educational components as defined by the INEE and other educational bodies. These include: psychosocial, creative and recreational activities for children; teacher training: pedagogy, participatory teaching techniques; child-centred learning; and curriculum development. More specifically, War Child and its partners teach children in creative workshops, teach life skills and creative methods and raise awareness among adults and communities about the psychosocial needs and rights of children. War Child's partners operate schools, work in schools or work directly with children, youth and often parents implementing a range of activities that impart skills and knowledge. The most widely implemented educational component is training of (para)professionals. This ranges from a systematic involvement in formal teacher training to the training of volunteer creative workshop facilitators. War Child staff and partners are also involved in life skill and peace education, in some literacy and numeracy, accelerated learning/catch-up education and in vocational training.

The paragraphs below describe War Child's involvement in various educational components.

5.1 Formal Classroom Education

War Child has assumed a limited role in supporting formal classroom education. In Pakistan, War Child supports BEFA, a school for Afghan refugee girls. Besides, War Child is only sideways involved in formal education, mainly through teacher training (see 5.4).

5.2 Accelerated Learning Programmes

In DRC several local partner NGO's offer accelerated learning programmes to youth. These programmes allow the youth to re-enter the formal education system in due course. In Uganda, War Child's partner, Echo Bravo has begun offering an accelerated learning programme to youth whose education has been interrupted or never began as a result of the ongoing conflict involving the Lord's Resistance Army. In Kosovo, War Child participated in an accelerated learning programme for Askali youth who were dropping out of school. War Child conducted creative activities with the children in the programme as means of keeping them in the programme.

5.3 Structured Creative Activities

Creative activities were War Child's original intervention in its first programmes in the Balkans. As the organization's programmes grew, we found partners and trained others in conducting creative activities. These activities are conducted in refugee and IDP camps, as was done in Albania and Ingushetia and now in Uganda. The activities are also implemented in schools in Bosnia, Kosovo, DRC, Sudan, Chechnya and Georgia, and in community centres in

Sudan. Finally several partner organisations organise creative activities, like for working children in Afghanistan and street children and marginalized children in DRC.

5.4 Teacher Training

Teacher training has been an important component in War Child programmes, from the beginning in the Balkan projects. War Child aims to strengthen the educator's capacity to recognize children's psychosocial needs, and to enable them to give appropriate and adequate support. To this end, teachers are taught about child development, psychosocial development and well-being, as well as the use of creative methods and promoting participatory, child-centred learning. Finally, there are some specific subjects that may also be included, such as physical education in the case of Afghanistan, and conflict resolution and mediation in Palestine. The two most extensive teacher training programmes are being conducted in Afghanistan, focusing on physical education, and in Kosovo. The Kosovo project was a partnership of CIDA, UNMIK and the Ministry of Education. The programme focused on using creativity as a pedagogic tool and reached between 300 and 800 teachers a year. There are teacher training programmes of varying lengths and depths of training and support in Bosnia, Colombia, Georgia/South Caucasus, Palestine, Sudan and Uganda.

5.5 Curriculum Development /Reform

War Child has become involved in the curriculum reform process in Afghanistan where it works with the Ministry of Education to support the development of the subject Physical Education into the curriculum. In Kosovo, War Child's partner is involved in the Kosovo Education Development Programme (KEDP), a coalition of several organizations working with the Kosovo education authorities on general curricular reform. The Bosnia team also worked with the government there to include music in the formal school curriculum.

5.6 Literacy and Numeracy Training

While many communities have expressed interest in these areas, War Child and it partners are only minimally involved in these educational fields at the moment. The Turkmen Youth Association (TYA) offers a literacy and numeracy programme to working children in Afghanistan and BEFA has it incorporated in its formal education programme (see paragraph 5.1). Besides, literacy and numeracy is offered by partners in DRC and Uganda (see paragraph 5.2).

5.7 Vocational and Skills Training

War Child and its partners are to some extend involved in this area of education. Corporación Juan Bosco provides vocational skills training as part of its programme for children formerly associated with fighting forces in Colombia. In DRC, War Child has supported vocational training at local partner NGO's through micro projects. Funds were provided to partners enabling them to purchase essential equipment for training in dress-making, tailoring, shoe-making, carpentry, metal work, and modern tire repair. In Yei, Sudan, War Child has made funds available to several youth groups so that they can implement livelihood skills training. In Sierra Leone, as an outgrowth of War Child's community based programmes, the members of several community programmes volunteered to share their skills, and set up classes to teach others skills such as cooking, basket making, tie-dying, sewing, and the like.

5.8 Life Skills , Peace Education and Survival Skills

To some extent, War Child and its partners provide this type of education. In Sierra Leone, the community based programmes bring life skills education to children, youth and adults.

Educon in Bosnia provides peace building training to school age children and the team in Uganda is beginning a peace education programme. Youth leaders in Georgia are trained in conflict resolution and peace building by War Child's partner ATINATI. TdV (Taller de Vida) in Colombia offers human rights training and CCRR operates a life skills education and conflict negotiation programme in Palestinian high schools. Survival skills such as mine awareness and substance abuse awareness and prevention programming was provided by War Child's partners in Chechnya and Ingushetia and also by partners in Sudan who focus mainly on mine awareness education.

5.9 Material Support

In certain of its programmes, War Child has elected to support the construction of structures, which have then been used by communities for education, even where that was not the original intent. Instances such as these have taken place in Afghanistan, Sierra Leone, Sudan and Uganda. In general, War Child provides materials for creative activities such as arts and crafts, drama, dance, music; and for sports and physical education. In Afghanistan and Georgia, War Child supported libraries, making reading and learning materials available to individuals and communities. In DRC through micro projects War Child has supported the rehabilitation of school latrines and other limited school repair work.

5.10 Overview of Activities per Country Programme

Countries	Formal Classroom Education	Accelerated Learning	Structured Creative Activities	Teacher Training	Curriculum Development/ Reform	Literacy and Numeracy	Vocational Training	Life Skills, Peace Education, Survival Skills,	Material Support
Afghanistan			▓	▓	▓			▓	▓
Bosnia			▓	▓	▓			▓	
Chechnya/Ingushetia			▓					▓	
Colombia	▓			▓			▓	▓	
DRC			Both				Both		▓
Georgia/ South Caucusus			▓	▓				▓	
Israel/Palestine				▓				▓	
Kosovo			▓	▓	▓				
Pakistan	▓								
Sierra Leone							▓	▓	▓
Sudan			▓	Both			▓	▓	▓
Uganda			▓	▓	▓	▓		▓	▓

Key

Implemented through War Child Staff	▓ (solid grey)
Implemented through Partner Organizations	▒ (hatched)
Implemented by both	Both

6. Research, Best Practices and Lessons Learned

Little has been done in the way of formal statistically valid research on education, or on the impact of education on psychosocial well-being in emergencies, chronic crises and early reconstruction.[12] Data collection has also proven difficult, as there are no shared standards across the field and data from organization's country programmes often does not reach its headquarters. Until the INEE was formed there was little communication between organizations, something which the network is slowly beginning to change. What research there is does not examine the long term impacts of education, but tends to focus on enrolment and drop out rates, which are not reliable as overburdened teachers are unable to keep accurate records. Enrolment figures do not denote regular attendance, which is crucial to the acquisition and retention of knowledge.

On the whole, research in the field of education in emergencies, chronic crises and early reconstruction, where it has been done, has been more descriptive. What is available is mainly the best practices of other organizations and the accumulated wisdom of aid organizations with long experience working in field. Some of the organizations who have had the most significant impact on the field of education in emergencies, chronic crises and early reconstruction include: CARE International, Christian Children's Fund (CCF), International Rescue Committee (IRC), Norwegian Refugee Council (NRC), PLAN International, Save the Children Alliance, United Nations Children's Fund (UNICEF), United Nations Educational, Scientific and Social Development Organization (UNESCO), United Nations High Commission for Refugees (UNHCR). For a more complete list see Annex 4.

Most education in emergency interventions are multi-sectoral and for that reason it is hard to categorize organizations or cluster them by intervention type. In fact, the interlinking and mutually reinforcing nature of a multi-sectoral intervention is frequently what makes it a best practice. The best practices included here will be listed below by name and will be followed by the relevant education sectors in italics.

6.1 Best Practices
Best practices are selected from the literature to reflect excellent multi-sectoral response that provide a holistic intervention aimed at the many interlinked needs of children affected by conflict, their caregivers and their communities.[13]

6.1.1 Village Schools
-Non- formal, Accelerated Learning, Literacy/Numeracy, Teacher Training, Materials-
This programme was created by PLAN as a temporary remedial education programme in the immediate aftermath of the war in Afghanistan and also in Sierra Leone, while the situation was still uncertain and children could not attend formal schools. Later the model was transplanted to remote areas where there was no formal school, which is the source of the name. The programme was planned to prepare children for re-entry into the formal system. It began as a six month cycle using the national primary school curriculum. Volunteer teachers with at least a secondary education were drawn from the community and trained. They were then assisted and supervised by the staff. School in a box kits provided necessary teaching

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[12] Research on the benefits of education done in developed countries is not assessed for this paper. It should be noted that a lot can be found on this subject.

[13] The literature is usually written by those from larger NGO's and reflects their experience and knowledge. There are few groups who are implementing truly innovative and effective programmes. While other programmes may be effective, they are usually standard packages and do not stand out as remarkable.

and learning materials with a focus on literacy and numeracy. Schools were also given recreational kits. In the camps the programme evolved into a full year cycle. Since camp communities were unable to support teachers, an agreement was reached with the government that PLAN would pay teachers according to the government salary scale and when they completed the programme the government would assume responsibility for the teachers. In remote areas, the programme is a two year cycle, working more directly with the national curriculum and there is an agreement with the government that at the end of the period, the government will take over the school, making it a formal school. While it took some time for the government to fulfil its commitment, it did eventually do so. [14]

6.1.2 Complementary Rapid Education Programme and Accelerated Learning Programme

-Non-formal, Accelerated Learning, Teacher Training, Structured creative activities, Life skills-
The Complementary Rapid Education Programme in Schools (CREPS) was introduced in different districts in Sierra Leone in 2000 by UNICEF and the Ministry of Education, Science and Technology (MEST). The Norwegian Refugee Council (NRC) became an implementing partner in 2002. The programme is meant to supplement to the formal education system, targeting overage children (10-14 years old) who did not attend school or who had their schooling interrupted by the war. CREPS allows these children to finish primary school in three years instead of six. The programme takes place in school buildings in the afternoon when the formal school had completed its day and parallels the regular school calendar of 39 weeks of school. CREPS charged no fees to students and adhered to the government policy of forty-five to one student to qualified teacher ratio. It also provided educational materials and some textbooks for students, as well as teacher manuals and syllabi.

The CREPS programme works very closely with its teachers to provide support, supervision and training during the course of the three year programme. Well-qualified Teacher Supervisors provide regular and frequent supervision and control of the CREPS centres/classes. There are monthly whole day in-service training based on subject lessons and micro-teaching arranged by the supervisors. Most of the teachers are enrolled in a Distance Education Programme allowing them to obtain an officially recognized Teacher Certificate. The Community-Teacher Association (CTA) at each centre is involved in the temporary school constructions and in the control of the centres and the pupils. The programme is supervised by the Head Teacher from the regular primary school. [15]

NRC's Accelerated Learning Programme (ALP) aims to enable older children to receive a quality basic education. It condenses six years of education into three years focusing on literacy and numeracy; religious, moral and values education; peace and human rights; physical education; health including nutrition and HIV/AIDS; environmental education; and culture and tradition. Untrained teachers are trained in learner centred and participatory methodologies, creating a conducive learning environment, understanding children who have had traumatic experiences, teaching ethics and behaviour, communications; and cooperating with parents and community. One key to the programme's success was that the local authorities understood the limits of the programme and gave it both their support, as well as their commitment to gradually assume responsibility for it. The local community also understood the risks and limits of the programme, accepted it and supported it (NRC, 2005).

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[14] Interview with PLAN education programme officer. Freetown, Sierra Leone, May 2006.

[15] Interview with Project Coordinator/ Deputy Country Director NRC Sierra Leone, Freetown Sierra Leone, August 2005.

NRC operated a different remedial learning programme in, Angola, Burundi, DRC, Liberia and Sierra Leone. In this programme children study for eight months and were then able to enter the formal school system in grade three. (NRC, 2005).

6.1.3   Virginia Transit Centre- Catch Up Education for Liberian Ex-Child Soldiers
-Non- formal, Accelerated Learning, Literacy/Numeracy, Vocational Skills-
Save the Children UK offered a modular six month curriculum in transit centres in Liberia serving demobilized child soldiers. It compressed the six year primary school curriculum into 2 six month cycles and "provided a coherent package of "catch up" education with literacy and its core." The curriculum was developed to compliment the formal curriculum and was approved by the Division of Curriculum. The programme at its beginning had an emphasis on recreation and sports, later it evolved into a more systematic programme with offerings of farming, literacy and numeracy and handicrafts modules (Molteno, et al, 2000).

6.1.4   Community Learning System
-Non-formal, Accelerated Learning, Literacy/Numeracy, Teacher Training, Early Childhood-
This programme, implemented in Afghanistan by Catholic Relief Services (CRS) reinforced an accelerated learning programme. When older women completed the accelerated learning programme, they entered the community learning system which aimed to help them maintain and enhance their literacy and numeracy levels. It also assisted them in their efforts to support their children's education (Carneal and McLauglin, 2005).

The learning system was linked to two other initiatives. One was a community development initiative in which the participants were empowered to engage in an initiative to address a problem that they had identified and prioritised. The other was a pre-school in which a literate women and a woman who had never attended school, usually a grandmother, were paired together and trained by UNICEF and Save the Children USA. Together they operated a pre-school three hours a day, six days a week. The unschooled member of the pair was able to impart traditional knowledge and folklore to the children (Carneal and McLauglin, 2005).

6.1.5   Youth Pack
-Non-formal, Accelerated Learning, Vocational Skills, Life Skills, Literacy/Numeracy-
The Norwegian Refugee Council (NRC) piloted a one-year skills training and basic education programme called Youth Pack. It was geared toward helping 14 – 22 years old youths to acquire a minimum of knowledge and skills needed to improve their quality of life and increase their prospects for finding employment. It is not aimed at helping people complete their schooling; rather it is a realistic alternative for many war affected youth (NRC, 2005:56). The project served 200 youth per annum, half of which were young women, divided evenly among four centres. Each centre taught both theoretical/academic sessions and practical skills related sessions. Two classes of 25 students studied in each centre for the morning academic lessons. Two teachers taught each of the classes which focused on providing a working/functional knowledge of Literacy, Numeracy, Health (including HIV/AIDS), Physical Education, and Peace and Human Rights. The afternoon session was taught by 6 vocational trainers, covering the 6 skills offered to the youths: agriculture (for all) carpentry, masonry, hairdressing, gara tie-dyeing and tailoring. In addition, NRC had 2 project supervisors and the implementing partner Action Aid Sierra Leone (AASL), also provided some staff. Teachers were paid by NRC at the government approved level for unqualified teachers to which certain

extras were added.[16] Lunch was provided to the trainees every day. The schedule of the programme was organized in three semesters, with assessments of the youths' progress at the end of each semester, and a graduation semester of 2 weeks at the end of the programme. All youths received a "start-up" package when they graduate from the programme, containing the tools that they had used during the course of the programme. At the end of the programme a one-week training in small–scale business management was conducted at each centre (Scanteam Analysis and Advisors, 2005).

6.1.6   Teacher Training
-Teacher Training, Formal Education, Non-Formal Education, Accelerated Learning, Survival Skills-
In its "Child Friendly Spaces" programme, UNICEF capitalized on teachers' role providing daily attention to children and their relationship with children affected by conflict. UNICEF made teachers aware of social and support services available for children and families as a supplement to professional skills and subject knowledge training they received. The teachers were then encouraged to help steer children to services from which they or other family members might benefit. This was one effective way in which social support services, health and education were integrated into the one programme (Nicolai and Triplehorn, 2003).

In cooperation with other INGO's, ZOA- Thailand developed a common agreement on a training framework for competencies that all teachers should have. This includes classroom management skills for large classes, a shift to student centred learning, and familiarity with problem solving techniques (ZOA Refugee Care). This was is an important model because it helps develop a system which the humanitarian community is all working toward the same goal. In this way, they support the learning of a standardized, minimum set of basic skills and knowledge and some shared minimum standard for teachers that will become the foundation of the formal and perhaps non-formal educational system. This is even more important in areas where there is no government or education authority setting education or teacher training standards.

6.1.7   Access & Protection
-Teacher Training, Formal Education, Non-Formal Education, Accelerated Learning, Life Skills-
IRC operated a programme in which local women's groups conducted a house to house survey of women and girls' educational needs. Based on their findings, the women's groups would work with the school to develop a programme to meet those needs and to advocate for further measures to promote education for women and girls. UNICEF implemented a similar programme working with the community education committees to identify the needs of children at risk and then linking protection concerns to the education programme.

Save the Children supported children already in school to identify their own protection concerns. Using "reflection-action circles" in which children raised and discussed their protection concerns and with support, agreed on actions to bring them to the attention of community leadership in a manner that would not jeopardize the students. In one case, community leaders were informed that school staff was reselling school materials and action was taken by the community to address the problem. Don Bosco used a similar approach,

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[16] MEST allowed NRC to pay a bonus of Le100,000/quarter which was an added incentive for performance and attendance. It was also a supplement to the unliveable low wages paid by the government. Interviews with senior NRC staff. Freetown, 4 August 2005.

having elected student representatives prepare a report on abuses in the school, which was then presented to the community leadership.

6.1.8 Working with Governments and National Educational Authorities
-Formal Education, Non-Formal Education, Accelerated Learning-
In Guinea, during the refugee crisis sparked by the war in Sierra Leone, UNHCR and IRC met with the Guinean Ministry of Education. As a result of this initiative, they avoided establishing two parallel educational systems: one serving refugees and their host communities and one the general Guinean population. NRC also worked closely with the government of Sierra Leone in implementing its Complimentary Rapid Education Programme. Not only had they signed Memoranda of Understanding with the government, but had included them in the entire planning and implementation process, while also investing in the capacity of Ministry of Education staff so that they would be familiar with and capable of managing the programme. As a result the government was able to assume responsibility for the programme when NRC was ready to leave the country.

6.1.9 Mobile Recreation & Messaging Bus and Summer Camps
-Informal Education, Structured Creative Activities, Survival Skills, Life Skills-
In Iraq, Save the Children USA developed a Mobile Recreation and Messaging Bus to travel to rural communities in extreme need. The bus staff implemented a one day programme of recreational activities and life skills messages for children 9-11. The programme focused on vital health, safety & landmine awareness messages while also providing the community's children with an opportunity to participate in recreational activities.

Summer camps were the vehicle chosen by Save the Children USA as an informal education vehicle. Awareness raising activities during the camps focused on post conflict realities such as mines, UXO's, health issues, and so forth. After the end of the camp, the children, their parents organized community wide events to bring the issues to the attention of everyone in the area.

6.1.10 Teacher Emergency Package & School in a Box
-Materials-
With the loss of basic learning and teaching materials, several organizations designed kits intended as an immediate response during or immediately after an emergency to help educational programmes begin rapidly. UNESCO- PEER has a package of teaching and learning materials called the Teacher Emergency Package (TEP), which can be dispatched to emergencies, enabling educational programmes to begin very quickly. UNICEF's School in a Box is a similar intervention. Neither programme includes curricula in their kits, as that would vary from location to location. Overall the kits have a mixed impact. The Danish International Development Agency noted "As an emergency intervention, the TEP provided an immediate structure for children and teachers that prevented a prolonged disruption in schooling and contributed to a return to normalcy. However, there were serious shortcomings. The TEP was distributed only to the lowest grades. Further, logistical problems hindered the rapid distribution of packets and caused some regional gaps in coverage" (Sinclair, 2001). There are questions about whether the same resources would be better spent in the short and longer term to rehabilitate the local education infrastructure, both human and physical. More importantly, these kits only supply materials. They do not address access barriers, teacher availability or capacity, and the tremendous number of other issues that might prevent their effective use.

6.2 Lessons Learned

Education should be a holistic intervention. Not only should it take into account the original causes of the conflict or disaster, it must also take into account other sectors such as the local economy, political and security situation, religious and traditional beliefs, social practice, local coping mechanisms and anticipated future developments. Education programmes should also address health issues and other potential risks to learners, while also training them in practices that will protect them and enable them to be prepared. Educational interventions should be based on a vision of what a society could best be and provide the knowledge and skills base to make the vision a reality. That requires the active participation of the community, including learners of all ages, in the planning and implementation of the programme, one that is based on, and relevant to, the community's understanding of their reality and their aspirations for the future. The programme should reinforce the community's coping mechanisms and bolster their sense of hope and dignity. Finally, the intervention should focus on strengthening the participants' and the community's ability to work constructively and initiate positive change.

6.2.1   Non-Formal Education

It has becomes increasingly clear that quality formal education is not accessible to large portions of the population, especially in conflict-affected areas, and that where it is available it is often of poor quality and does not prepare its students to meet their life challenges. Non-formal educational interventions are more flexible and can be rapidly implemented as a vehicle for teaching what the World Youth Report calls "life competencies." These are primarily life skills, as well as other locally relevant knowledge, that enable the participant to develop as a contributing, well functioning, economically independent member of their communities society (World Youth Report, 2005). In post conflict situations, especially where the previous educational authorities used the formal system to promote inequality or discrimination, non-formal interventions can quickly respond with elements that promote critical thinking and intercultural understanding, community building, conflict resolution and civic participation. (Sinclair, 2005) Non-formal programmes can also take advantage of the arts for their ability to develop not only the individual but also as an outlet for an expression of protest, dissent and diverse views.

6.2.2   Gender and Barriers to Girls Education

Gender is a crucial factor in determining access to education generally and more so in emergencies and chronic crises. According to the Women's Commission survey of education in emergencies (2004), seventy percent of all enrolment in formal education in emergencies was in grades 1-3 and in pre-primary education. While girls are almost as likely as boys to enrol in pre-primary and grade one, their enrolment drops steadily after that (Women's Commission, 2004). Gender disparities exist regardless of wealth of families/communities (Education Data from Afghanistan, 2005). So while girls and women are most likely to be uneducated, evidence indicates that educated girls and young women are better able to make decisions that enhance their well-being and that of their children (World Youth Report, 2005). Some of the reasons cited for low rates of girls attendance are: fear for girls safety on the way to or in school; demand for girls' labour in the home or to generate income; inability to pay fees or related costs; cultural factors which limit their attendance; lack of access to special sanitary needs of menstruating girls while at school; and early pregnancy and/or marriage. Other reports highlight such issues as lack of female teachers who serve as role models and provide some degree of protection in a predominantly male educational setting. The lack of all girls' schools is a parallel challenge and is crucial in furthering girls' education in certain religious and cultural contexts. In some instances, education is not offered in a culturally or

socially acceptable manner. In other cases, caregivers may believe it is better for girls to remain uneducated.[17] All these issues are as likely to impact formal as well as non-formal programmes and require special attention, in order to address and remove barriers to access for girls and women while also actively promoting girls' education.

Even without becoming directly involved in issues such as sanitation, raising awareness and supporting a community's efforts to address such issues help make education accessible. Creating non-formal educational programmes designed specifically to be accessible to girls and women of all ages, especially in underserved areas, will open the doors to education and improve the psychosocial and physical well-being of families and individual children and adults.

6.2.3   Education and People's Perceptions of Wealth

Wealth of families and communities seems to be a factor in people's willingness and ability to send their children to school. In part this is a reflection of the opportunity cost of education: a child in classes or some other educational programme is not contributing to the immediate sustenance of the family. They are not available for chores and are not bringing in any income. The more wealth a family or community has, the more they are able to afford the loss of a child, youth or adult's labour. So while increased wealth can lead to higher levels of enrolment and attendance, the perceptions of wealth are equally important in a family or community's decision about who shall pursue an education and for how long. Alternatively, understanding the long-term benefit of education and its likely impact on the income levels of the learner may increase enrolment (Afghanistan Education Data, 2005).

6.2.4   Role of Government and Educational Authorities

It is the responsibility of the national government and its educational authority to provide a free, quality primary education to all its citizens. In many situations in which there is an emergency, chronic crises or post conflict situation, there is a failed or shadow state (Nicolai and Triplehorn, 2003). Alternatively, the government may be unable, uninterested or unwilling to provide an education for its people or certain segments of its population. The international community or local NGO's may step in to fill the void, but eventually, responsibility will be transferred back to the state. It is imperative, therefore, that the state and its educational authority, on all levels, be involved as early as possible in educational interventions. This includes developing cooperative agreements, inclusion of authorities in planning and implementation and capacity building. Where clear roles are agreed upon in advance and expectations and responsibilities clearly described, the transition from NGO to government is likely to be smoother.

6.2.5   Education for IDP's

In their 2004 seminal study on education in emergencies, the Women's Commission for Refugee Women and Children found that IDP's and refugees living outside camps are often denied their right to education. Of the approximately 27 million children affected by conflict[18] who do not have access to education, over 90% of them are IDP's. This may be due to continued insecurity or lack of physical access to affected populations by service providers. Governments may be unwilling or unable to serve the displaced populations, INGO's may not provide blanket coverage, and/or there is no one UN agency with a clear mandate to serve

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[17] For further discussion of barriers to education and suggestions on ways to address them refer to Annex 3.

[18] The figure is based on estimates in ten countries in conflict, in 2002: Sudan, Afghanistan, Occupied Palestinian Territories, Colombia, Angola, Congo-Kinshasa, Iraq, Burma, Burundi, and Uganda.

IDP's. In all, refugee status is a significant determinant in accessing education (Women's Commission, 2004).

6.2.6   Vocational/livelihoods skills programmes

Vocational/livelihoods skills programmes take longer to implement than most other education components. They must be developed through a participatory process, require a clear understanding of what skills are relevant, and which income generating activities the community can sustain with its own resources. Indeed, it may make sense for the programme to start small and develop further over time, as the staff and community become more familiar with what works and what does not. In this way small stand alone projects involving a few people in skills, literacy and numeracy and business management could evolve into a larger non-formal programme, such as NRC's Youth Pack serving larger numbers of youth and adults. By presenting a package of skills and knowledge learners will be able to maximize their educational experience for their own well-being, that of their family and to a degree, of their community.

6.2.7   HIV/AIDS Education

Evaluations of HIV/AIDS initiatives have shown that actual behaviour can change when participants are afforded the opportunity to practice assertiveness, negotiations and refusal skills in a sheltered setting. These initiatives, particularly skills-based HIV/AIDS education, should be offered as a separate subject by separate teachers, as research has shown that it is more effective in changing the behaviour of adolescent students when not incorporated as a minor component of a programme or curriculum or infused into all subjects. This all the more true when teachers are inexperienced and under-educated themselves, as well as working in an exam focused system which is rooted in academic rather than practical issues (Sinclair 2005).

6.2.8   Education as Protection

The general consensus in the field, which is supported by the experience of several large child protection NGO's , is that education can play a major role in promoting the protection of children. Systematic research into how this happens and under what conditions education promotes and provides protection, still remains to be done, there is a general consensus in the field that it does. Equally importantly, parents seem to feel that their children are safer in school rather than out of it (Nicolai, 2005).

6.2.9   Education in Rural Areas

As a rule, poverty remains a major barrier in accessing education. Rural areas also face tremendous barriers: children and youth have less access to education and there are much higher levels of adult illiteracy. Moreover, national curricula often will not make a distinction between knowledge, life skills and core competencies required to live successfully in rural and urban areas, though each are very different, as would the education required to attain them. To enable rural learners to achieve a minimum standard of living and to prevent rural migration into towns, curricula need to be adapted to address the needs of rural residents. Where educational opportunities exist in rural areas they are of poorer quality and are less able to prepare children and youth for existing labour markets (World Youth Report, 2005).

In addition, rural and urban areas have different human and material resources available. For a project to be sustainable and provide a meaningful relevant education, in the broadest sense, it must account for these differences.

6.2.10 Curriculum Design

If it is necessary, curriculum revisions or reforms can be done at the national level through the formal education system or at the local or regional level in the implementation of non-formal or informal education programmes. The process should be guided by the following considerations: Curricula should be familiar to the participants to some degree, but more importantly, should be based on a vision of reconciliation and where appropriate of return and/or reintegration. The affected community or country should decide on the curriculum. An appropriate humanitarian agency should help the community consider appropriate options, including the political and practical implications of potential choices. The agency can provide a long term perspective, ensure the community has access to relevant accurate news and advise about possible consequences of options such as choice of language and religion, versions of history and culture. (NGO Consortium for the Care and Protection of Children in Emergencies, 2002).

In order to enable change to take place, there must be a substantive investment in building the capacity of the education authorities (at national, regional and local level) and the communities who will participate in the reform process. To the degree possible, they should be exposed to new ideas and made aware of possibilities in a process designed to support innovation in the face of people's strong tendency to fall back on what is familiar, recreating what existed previously rather than seeking new solutions (The Netherlands Ministry of Foreign Affairs, 2006).

7. Implications and Recommendations for War Child Strategy and Practice

Quality education, in its broad sense of inculcating in a person useful skills and knowledge, is highly likely to improve a person's quality of life and future prospects, helping them to develop constructive coping mechanisms and supportive peer relationships. It also plays a clear role in the protection of children and youth.

War Child has already recognized the advantages of education, as it is broadly defined, in many of its existing programmes. War Child's programmes demonstrate an intuitive appreciation for the role education plays in rebuilding lives and communities. Based on these considerations, War Child should become further involved in education in a more systematic manner.

There are numerous organizations working in the various sectors of the field of education. Still the need is great in every sector, making it difficult in most cases to identify clear gaps that War Child should fill. Therefore decisions about the type of intervention should be based on War Child's mission, its capacity and its financial and human resources. Moreover, the educational programmes should be harmonized with the existing non-educational programmes, which will form the foundation upon which the education programmes are built.

Recommendations

War Child's core competencies are in working with people, but particularly children in conflict affected areas. The organization looks at children holistically leading it to work with both children and their communities. This vision, the focus on individuals and their communities, as well as a commitment to building on the resilience and strength of each individual, is the core around which the recommendations are based. The focus throughout is on skills building and knowledge transfer; supporting communities in their efforts to regain control over their circumstances, and reinforcing their existing strengths and abilities while adding to the store of knowledge and skills that they have at their disposal. It has the added benefit of helping to develop a learning community, one in which everyone is involved in learning. In these communities learning is valued by adults and youth and therefore also by children who see and understand the model provided by their caregivers.

All the recommendations are built on War Child's existing foundation of participation. Each of the educational interventions that will be realized should be designed and implemented with the communities- the children, youth and adults- who will participate and benefit from them. This community acceptance, and participation in the planning and execution of programmes is crucial to their success and long term sustainability.

The recommendations also heavily involve partnerships. In this case, partnerships are access points, the means through which War Child can facilitate a holistic response to a community's educational needs, without itself becoming a general, all

purpose and diffuse organization. In several instances, the recommendations encourage War Child to actively seek partners who can implement crucial educational programmes within a community, and consciously do not suggest War Child develop the capacity or invest time in implementing such a programme, themselves.

Finally, all of War Child's educational programmes need to be developed and implemented from a "strengths perspective" emphasizing the resilience of people rather than focusing on the deficits that exits as a result of adversity and conflict (Euwema, 2006, Women's Commission, 2005). The rights-based perspective is equally important and complimentary. Education programmes designed and implemented in these ways work from the positive of rights and strengths, reinforcing them, rather than from the point of deficits and needs which can create dependency and disempower individuals and communities.

The education programme as conceived utilizes the existing War Child Planning, Monitoring & Evaluation (PM&E) system. Moreover, in the recommendations that follow, relevant INEE Minimum Standards, indicators and/or guidance notes are included in sidebars and are meant to be incorporated into education programmes as they are implemented.

In the following paragraphs recommendations are given on general policy, on educational elements that should be implemented by War Child itself, on educational elements that should be implemented by partner organisations, supported by War Child. Finally recommendations are given on issues that should be mainstreamed in all interventions.

7.1 General Policy
The following recommendations are related to War Childs mission and general strategy and require decisions at policy level.

7.1.1 Basic Education
☞ War Child should concentrate its educational interventions on basic/primary education;
☞ Facilitate sustainable communal responses to inadequate educational opportunities.

Basic education forms the foundation of individuals' ability to survive and contribute to their family, community and society.[19] Even though there are limited opportunities in emergencies for formal post-primary education, the importance of a primary education, the tremendous unmet need, and the child focus and core competencies of War Child necessitate such a concentration.
See chapter 2 and Annex 1 for further discussion of the right to education.

> **Related INEE Minimum Standards**
> *Teaching and Learning Standard 1: Curricula.*
> Indicator:
> • Curricula address life skills, literacy, numeracy and core competencies of basic education relevant to given stages of an emergency.
> Guidance note:
> • […] basic education shall be encouraged or intensified as far as possible for those persons who have not received or completed the whole period of their primary education.

7.1.2 Non-Formal Education
☞ War Child should concentrate its educational interventions in the non-formal sector;
☞ Create a range of non-formal multi-sectoral responses to needs identified by communities from a strengths and rights based approach that are appropriate for various phases of a

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[19] Basic Education here refers to all the skill and knowledge which enable an individual to become a well functioning, contributing, capable and self-sufficient member of a family and society.

response to emergencies, chronic crises and early reconstruction situations; (for specifics the recommendations under sections 7.2, 7.3, and 7.4)

While there is a great need for formal education, there are a number of large NGO's and UN agencies involved in the field, such that War Child will be hard pressed to make a distinctive contribution. The sector is also quite capital intensive, involving the construction and renovation of schools, as well as the provision of teaching and learning materials. War Child should build on its experience with non-formal programming and its core competencies of creative and participatory methods; and working with communities, camp residents or other groups to develop an appropriate non-formal multi-sectoral response to needs identified by communities. This implies, for example that literacy and numeracy and life skills should be brought together in non-formal education responses. In addition, education should be an access point, such that the programmes are combined with services that will positively impact the well-being of children, youth and their families.[20]

> **Related INEE Minimum Standards**
> ***Access and Learning Environment***
> ***Standard 1: Equal Access:*** "All individuals have access to quality and relevant education opportunities. "
> Indicator:
> - A range of formal and non-formal education opportunities is progressively provided to the affected population.
>
> ***Teaching and Learning Standard 3: Instruction***: "Instruction is leaner-centred, participatory and inclusive".

7.1.3   Youth

☞ Youth[21] should be one of the primary targets of War Child's educational interventions.

Youth are the mainstay of the able bodied work force needed to rebuild after the conflict, yet they do not have the skills to do so. Generally, they have no jobs, no prospects and may be inclined to create unrest or participate in new conflict out of frustration, familiarity with violence, and dire need (NRC, 2005). Moreover, they are also liable to feel used, disenchanted and marginalised as elders claim the benefits and leadership. However, these youth are likely to be ones who played active roles in the conflict, possibly as fighters and certainly as victims and survivors. They need skills that will enable them to build a better future for themselves and their families while also being constructive, contributing, appreciated members of society, who have a stake in peace and reconstruction. They also need assistance to be able to cope positively with their difficult situations and to facilitate their reintegration in a manner that encourages the cooperative functioning of communities. Since they are not likely to begin or even resume their formal education,[22] these needs should be met through rapid education programmes that parallel the formal system and feed into it, or in non-formal skills training programmes for those uninterested in or unable to join the formal system.

> **Related INEE Minimum Standards**
> ***Access and Learning Environment***
> ***Standard 1: Equal Access:*** "All individuals have access to quality and relevant education opportunities."

See also paragraph 7.4.2.

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[20] Services can and should be provided by through partnerships with relevant agencies or government ministries.

[21] The age categories used in War Child reflect international standards: children 0-12, youth 13-18, and adults 18+. If necessary, programmes can make adaptations to these categories to adjust them to locally used categories.

[22] Youth are often married, used to having some power, and generally older than those normally in the early grade levels. As a rule they are unlikely to return to the confines and discipline of a formal classroom.

7.2 Self-implementation/ Increase organisational capacity

The following recommendations link strongly to current War Child practice, and have implications for War Child Methodology for development of guidelines and tools.

7.2.1 Life Skills

☞ War Child needs to develop a modular life skills programme aimed at teaching children and youth the skills needed to be constructive positively functioning individuals and communities;

☞ Create the programme in two parts: a nucleus of skills that are applicable to all communities and individuals affected by conflict and a supplemental set from which field staff and communities can select the most appropriate for the individual communities' distinct needs.

War Child is already engaged in life skills education as part of its current programmes. So while this is not a new element, it is an elaboration on current psychosocial programmes, a conscious development of a more complete life skills education programme. Others have developed life skills modules for other purposes, few have used life skills to help children affected by conflict and their communities deal with the impact of the crisis and rebuild their lives. Combined with War Child's creative methodologies, such a programme will enhance people's ability to function well in society, avoid risky behaviour, and develop positive coping mechanisms, while also promoting their

> **Related INEE Minimum Standards**
> *Teaching and Learning Standard 1: Curricula.*
> Indicator:
> Curricula address **life skills**, literacy, numeracy and core competencies of basic education relevant to given stages of an emergency.

cognitive, social and emotional development. In addition, War Child can form alliances with organizations, ministry staff and others, to integrate key survival information and skills in the life skills programme.

The life skills programme should have a core set of essential skills. In addition to this core, other elements should be developed and available to the country team or partner so they can be added to address any other issues or needs identified by the communities. These modules can be developed at relatively low cost by collecting existing life skills modules, adapting them and enriching them using the extant expertise in the organization.

7.2.2 Teacher Training

☞ War Child should offer teacher training for formal and non-formal educators in child development, creative methods and participatory, child-centred learning at local and regional level;

☞ Training programmes must include ongoing support and regular on-the-job training;

☞ Organize training programmes in conjunction with recognized training institutions, where at all possible, and in collaboration with the education authorities;

☞ Train staff of teacher training institutions and educational authorities at national, regional and local levels in child development, creative methods and participatory, child-centred learning.

War Child is involved in teacher training in many of its programmes (*see paragraph 5.4*). The acquired experience can be used to further specialize in this educational component.

To develop educators, War Child should, preferably in partnership with other organizations involved in teacher training, offer programmes to raise the level of pedagogy, at both the local and regional level. The programme, which should be tailored to the needs of the educators', should include intensive monthly experiential workshops supplemented with longer sessions during school holidays, as well as repeated regular support to teachers in the classroom. Optimally, the training programme will be organized in cooperation with a recognized teacher training institute or in cooperation with the national teacher training authority so that the teachers receive recognition for their work and accomplishments. The added benefit of this cooperation is that the ongoing support and on-the-job training could be provided by the education authority's field staff and/or by the staff of the teacher training institution. However, the staff may need some capacity building and training of trainers prior to offering support to classroom teachers or non-formal educators. The trainings should centre on a two-fold approach of psychosocial and pedagogic elements. The psychosocial training could include such topics as: child development, creating a supportive classroom, communicating effectively and supportively with children, identifying a distressed child in the classroom, and seeking additional support for children who are in need of it. The psychosocial training should be integrated in the teaching of the other topics, as well as being a focus on it is own. This models for the teachers how to integrate it into their own classrooms and also reinforces what is taught in the separate sections. The

> **Related INEE Minimum Standard**
> *Teaching and Learning standard 2: Training:*
> "Teachers and other education personnel receive periodic, relevant and structured training according to need and circumstances".
> Indicators:
> - Qualified trainers conduct the training courses and provision is made for ongoing support and guidance, appropriate follow-up, monitoring and supervision in the field, and refresher training.
> - Training, including follow-up monitoring, encourages the teacher to be a facilitator in the learning environment, promotes participatory methods of teaching, and demonstrates the use of teaching aids.
> - Training content is regularly assessed to determine if it meets the needs of teachers, students and the community, and is revised when necessary
>
> *Teaching and Learning standard 3: Instruction: "Instruction is learner-centred, participatory and inclusive."*
> Indicators:
> - Learners are provided with opportunities to be actively engaged in their own learning.
> - Participatory methods are used to facilitate learner involvement in their own learning and to improve the learning environment.
> - Through practice and interaction with learners, teachers demonstrate an understanding of lesson content and of the teaching skills acquired during training courses.
>
> *Access and Learning environments Standard 2: Protection and Well-being: "Learning environments are secure, and promote the protection and mental and emotional well-being of learners."*
> Indicator:
> - Teachers and other education personnel are provided with skills to give psychosocial support to promote learners' emotional well-being.

pedagogic section of the training could include topics such as: identification of teacher's development goals; pedagogic techniques, creative methods; facilitating classroom

discussions; working with learning centres; lesson planning; and classroom management. Teachers will also need support in effectively integrating these psychosocial and pedagogic tools into their day to day classroom work. They will also need to be convinced that their relationship with students is as important if not more so, than the material aspects of teaching.

7.3 Implementation by Partners supported by War Child

The following educational elements are considered important and valuable addition to current War Child activities. The elements presented require expertise that is currently not available within War Child. Moreover, this expertise is readily available among colleague organisations. It is therefore recommended to include these elements in current War Child programmes by financially supporting partner organisations. War Child should combine financial support with technical support, by training the partners in, for example, child development, creative methods and participatory, child-centred learning. In such cooperation both parties can strengthen each other.

7.3.1   Literacy and Numeracy
) War Child should support partner organisation to establish community based functional literacy and numeracy programmes;
) Literacy and numeracy should be combined with life skills and creative teaching methods, the signature element of War Child's programmes.

Literacy and Numeracy are survival skills in and of themselves. Beneficiaries and their communities often prioritise these skills. War Child should actively seek partnerships to include this component in current programmes.
See also Accelerated Learning Programmes, paragraph 7.3.2. below.

7.3.2   Accelerated Learning Programmes
) War Child should support the establishment of accelerated learning programmes serving youth and older children through funding partner organisations;
) Acquire ability to develop an accelerated learning programme which incorporates basic education, life skills, and creative activities.

Considering that youth should be a primary target group in War Child's educational activities, accelerated learning programmes are most appropriate. However, as War Child's expertise in this area is limited, it is best to implementation through partner organisations, as is currently being done in Uganda (*see paragraph 5.2*).

Expertise of the partner organisation and War Child could be integrated, combining basic education with life skills, creative methods and participatory, child-centred learning.

Related INEE Minimum Standards Access and Learning environment Standard 1: Equal access.
Indicator:
• Learners have the opportunity to safely enter or re-enter the formal education system as soon as possible after any disruption caused by the emergency.

War Child staff can support communities in their planning and implementation, train teachers in core subjects and above mentioned subjects and offer teachers ongoing regular support in cooperation with the educational authorities.

7.3.3 Vocational/Livelihood Skills Training

☞ War Child should facilitate vocational/livelihood programmes through funding partner organisations;

☞ Ensure that relevant appropriate and sustainable vocations/skills are at the heart of the livelihood skills programme;

☞ Identify local skills and train craftspeople in active, creative teaching methods to be used to pass their skills to others;

☞ Ensure vocational/livelihood skills are taught in conjunction with literacy and numeracy, as well as some basic business management skills. Eventually this should be integrated into an apprenticeship programme.

☞ Include skills and trades accessible to women, girls and other marginal groups.

War Child does not have the expertise itself to implement vocational/livelihood programmes. Experienced partners should be identified to implement this educational component. War Child's role initially will be to verify if training provided and income generating activities undertaken are relevant, high quality and sustainable.
See for further explanation paragraphs 3.2.2 and 6.2.6.

7.3.4 Early Childhood Education

☞ War Child should facilitate Early Childhood Education programmes through funding partner organisations on request;

☞ Over time, develop and implement a basic early childhood education programme by adapting psychosocial programme methodology;

☞ Promote the inclusion or strengthening of early childhood education in the national curriculum.

Early Childhood Education links well to War Child's creative psychosocial methodology. However at the moment no specific module for this element has been developed within the organisation. In order not to spread ourselves too thin, and not start developing too many new elements at the same time, it is recommended to limit investment in this element to supporting partners on request.

Over time, early childhood education programmes can be implemented by adapting current War Child methodology. Drama, music, dance, arts and crafts and cultural revival can form the core of a basic early childhood programme. This could be done by the current staff and would provide the youngest and most vulnerable children with a sense of normalcy, adult support, peer interaction and safety and peace. It would also allow the adults in the community some time during which they would be relieved from the care of the children and thus be able to attend to other crucial needs.

In addition, War Child should work toward the inclusion of early childhood education in national curricula.

7.4 Mainstream Issues
The following topics should be taken into consideration for all educational interventions.

7.4.1 Gender

☞ War Child must design its education interventions so they are accessible to girls and women, especially in underserved areas.

> **Related INEE Minimum Standards**
> **Access and Learning environment**
> **Standard 1: Equal access.**
> Indicator:
> • No individual is denied access to education and learning opportunities because of discrimination

☞ Through its rights-based education programmes, War Child should use community awareness raising and adapt its teacher training to impact gender barriers to education, lowering or eliminating them.

War Child should change attitude in communities to impact gender barriers and help make education accessible to girls through programme design, training teachers, raising awareness and supporting a community's efforts to address gender issues.[23]
See paragraph 6.2.2 for further explanation.

7.4.2 Wealth & Perceptions of the Opportunity Costs of Education
☞ War Child needs to transform people's perception of the opportunity cost of schooling[24] and increase people's understanding of the long-term benefits of education. This will increase enrolment and promote regular attendance in education programmes.

While increased wealth can lead to higher levels of enrolment and attendance, the perceptions of wealth are equally important in the decision about who shall pursue an education and for how long (Afghanistan Educational Data, 2005). Alternatively, understanding the long-term benefit of education and its likely impact on the income levels of the learner may increase enrolment.
See paragraph 6.2.3 for further explanation.

> **Related INEE Minimum Standards**
> **Analysis standard 1: Initial assessment.**
> Indicator:
> • The assessment identifies local perceptions of the purpose and relevance of education and of priority educational needs and activities.

7.4.3 Governments and National Educational Authorities
☞ War Child should, where at all possible, cooperate with national educational authorities and their field staff, involving them in the design, planning and implementation of programmes;
☞ Sign agreements with the government that they will assume responsibility for relevant programmes when War Child withdraws;
☞ Obtain signed assurance from the government that they will recognize the achievements of students and let them take the relevant exams. Also that they will recognise teacher's trainings and qualifications;
☞ Build the capacity of educational authority staff so they are capable of operating, supervising and supporting War Child's programmes;
☞ Organize coalitions around key topics to advocate with government for inclusion or reform.

> **Related INEE Minimum Standards**
> **Access and Learning Environment**
> **Standard 1: Equal Access.**
> Indicator:
> • The education programme is recognised by the education authorities of the host country and/or country of origin.
>
> **Education Policy and Coordination**
> **Standard 2: Planning and implementation:** "Emergency education activities take into account national and international educational policies and standards and the learning needs of affected population."
> **Standard 3: Coordination:** "There is a transparent coordination mechanism for emergency education activities, including effective information sharing between stakeholders."

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[23] Further discussion of barriers to education and means of removing or limiting them can be found in Annex 3.

[24] Opportunity cost is a concept explaining that if one sends children to school there is trade off. Resources could be used for schooling or something else. Children are then no longer able to work, do chores, and therefore represent lost earnings/food, child care, prestige, etc. This is an additional cost in lost income or services beyond what one must actually pay in school fees and so must be taken into consideration when making that decision.

Where necessary, War Child should join with other NGO's to bring governments together to cooperate around areas of curricular choice and teacher training so that once the crisis has passed and people are able to return to their homes, their educational achievements will be recognized and can serve as a foundation of personal, communal and national rebuilding.

Working with governments and educational authorities can be difficult. It must be approached with caution and with a realistic assessment of the will and ability of the government and its ministries to work for the benefit of its people.
See paragraph 6.2.4 for further explanation.

7.5 Other issues
The following element is not considered a priority at this time because other components are more critical or because War Child will have to develop the required expertise.

7.5.1   Curricular Reform
☞ War Child should continue to work on reforming the Physical Education curriculum in Afghanistan;
☞ Do not become involved in new curricula reform efforts, before the results of the Afghanistan project are clear;
☞ Over time, define the content and contributions which will be at the centre of War Child's reform efforts vis a vis teacher training and practical relevant education;
☞ Over time, expand the scope of War Child's curricular reform efforts, where appropriate, to include reform of the teacher training curriculum and promoting relevant practical education.

> **Related INEE Minimum Standards**
> ***Teaching and Learning Standard 1:***
> ***Curricula***: "Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular emergency situation".
> Indicators:
> - Where curriculum development or adaptation is required, it is conducted with the meaningful participation of stakeholders and concerns the best interests and needs of the learners.
> - Curricula address psychosocial well-being needs of teachers and learners in order for them to be better able to cope with life during and after the emergency.
> - Curricula and methods of instruction respond to current needs of learners and

War Child has had some experience in this arena in Afghanistan, and seemingly to good effect. Still War Child should evaluate the results and the process before moving further into curricula reform. Over time, War Child could retain its focus on reforming curriculum in the areas of physical education. At the same time, it would be worthwhile to expand that focus to other aspects of the curriculum as well. Teacher training is a crucial area in which War Child could use its creative expertise to have an impact at a national level on the formal education system. By working with the government to include creative and child centred educational methods and an understanding of child development in the teacher training curricula, War Child would help make classrooms more child friendly spaces, cut down on the use of corporal punishment and improve the quality of education generally. It might be useful to join forces with UNICEF, NRC, PLAN and others who have more experience in the area of working with governments on the reformulation of curricula.

Note: Recommendations on material support and constructing structures are not included in this paper. A separate War Child policy will be developed.

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Acronyms

ARC Action for the Rights of Children
ATINATI
BEFA Basic Education For Afghans
CCF Christian Children's Fund
CCRR Centre for Conflict Resolution and Reconciliation
CFS Child-friendly spaces
CRC Convention on the Rights of the Child
CREPS Complementary Rapid Education for Primary Schools
CRS Catholic Relief Services
DRC Democratic Republic of Congo
EFA Education for All
ERDM Enfants Refugies Du Monde
EU European Union
GBV Gender-based Violence
GTZ German Technical Assistance Agency
IDP Internally displaced person
IIEP International Institute for Educational Planning
INEE Inter-agency Network for Education in Emergencies
INGO International Nongovernmental organization
IRC International Rescue Committee
KEDP Kosovo Education Development Programme
MDG Millennium Development Goals
MEST Ministry of Education, Science and Technology
NGO Nongovernmental organization
NRC Norwegian Refugee Council
PEER Programme for Education for Emergencies and Reconstruction
PM&E Planning, Monitoring & Evaluation system
RREP Rapid Response Education Programme
STI Sexually Transmitted Infection
TdV Centro de Desarrollo y Consultoría Psicosocial Taller de Vida
TEP Teacher Emergency Package
UNESCO United Nations Educational, Scientific and Cultural Organization
UNHCR United Nations High Commissioner for Refugees
UNICEF United Nations Children's Fund
UPE Universal Primary Education
USAID U.S. Agency for International Development
WFP World Food Programme
ZOA ZOA Refugee Care

Annex 1. Legal Instruments that Specify the Right to Education[25]

1948 Universal Declaration of Human Rights, Article 26, "Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit."

1949 Fourth Geneva Convention Relative to the Protection of Civilian Persons During Times of War, Article 24 states that, "The Parties to the conflict shall take the necessary measures to ensure that children under fifteen, who are orphaned or are separated from their families as a result of the war, are not left to their own resources, and that … their education [is] facilitated in all circumstances." In addition, Article 50 states that, "The Occupying Power shall, with the cooperation of the national and local authorities, facilitate the proper working of all institutions devoted to the care and education of children."

1951 Convention Relating to the Status of Refugees (which also applies to the 1967 Protocol Relating to the Status of Refugees), Article 22 states that refugees shall be accorded "the same treatment as … nationals with respect to elementary education" and "treatment as favourable as possible, and, in any event, not less favourable than that accorded to aliens generally in the same circumstances, with respect to education other than elementary education …"

1966 International Covenant on Economic, Social and Cultural Rights, Article 13 states that, "The States Parties to the present Covenant recognize the right of everyone to education … and with a view to achieving the full realization of this right: primary education shall be compulsory and available free to all; secondary education in its different forms, including technical and vocational secondary education, shall be made generally available and accessible to all by every appropriate means, and in particular by the progressive introduction of free education; higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education; fundamental education shall be encouraged or intensified as far as possible for those persons who have not received or completed the whole period of their primary education."

1989 Convention on the Rights of the Child
Article 2 "States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status."
Article 28 "States Parties recognize the right of the child to education and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular: (a) make primary education compulsory and available free to all; (b) encourage the development of different forms of secondary education, including general and vocational

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[25] From Inter-Agency Network for Education in Emergencies

education, make them available and accessible to every child and take appropriate measures such as the introduction of free education and offering financial assistance in case of need; (c) make higher education accessible to all on the basis of capacity by every appropriate means."

Article 29 "States Parties agree that the education of the child shall be directed to: (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential; (b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations; (c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own; (d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin; (e) The development of respect for the natural environment.

"No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principle set forth in [the above paragraph] and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the State."

Article 31 "States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity."

Other relevant international agreements:

Dakar Education for All Framework, which specifies six goals to be met by all countries by 2015:

Expanded and improved access to early childhood care and education

Access to and completion of free and compulsory primary education of good quality

Access to appropriate learning and life skills programmes

A fifty percent improvement in the levels of adult literacy and equitable access to basic and continuing education for adults

Elimination of gender disparities in primary and secondary education by 2005 and achievement of gender equality in education by 2015

Improvement in all aspects of the quality of education and achievement of recognized and measurable learning outcomes, especially in literacy, numeracy and essential life skills (UNESCO 2000: 43).

The Millennium Development Goals (MDG's), which also include two education-related goals:

Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.

Eliminate gender disparity in primary and secondary education, preferably by 2005, and to all levels of education no later than 2015.

Annex 2a. INEE Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction

Common Category: Community Participation	Category: **Teaching and Learning**
Standard 1: Participation. Emergency-affected community members actively participate in assessing, planning, implementing, monitoring and evaluating the education programme. **Standard 2: Resources.** Local community resources are identified, mobilised and used to implement education programmes and other learning activities.	**Standard 1: Curricula.** Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular emergency situation. **Standard 2: Training.** Teachers and other education personnel receive periodic, relevant and structured training according to need and circumstances. **Standard 3: Instruction.** Instruction is learner-centred, participatory and inclusive. **Standard 4: Assessment.** Appropriate methods are used to evaluate and validate learning achievements.
Common Category: Analysis	Category: **Teachers and Other Education Personnel**
Standard 1: Initial assessment. A timely education assessment of the emergency situation is conducted in a holistic and participatory manner. **Standard 2: Response plan.** A framework for an education response is developed, including a clear description of the problem and a documented strategy for action. **Standard 3: Monitoring.** All relevant stakeholders regularly monitor the activities of the education response and the evolving education needs of the affected population. **Standard 4: Evaluation.** There is a systematic and impartial evaluation of the education response in order to improve practice and enhance accountability.	**Standard 1: Recruitment and selection.** A sufficient number of appropriately qualified teachers and other education personnel are recruited through a participatory and transparent process based on selection criteria that reflect diversity and equity. **Standard 2:** Conditions **of work.** Teachers and other education personnel have clearly defined conditions of work, follow a code of conduct and are appropriately compensated. **Standard 3: Supervision and support.** Supervision and support mechanisms are established for teachers and other education personnel, and are used on a regular basis.
Category: Access and Learning Environment	Category: **Education Policy and Coordination**

Standard 1: Equal access. All individuals have access to quality and relevant education opportunities. **Standard 2: Protection and well-being.** Learning environments are secure, and promote the protection and mental and emotional well-being of learners. **Standard 3: Facilities.** Education facilities are conducive to the physical well-being of learners.	**Standard 1: Policy formulation and enactment.** Education authorities prioritise free access to schooling for all, and enact flexible policies to promote inclusion and education quality, given the emergency context. **Standard 2: Planning and implementation.** Emergency education activities take into account national and international educational policies and standards and the learning needs of affected populations. **Standard 3: Coordination.** There is a transparent coordination mechanism for emergency education activities, including effective information sharing between stakeholders.
Common Category **Community Participation**	**Category:** **Teaching and Learning**
Standard 1: Participation. Emergency-affected community members actively participate in assessing, planning, implementing, monitoring and evaluating the education programme. **Standard 2: Resources.** Local community resources are identified, mobilised and used to implement education programmes and other learning activities.	**Standard 1: Curricula.** Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular emergency situation. **Standard 2: Training.** Teachers and other education personnel receive periodic, relevant and structured training according to need and circumstances. **Standard 3: Instruction.** Instruction is learner-centred, participatory and inclusive. **Standard 4: Assessment.** Appropriate methods are used to evaluate and validate learning achievements.
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Annex 2a. Indicators For INEE Minimum Standards

The following Standards and Indicators are abbreviated versions. For the full description, see the INEE Minimum Standards on Education in Emergency, Chronic Crises and Early Reconstruction http://www.ineesite.org/standards/MSEE_report.pdf

STANDARD	ABBREVIATED INDICATORS
Common Category: Community Participation	
Standard 1: **Participation**	1. Community is involved in prioritising and planning education activities 2. Children and youth are involved in the development and implementation of education activities 3. Community education committee holds public meetings 4. Training and capacity –building opportunities exist for community members, including children and youth, to manage education activities
Standard 2: **Resources**	1. Communities, education personal and learners identify education resources in the community 2. Community resources are mobilised to strengthen access to education, protection and the quality of education programmes 3. Stakeholders recognise and support the capacity of communities, and education programming is designed to maximise the use of local skills and capacities
Common Category: Analysis	
Standard 1: **Initial assessment**	1. An initial rapid education assessment is undertaken as soon as possible 2. Core stakeholders are involved 3. A assessment of education needs and resources is undertaken and updated on a regular basis 4. Educator is part of an inter-sectoral assessment 5. The assessment analysis existing and potential threats to the protection of learners 6. Local capacities, resources and strategies for learning and education are identified 7. The assessment identifies local perceptions of the purpose and relevance of education 8. A system is established for sharing assessment findings and storing education data
Standard 2: **Response plan**	1. Baseline data are collected at the start of a programme 2. Response strategies reflect a clear understanding of the overall data 3. Valid benchmarks and indicators are identified to monitor the impacts 4. Information collected is updated with new data that inform ongoing programme development 5. Education response strategies prioritise the safety and well-being of all children, including those who are vulnerable or have special education needs 6. Education response strategies progressively meet the needs of emergency-affected populations, and serve to strengthen national education programmes

Standard 3: **Monitoring**	1. Systems for continuous monitoring are in place 2. Women, men, children and youth are involved in monitoring activities 3. Education data are systematically and regularly collected 4. Personnel are trained in data collection methodologies and analysis 5. Education data are analysed and shared with stakeholders 6. Monitoring systems and databases are regularly updated 7. Data that identify changes are provide to education programme managers 8. Programme adjustments are made, when necessary, as a result of monitoring
Standard 4: **Evaluation**	1. Evaluation of policies, programmes and outcomes is conducted against overall response strategies and minimum standards 2. Information is sought on the unintended effects of the intervention 3. Information is collected in a transparent and impartial manner 4. All stakeholders are included in education activities 5. Lessons and good practices are widely shared and are fed into advocacy programmes and policies to contribute to national and global education goals

Access and learning environment

Standard 1: Equal access	1. No denial of access 2. Lack of documents not a barrier to enrolment 3. A range of formal and non-formal opportunities is provided 4. Community involved in ensuring rights of all to education 5. Sufficient resources are available to ensure continuity and quality 6. Learners have opportunity to (re-) enter formal system as soon as possible 7. Education programme is recognised by authorities
Standard 2: Protection and well-being	1. Schools located in close proximity 2. Access routes are safe and secure 3. Learning environment free from dangers 4. Training in place to promote safety, security and protection 5. Skills for psychosocial support are provided to teachers and other personnel 6. Community is involved in ensuring learners are safe and secure 7. Nutrition and short-term hunger needs of learners are addressed
Standard 3: Facilities	1. Learning structure and site are accessible to all 2. Learning environment is clearly marked 3. Physical structure for learning site is appropriate 4. Class space and seating arrangements promote learner-centred approaches 5. Communities participate in construction and maintenance 6. Basic health and hygiene are promoted 7. Adequate sanitation facilities are provided 8. Adequate quantities of water are available

Teaching and learning

Standard 1: Curricula	1. Curricula reviewed for appropriateness 2. Stakeholders meaningfully participate in curriculum development/adaptation 3. Curricula address a range of formal and non-formal opportunities 4. Curricula address psychosocial needs of teachers and learners 5. Learning is provided in language(s) of learners and teachers 6. Curricula and methods of instruction respond to current needs of learners 7. Curricula and instructional materials are gender-sensitive

	8. Sufficient teaching and learning materials
Standard 2: Training	1. Training corresponds to prioritised needs 2. Training is recognised and approved by relevant education authorities 3. Qualified trainers conduct training 4. Training and follow-up promote participatory methods 5. Training content is regularly assessed 6. Training provides leadership skills for teachers
Standard 3: Instruction	1. Learners are actively engaged 2. Participatory methods are used 3. Teachers demonstrate understanding of lesson content and skills acquired through training 4. Instruction addresses the needs of all learners 5. Parents and community leaders accept learning content and teaching methods
Standard 4: Assessment	1. Continuous assessment and evaluation methods are in place 2. Learner achievement is recognized 3. Assessment and evaluation methods are fair
Teachers and other education personnel	
Standard 1: Recruitment and selection	1. Clear and appropriate job descriptions are developed 2. Clear guidelines exist for recruitment 3. Selection committee selects teachers 4. Sufficient number of teachers is recruited
Standard 2: Conditions of work	1. Compensation and conditions of work are specified in a contract 2. Coordinated effort to develop and use fair and sustainable remuneration scales 3. Code of conduct is developed in participatory manner 4. Code of conduct is signed and followed
Standard 3: Support and supervision	1. Regular supervisory mechanisms are in place 2. Staff performance appraisals are conducted 3. Psychosocial support and counselling provided to teachers
Education policy and coordination	
Standard 1: Policy formulation and enactment	1. Education laws/policies uphold right to education 2. Laws, regulations and policies protect against discrimination 3. Education not denied due to learner's limited resources 4. Schools for refugees not prevented from using curricula from the country or area of origin 5. Establishment of emergency education facilities by non-government actors is permitted 6. Laws, regulations & policies are disseminated 7. EMIS developed for analysing educational needs 8. National education policies are supported with legal and budgetary frameworks

Standard 2: Planning and implementation	1. Legal frameworks and policies reflected in education programmes of relief and development agencies 2. Emergency programmes are consistent with longer-term development of the education sector 3. Education authorities and others develop national and local education plans for emergencies 4. All stakeholders work on education response plan 5. Resources are made available for effective planning, implementation and monitoring 6. Planning/implementation of educational activities are integrated with other sectors
Standard 3: Coordination	1. Education authorities establish an inter-agency coordination committee 2. Inter-agency committee provides guidance and coordination of education activities 3. Coordinated financing structures support activities of education stakeholders 4. All education actors commit to working within coordination framework 5. Affected communities participate in decision-making 6. A transparent and active mechanism exists for sharing information

Annex 3. Barriers & Promoting Access to Education

1. Barriers to Access

Gender is one of the most significant barriers to access. It is discussed more fully above. In addition, there are a host of other issues that impede or prevent individuals from realizing their right to a free basic education.

Educational data collected during the national risk and vulnerability assessment in Afghanistan highlighted a number of barriers to accessing education. One of the main findings was the importance of the opportunity costs of education. Parents, caregivers and students all weigh the costs and benefits of education. While there are as many way of making that calculation, as there are individuals, children will not attend if education, formal or informal, is not considered beneficial. In addition to gender and refugee status other barriers include linguistic barriers, poor security, extremes of weather, scheduling, as well as the direct and indirect costs of education. Social and ethnic considerations create barriers when schools are located in areas wherein divisions or conflict make the school inaccessible. Age can also limit access when embarrassment at being "over aged" discourages attendance. In addition, older students learn differently from younger ones and requiring different learning opportunities. Older girls and women may need culturally appropriate alternatives to formal schooling. The social or cultural impact of education may also be a concern for some. Disability or poor health can also constitute a barrier whether due to lack of appropriate infrastructure, an inability or unwillingness to adapt to an individual's special needs. In the worst case scenario some may not even recognize a disabled or physically challenged person's right to education. Quality also becomes an issue when parents and caregivers do not believe the education a child receives is a worthwhile investment. These perceptions are often affected by the quality of teaching and the availability or lack of teaching and learning materials. Of course, if the available education is perceived as irrelevant, impractical, or unable to provide students with the tools to meet day to day challenges, regardless of quality, parents or caregivers will not waste resources to enrol their children.

2. Promote Access to Education

The research in these areas has a number of implications. Responsive, flexible paths for learning have to be developed which lead to one or more common competencies. Shared learning goals and competencies between formal and non-formal or informal school programmes facilitate individuals' ability to move between different learning opportunities. Awareness campaigns about the right to education for all need to be mounted to support education and promote enrolment and retention, especially for groups with limited access. Religious leaders should be mobilized as key advocates for literacy and education for all generally. The specific barriers to girls' education need to be addressed in the design of the programme and where boys' schools already exist, girls' schools should be prioritised.[26] More, smaller schools should be built closer to communities rather than big schools with large catchments areas. Communities should have the lead role in determining school placement, class size as well as operating times during the day and year to best meet local needs. Communities should maximize the use of existing schools through the use of double or triple shifts and opening the facility to literacy training, distance learning, self instruction and other non-formal educational programmes. Literacy programmes should be developed for those 15 and over coupled with support for community libraries. Where books are not available they

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[26] One suggested inducement is that schools be awarded performance incentives for those with high overall enrolment and high girl: boy ratios.

can be created within communities.[27] Multiple grade teaching can be introduced in the higher grades where students require less frequent guidance. Extra training for teacher can enable them to teach literacy and numeracy as well. Special efforts should be made to recruit female teachers and where appropriate, priority should be given to training multi lingual teachers to meet the needs of minority language students. Teachers should be recruited on the basis of competence not paper qualifications. Tests for competence should be offered in a number of locations so that potential teachers do not have to travel long distances. There should be some options for training that are provided in short pre-service units and followed up with a series of in-service trainings, rather than only offering years long teacher training programmes. Adequate teaching and learning materials should be available throughout the year and finally, work should be done with communities and others to address the economic barriers to education.

3. Interventions Must be Balanced

In most societies there are groups in power and others with little or no power. Interventions can and should be designed to help address that imbalance, promoting equality and constructive relationships between all social groups. Often interventions designed for that purpose target only the marginalized group, that with less social status or power, hoping to enable them to claim their rights and establish a more equitable situation. This may have unintended consequences. Gender programmes that focus exclusively on women, children's rights programmes that address only children can endanger their beneficiaries or at least frustrate them, but making them aware of rights they cannot claim. For example, efforts to empower women by training them in income generating skills often leads to greater domestic violence as men fight to regain control and reassert their traditional role. In order to be affective, programmes that aim to engender attitude and behaviour change have to do so at a social level, on both sides of the power equation. Women and men have to be addressed by gender programmes, children and adults have to be part of child rights promotion. The same is true of peace building projects. If children come home with conciliatory attitudes not shared by others they can be exposed to the risk of being considered traitors or collaborators. Peace education has to be linked with community education so as not to endanger or expose children or other marginal groups.[28]

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[27] Books can be created using the "Language Experience" method, in which members of the community tell stories in the appropriate language. The stories are edited by an educator to be age appropriate and written down to create books. They have the advantage of being low cost, relevant to people's experience and appropriate educational tools.

[28] Risking Protection through Ed by Amalia Fawcett in Forced Migration Review Jan 2005.

Annex 4. International Organizations Involved in Education in Emergencies, Chronic Crises and Early Reconstruction

The following is a selection of some of the international humanitarian and funding organizations most active in education in emergencies, chronic crises and early reconstruction.

Adventist Development Relief Agency (ADRA)
Africa Educational Trust
Africare
American Refugee Committee (ARC)
CARE International*
CARITAS International*
Catholic Relief Services (CRS)
Children in Crisis
Christian Children's Fund (CCF)
Christian Outreach Relief Development
Concern Worldwide
Cooperazione Internazionale
Danish Refugee Council
Don Bosco
Dutch Relief Agency
Enfants Refugies du Monde
German Technical Assistance Agency (GTZ)
GOAL
International Aid Switzerland
International Catholic Migration Commission
International Rescue Committee (IRC)
Irish Aid
Islamic African Relief Agency
Islamic Development Bank
Jesuit Refugee Services
Lutheran World Federation (LWF)
Netherlands Organization for International Development Cooperation
Norwegian Church Aid
Norwegian People's Aid
Norwegian Refugee Council (NRC)
Ockenden International
Open Society Institute
OXFAM International*
PLAN International
Refugee Education Trust
Save the Children Alliance*
UK Department for International Development (DFID)
United Methodist Committee on Relief (UMCOR)
United Nations Children's Fund (UNICEF)
United Nations Educational, Scientific and Social Development Organization (UNESCO)
United Nations High Commission for Refugees (UNHCR)
United States Agency for International Development (USAID)

World Bank
World Relief
World Vision
ZOA Refugee Care

*These are alliances of organizations that share a name, but have members in different countries. For example: CARE USA, Swedish Save the Children, Oxfam UK, Novib/Oxfam and Oxfam America, etc. The group name was used rather than individual country chapters for the sake of brevity.