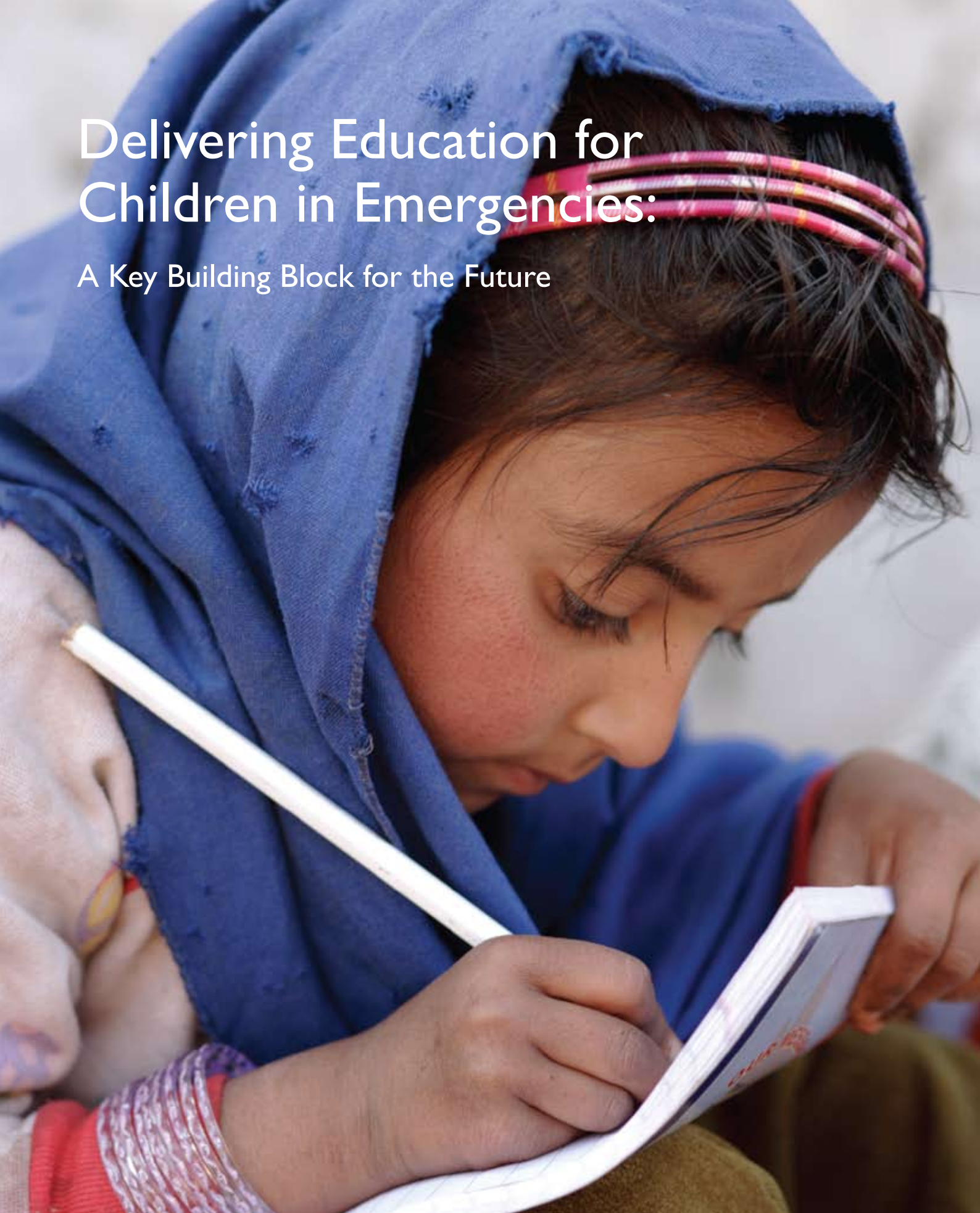# Delivering Education for Children in Emergencies:

A Key Building Block for the Future

Save the Children Rewrite the Future

Delivering Education for Children in Emergencies:

A Key Building Block for the Future

Save the Children

To all children affected by conflict and natural disasters who are calling for their right to an education and to International Rescue Committee aid workers, Nicole Dial, Jackie Kirk, Shirley Case and Mohammad Aimal, who died trying to provide the children of Afghanistan with quality education on August 13, 2008.

Contents

Abbreviations and Acronyms

CAFS	Conflict-affected fragile state
CERF	Central Emergency Response Fund
CEC	Community education committee
CAP	Consolidated Appeals Process
DFID	Department for International Development (UK)
DRC	Democratic Republic of Congo
DRR	Disaster risk reduction
ECHO	European Community Humanitarian Office
EFA	Education for all
IDP	Internally displaced person/people
INEE	Inter-agency Network for Education in Emergencies
MDG	Millennium Development Goal
MOE	Ministry of Education
NGO	Nongovernmental organization
OCHA	Office for the Coordination of Humanitarian Affairs (UN)
PTA	Parent-teachers association
SMC	School management committees
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund

In the midst of conflict, education can be both life-sustaining and lifesaving. It is the basic right of every girl and every boy, vital for their enjoyment of all other human rights and critical to the future of any society.

Vernor Muñoz, UN Special Rapporteur on the Right to Education

Executive Summary

Today, there are 72 million children out of school worldwide and more than half of them — 37 million — live in conflict-affected fragile states. In addition, on average 750,000 more children have their education disrupted or miss out entirely on education owing to humanitarian disasters each year. These figures should be a major source of global concern.

Obtaining a quality education is a fundamental human right regardless of who you are or where you live. In emergencies, the world's humanitarian response system supports affected people and protects their human rights. Yet, education is not part of every humanitarian response and, as a result, children affected by conflict or natural disasters miss out on weeks, months or even years of education. Given that the average conflict lasts 10 years and that children and families remain in internally displaced persons (IDP) camps an average of 17 years, it is crucial to provide education from the outset of every humanitarian response. Not to do so is to deny affected children crucial survival skills, a sense of hope and the capacity to be productive citizens once the emergency is over.

In the immediate aftermath of a disaster, education can help protect children from death or bodily harm. It can impart critical lifesaving information on simple hygiene and health issues that have emerged as a result of the emergency or the dangers of unexploded ordinance. Children who are in school may be less vulnerable to being recruited into armed groups or being trafficked. Education can also reduce the effects of trauma and offer children a sense of normality, structure and hope for the future. And it is what children and their families demand.

Over the longer term, quality education can be a critical ingredient in the reconstruction of post-conflict societies. Quality education can promote conflict resolution, tolerance and a respect for human rights. And quality education can increase children's earning potential, enable them to keep their families healthier and improve their ability to break out of the poverty cycle.

International awareness of the potential value of education as a source of protection in emergencies and as a key to development is growing. At the United Nations Millennium Summit in September 2000, world leaders adopted the Millennium Development Goals (MDGs), the second of which is the commitment that, by the year 2015, all boys and girls worldwide will be able to complete a full course of primary schooling, defined as the first five years of formal education. Building on the MDGs, the Interagency Network for Education in Emergencies (INEE) developed minimum standards for education in emergencies, chronic crises and early reconstruction. These standards promote consistency in education programming. In November 2006, education was included in the international humanitarian response system through the formation of the Global Education Cluster, lead by UNICEF and Save the Children, which is designed to enhance coordination, improve accountability and bring quality, effective emergency response education programming to disaster and conflict-affected populations worldwide.

Min, six, attends class in a temporary school built by Save the Children, Kungyangon Township, Yangon, Myanmar (Burma) following Cyclone Nargis in May 2008.

1

Despite these significant milestones, the provision of quality education in emergencies is still viewed as secondary when compared to the provision of food, water, medical assistance and shelter. Less than 2 percent of humanitarian emergency aid went to education in 2007. Only 27 percent of the Global Education Cluster's funding requirements were met in 2007, with contributions from only four donors – the governments of Denmark, Ireland, Norway and Sweden. Moreover, when governments do fund education as part of their emergency response, they tend to do so as a series of short-term projects rather than as part of a longer-term continuum from emergency to development.

Donors are reluctant to fund education in emergencies for a variety of reasons. Humanitarian donors often do not see the lifesaving aspects of quality education. They question whether it is possible to invest in education given the destructive impact that a conflict or natural disaster can have on the affected societies, the educational infrastructure and the quality of the teaching corps. And most donor governments tend to categorize education as a development activity rather than as a continuous process that should not be interrupted even when disaster strikes.

This new report from Save the Children demonstrates that it is possible to provide quality education even in the midst of conflict and that, while the international community is beginning to meet the challenge, there is much more that can be done if donor governments would rise to the occasion.

Save the Children urges donor governments to:

- Include education as an integral part of their humanitarian response;
- Ensure adequate financing of education;
- Coordinate emergency response programming with long-term programming;
- Support the Global Education Cluster and ensure that it is adequately funded.

Why Education in Emergencies?

Education is a right

Education for all means education for all. Every child has a right to an education. This right is embodied in a host of global agreements beginning with the 1948 Universal Declaration of Human Rights and in legally binding treaties including the 1989 United Nations Convention on the Rights of the Child (UNCRC), as well as the International Covenant on Economic, Social and Cultural Rights, which states that every child has a right to education regardless of the context in which he or she lives.

These agreements on children's rights are backed up by practical promises. In 2000, world leaders adopted eight Millennium Development Goals (MDGs), the second of which states that all girls and boys worldwide would be able to complete a full course of primary school by 2015. Also in 2000, the Dakar Framework for Action was adopted at the World Education Forum, which maintains that in order to achieve education for all, the international community must meet the needs of education systems affected by conflict, natural disasters and instability.

The 2008 annual report of Vernor Muñoz, UN Special Rapporteur on the Right to Education, focuses on education in emergency situations and "urges the international community to commit more wholeheartedly to the implementation of the right to education in emergencies." Following the presentation of the Special Rapporteur's report, the Human Rights Council adopted a new resolution[1] on the right to education, which urges all states to ensure that the right to education is respected in emergency situations.

Most importantly, children and their families are demanding their right to an education. Time and again, children affected by a natural disaster or conflict tell relief workers that education is a priority for them. Following the 2005 earthquake in Pakistan, for example, one child in Save the Children's child-friendly spaces program said, "We wanted to be back in school even though something terrible had happened to us here. Now, every day, we are here in an open field, under the sky. It is good to be at school with friends and with my teacher. It is a high area and the snow will come soon, but we want to come to school."[2] Similarly, a boy who had lost everything when his house burned down during the recent conflict in Kenya told Save the Children staff at the ASK Camp in Eldoret, "My school was good – I learned on the computer and was reading my books everyday. I'm a good student. I urge all to help us all to somehow continue with our education."[3]

Education can protect

Quality education and protection converge during emergencies to prevent harm to children. In the midst of a humanitarian crisis, education can play a vital role in providing children with immediate physical protection. Simple messages on the dangers of landmines and health and hygiene promotion can reduce their risk of death, physical harm and disease.

An Iraqi boy attends a Save the Children kindergarten in Al Nuzha, Jordan. By keeping children busy, engaged and learning, safe play and learning areas can provide children with alternatives to other more dangerous activities and promote their self-confidence.

In northern Sudan, Save the Children used schools to raise awareness of the dangers of landmines. Children's groups and their teachers receive theater training, and the children then develop skits on the dangers of landmines, which they perform for the community and other children. Not only has this activity dramatically reduced the number of landmine injuries and deaths in impact areas, it has also allowed children to be messengers of social change in their communities.

Child-friendly spaces and temporary learning centers can also provide a context in which threats to children's safety and well-being can be addressed. Through them, it may be possible to identify and reunite separated children with their families and identify particularly vulnerable children. Children who attend school can be less vulnerable to being recruited into armed groups, to sexual abuse, to being trafficked and to child labor. Child-friendly spaces can also provide a platform for community involvement and identification of local structures for protecting children.

Education is essential to children's development

Quality education equips children with skills and knowledge, such as critical thinking, understanding and respect for human rights – skills that empower them to take a more active role in their community both as children and as they develop into adults. Continuing quality education from the outset of an emergency ensures that children's cognitive development and learning is uninterrupted and, in the longer term, offers them increased access to social and economic opportunities. Education can help minimize disruption to children's ongoing emotional and social development by giving them a secure environment in which to interact with their peers and adults; an environment in which children can be children, provided with psychological support and a sense of normality in an otherwise chaotic world.

Education can promote peace, prosperity and stability

If the education programming is well-designed and the education activities provided are of a high quality, schools can provide an entry point for encouraging conflict resolution, tolerance, and respect for human

rights. An analysis of civil wars since 1960 showed that a "country which has ten percentage points more of its youth in school – say 55 % instead of 45% — cuts its risk of conflict from 14% to around 10%." [4]

Education also can help reduce poverty and inequality. Every year of schooling increases both men's and women's wages by an average of 10 percent. [5] No country has reached sustained economic growth without achieving near universal primary education. A cross-national study of the "determinants of social cohesion found that in most (perhaps all) countries the best predictor of high social capital is simply years of formal education." [6] The benefits of education are lasting, passed by one generation to the next.

In recognition of the role education can play in promoting peace and disarmament, if not manipulated, the UN Security Council issued the following statement in July 2008:

> The Security Council recognizes the important role of education in armed conflict areas as a means to achieve the goal of halting and preventing recruitment and re-recruitment of children and calls upon all parties concerned to continue to ensure that all children associated with armed forces and groups, as well as issues related to children, are systematically included in every disarmament, demobilization and reintegration process with a particular emphasis on education. [7]

Alternatively, if misused, education can be used to fuel social tensions and contribute to conflict. [8] Simply walking to class can endanger a student's life in conflict-prone areas, especially when combatants target schools and educational facilities.

For education to contribute to peace, children must be safe and protected while at school. Their education must take place in an inclusive environment where all children can take part and are empowered to explore their talents. The curriculum must be relevant and appropriate, with attention given to issues of security, health, psycho-social support, conflict resolution and other life skills. Finally, the education system needs to be transparent and accountable to the children, parents and communities. One of the roles relief organizations can play in times of unrest is as an unbiased channel of communication between all actors in the education sector. [9]

What is Education in Emergency Response?

Different context, different needs

What governments or international relief organizations do to support learning and education during an emergency depends on the type of emergency and the capacity of the government to provide education services in that context. Emergency contexts differ and country situations can change rapidly in times of crisis. Initial investments in rehabilitating buildings and delivering supplies need to be supported by thoughtful integration with existing education and child protective services, and mindfulness of the local situation with regard to staff and government abilities to respond.

Natural disasters — floods, earthquakes, landslides, storms, droughts or tsunamis — destroy schools, damage education facilities, and displace or kill large numbers of teachers, students and parents. Natural disasters also destroy family assets and material belongings leaving households impoverished. Families may be unable or unwilling to send their children to school due to the cost of school fees, school materials, food, uniforms or other clothing.[10] In such situations, an education response seeks to enable education activities to continue and helps children to be ready to learn (often through supporting local education provision), while the national government system gets back to normal, or better than normal. The education response might include providing temporary schooling and psychosocial support to promote readiness to learn prior to the resumption of formal schooling and construction or rehabilitation of schools.

During a conflict, however, the government may not be willing or able to provide for its citizens, many of whom have little possibility of attaining self-sufficiency. Very often, war results in large numbers of refugees and internally displaced people. With long-term displacement comes the complete breakdown of normal societal processes, coping mechanisms and community life for the refugee population. In these chronic crises, the essential issue for the humanitarian community becomes the provision of basic services over long periods of time. As education is often overlooked as a basic service, it is not uncommon to find entire generations of uneducated children and adults. Some estimates put the number of refugee children receiving education at no more than 30 percent.[11]

The refugee dilemma:
Accessing education in host countries

In 2007, the total number of refugees globally was 11.4 million, up from 9.9 million in 2006. The average length of refugee displacement globally is now 17 years.[12] While Lebanon and Jordan have been hosting hundreds of thousands of Palestinian refugees since 1948, they are now hosting hundreds of thousands of additional urban refugees from Iraq due to the ongoing violence and insecurity there. Refugees often find access to host-country education systems a challenge due to a variety of circumstances: a lack of schools in the host-country (Chad), overcrowding in local schools (Côte d'Ivoire), instruction in a different language (Guinea, Côte d'Ivoire) and host-country laws may prohibit their enrollment (Kenya, Ethiopia, Thailand). School fees and general costs associated with schooling are often unaffordable for urban refugee children. Secondary schooling is rarely provided. In the event that a child does receive education in a refugee setting, moreover, he or she will often find it difficult if not impossible to have their years of schooling recognized upon returning home. In refugee situations, education interventions might include working with host governments to secure entry into local schools, developing a certification of studies process for when the children return home and finding home-country curriculum materials and teachers with home-country language skills.

A Successful Regional Approach to Refugee Education in West Africa

A cross-border approach to curriculum development for schooling is essential when working with regionally dispersed refugee populations. Lack of access to or certification of their studies puts refugees at high risk of dropping out of school altogether. Inability to continue education also taints their prospects for future employment and even limits their desire to return home.

One innovative education program in refugee camps in Guinea, West Africa, was designed to encourage active interest from the governments of Sierra Leone and Liberia in refugee children who continued their education while away from their homes. A curriculum with "mixed" content was developed to meet both Sierra Leonean and Liberian standards and was recognized by both governments. Consequently, all refugee children were able to sit for a regionally accredited West African exam. Teachers trained and teaching in the refugee camps in Guinea were visited by officials from the Liberian Ministry of Education who certified this training. Upon returning home, these Liberian teachers had teaching certificates and were able to teach in their country. Students and teachers alike could freely return home and enter their educational systems with greater ease.
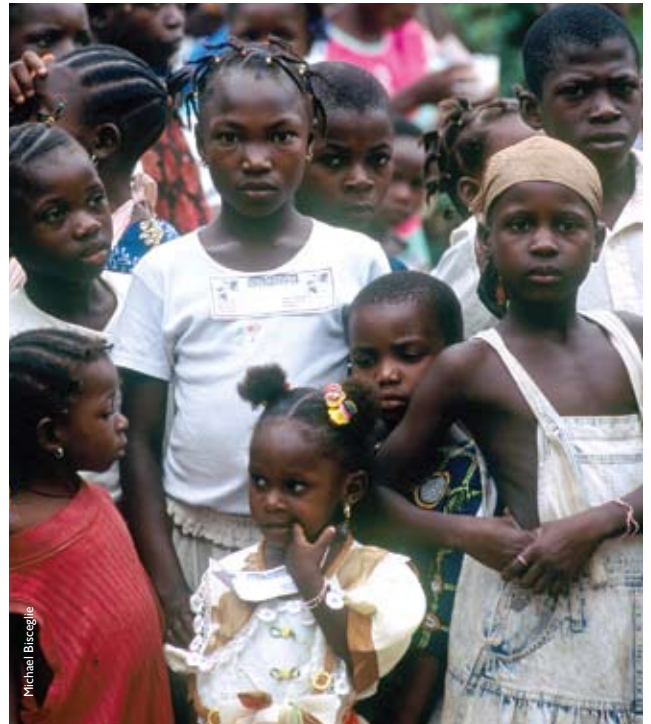
Refugee children from Liberia and Sierra Leone gather for the Africa Day celebration at Boreah Refugee Camp in Guinea.

Delivering education to internally displaced persons

Due to the increasing number of civil wars in recent years, an additional 26 million people worldwide have been forced to flee their homes because of conflict but have not crossed an internationally recognized state border.[13] The 5.8 million internally displaced persons (IDPs) in Sudan, 4 million IDPs in Colombia, 2.5 million displaced in Iraq, and 1.4 million in the Democratic Republic of Congo make up nearly half of the total population of IDPs today.[14]

Internal displacement exposes children to forced military recruitment (DRC, Sudan, Uganda, Liberia, Sierra Leone and Angola). It also makes their access to basic education a challenge because neither the international donor community nor governments facing civil conflict view education as a priority for IDPs. Governments engaged in conflict tend to be less interested in IDPs than they are in winning the conflict, and the international donor community tends to prioritize food, water and shelter for the IDPs over education. If the displaced population is dispersed in towns, the costs of education and the security of teachers and students commonly emerge as issues. Due to the nature of civil conflict, IDPs may become direct targets in the conflict or be subject to unequal or biased educational service provision (Sri Lanka).

Education and System-Strengthening for Displaced Iraqis

Fleeing war and internal conflict, nearly 2 million Iraqi refugees have sought refuge in Jordan, Lebanon and Syria. Living among host populations in urban areas, Iraqis have struggled to find and access services for their families. At the same time, host governments have been hard-pressed to meet the additional needs of Iraqi children who are granted access to education and health services. To both reach Iraqis and support host governments, Save the Children has adopted a "system-strengthening approach" through which the services benefit all children — both Iraqis and host nationals — and better enable ministries to respond. The system-strengthening approach has been particularly important in advocating for access to services, especially education services. Coordinated investments from Save the Children, donors and other implementing agencies in their education systems have convinced host governments to open their doors and services to all children living in their countries.

Using a system-strengthening approach in Jordan, Save the Children is:

- Renovating, furnishing and equipping more than 100 kindergarten classrooms in order to improve the physical quality of services for more than 3,000 children, both Iraqis and Jordanians. Through renovations, Save the Children has increased the number of classrooms by an additional 20 percent, enabling community-based and public kindergartens to provide access for more children.

- To improve skills, knowledge and attitudes, of kindergarten teachers, center supervisors and school principals on early childhood development. The capacity-building approach is specifically designed to increase teacher knowledge and skills related to child protection and working with children from diverse backgrounds, including Iraqis. Save the Children is now working with the Ministry of Education to introduce protection methodologies into the core training program for all kindergarten teachers.

- Distributing school kits to Iraqi children as well as Jordanian children in need. This integrated school-kit distribution approach has promoted wider acceptance within schools, among parents and within the Ministry of Education for services for Iraqis based on the "everyone benefits" model.

- Introducing new community and school participation processes at the school and directorate levels. Initially designed to enable schools to identify opportunities and challenges to better support Iraqi children's access to quality and safe education, these processes are also being used to promote wider community participation within the education system. Such participatory approaches directly support Jordan's wider education reform.

- Introducing child-friendly education methodologies into schools for all children. With increasing ministry concern over school violence, child-friendly approaches are as relevant for Iraqi as Jordanian children.

By adopting a system-strengthening approach to education for Iraqis, Save the Children has achieved a better understanding of key issues in delivering quality and safe education in Jordan. Program interventions introduced, although initially designed to respond to specific needs of Iraqi children, have proved beneficial for all children, with a ripple effect through the entire education system. The Ministry of Education is now considering how these approaches can be mainstreamed and integrated system-wide. The end result is likely to have broader impact and greater reach, with significant potential for sustainability. What started out as emergency response is now evolving into more integrated, sustainable development work.

Karin Beate Nøsterud

"School is number one," says Abbas, father to Yakout, right, and an Iraqi refugee in Jordan. "More important to food, more important than anything else! The children build their lives on their education. It enables them to realize dreams and ambitions and to form a new life."

The spectrum of interventions

While every emergency is unique, a number of interventions are common across contexts and begin with a needs assessment, which is often conducted by international, national and local agencies working under the UN Humanitarian Cluster Approach and which is typically completed in one or two weeks.

The Needs Assessment. This first step helps determine the types of programming best suited to meeting the needs of children in a crisis, and how, for example, an education program can best support other sector needs such as water, sanitation and health care. In assessing a population's needs, important information is obtained about the community structure and existing resources, which is also useful in program planning. An early needs assessment guides both immediate response and longer-term programming. Following the initial assessment, quarterly reviews are recommended to address the populations' changing needs.

Child-Friendly Spaces. When school systems and structures are damaged or destroyed, first responders establish secure areas for children to continue their education and play activities even in the midst of the conflict or disaster. These supervised spaces are designed to enhance children's well-being and protection in an emergency environment. They provide a place for children's play, recreation, non-formal learning and interaction with one another and adults. They usually include simple play materials, such as drawing material, storybooks, games and sports equipment. These child-friendly spaces are vitally important to ensure that:

- Children can be taught lifesaving knowledge and skills, from simple hand-washing techniques to prevent the spreading of disease to learning about landmines or unexploded ordnance;
- Children have easy access to a quiet space, and can talk with others or access specialist support;
- Children regain a sense of normality as quickly as possible through play and child-to-child or child-to-adult interaction;
- Children can process what has happened to them and their families through play and creative activity in a safe environment and have an opportunity to express their worries and concerns to peers or trusted adults;
- Children have an outlet for their emotions;
- Structured activities and some formal learning can be introduced, if no school is available for long periods of time;
- Parents are able to safely leave their children to attend distribution points, find relatives and begin to rebuild their lives.


By training adults in providing social and emotional support to children in crisis, children can be engaged in a range of productive activities. At the height of the Israel/Hezbollah conflict in 2006, child-friendly spaces were quickly established in Lebanon, enabling children from displaced communities to play together and reducing disruption to their learning and development.

Shelter. In nearly every emergency, temporary school facilities are an issue. The response that relief agencies provide varies enormously according to context and need, but school tents are usually in demand. After the 2006 earthquake in Java, Indonesia, for example, communities and education authorities immediately requested school tents so children could take exams in a shaded area where they felt safe and able to focus. After the 2005 earthquake in Pakistan, Save the Children worked with the government and local communities to create temporary structures of wood, mud and corrugated tin for learning over the winter as government planning for rebuilding more durable, permanent schools proceeded. Using locally produced materials and local participation in construction usually proves cost effective and helps to establish good relations and a greater sense of ownership by the community. After massive flooding in Mozambique in early 2007, classes quickly resumed under trees, with blackboards attached to tree trunks and basic seating on straw mats or whatever was available. The continuation of classes under these difficult circumstances demonstrated teachers' commitment to meet children's thirst for learning.

Teacher Training and Recruitment. Teachers are a critical factor in the provision of quality education to children. Given their role, it is essential that during times of crisis teachers receive sufficient training and an adequate salary so that they remain motivated and committed to engendering positive values. Qualified teachers can usually be found among the affected populations but will need training to refocus their teaching in response to the children's changing needs. Educated community member may also be trained to teach when teachers are not available as

can young people be brought in as peer educators or youth leaders. Of the 73,000 people who died in the Pakistan earthquake, an estimated 18,000 were children and 900 were teachers. After the earthquake, assessments showed that there was only one teacher per 60 children in the affected areas. Due to bad weather and lack of transportation, moreover, the teachers who resided outside the affected area often could not make it to class. With support from relief agencies, the government decided to recruit an additional 800 teachers, many of whom were from the area. After a period of two years, the recommendation was to incorporate the local teachers into the existing school system and budget.

Teaching Materials. Classroom materials are often damaged or in short supply during emergencies, posing a challenge to teachers who require teaching guides and resources for classroom learning, life skills and psychosocial support activities for their students. Assessments often reveal that schools need very basic classroom equipment to restart or continue class activities. Simple resources, such as blackboards, can help teachers organize lessons. Even a piece of tarpaulin provides a clean place for children to sit and helps gather them in one place. The "school in a box," such as
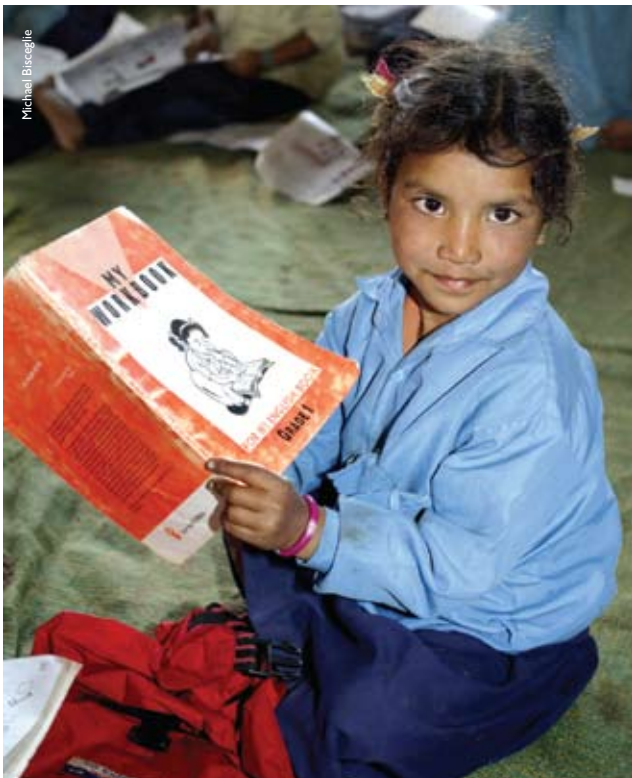
To prevent high drop-out rates and sustain participation, an important but often overlooked cost is systematic replenishing of consumable supplies on an ongoing basis until these costs can be handed over to local education authorities.

that which UNICEF provides, doubles as a blackboard when coated with special paint that is included in the kit. It also contains exercise books, pencils, erasers, scissors and posters for learning the alphabet and multiplication tables. Replenishing these consumable supplies on an ongoing basis is often an overlooked cost that can help keep kids in school.

Formal Education System. Responsibility for the provision of children's education rests primarily with the government of the country in which the children live. While the government may have limited capacity or no capacity because of an emergency, it is more effective for relief organizations to work through state structures to build capacity, ensure appropriate curriculum content, and provide material inputs than to start from scratch. When school systems have completely collapsed because of protracted conflict, communities often attempt to re-start the education process themselves. Responders can support community initiatives by providing educational supplies, training to teachers and support for curriculum development, while gaining approval from the government.

School Committees. The creation of school management committees (SMCs), community education committees (CECs) and parent-teacher associations (PTAs) is an effective way of building community ownership of education and enabling parents to influence the education process for their children.

Alternative Schooling. Even in non-emergency contexts, factors such as distance from home to school, security and child labor can prevent children from going to regular schools. In a crisis, relief organizations support several types of alternative basic education. These may include:

a) School outreach centers that maintain classrooms in remote communities that do not have access to local schools, allowing children to follow the government curriculum.

b) Accelerated education that provides opportunities for older children who have missed out on school and for whom learning in a classroom with younger children is inappropriate or undesirable, enabling them to eventually enter the mainstream government schools.

c) Flexible-hour schooling, providing older children and working children with a condensed, catch-up curriculum outside of normal school hours.

Disaster Risk Reduction (DRR). Education is increasingly recognised for the important role it plays in disaster risk reduction. Immediately after the 2006 earthquake in Java, teachers were trained to support children's psychosocial recovery. To help them learn to better protect themselves during emergencies, children worked with teachers and their communities to identify the risks in and around their schools, understand evacuation procedures and engage in activities that would enhance their preparedness.

Youth Activities. Youth are key to the rebuilding of post-conflict communities but in emergency situations, they are also at high risk of being recruited into military service or the sex trade. Ideally, a post-primary education should be made available for adolescents in crisis situations, but there is minimal funding for this and many in this age group would not be able to attend secondary school because they have not completed primary school. As many youth do not feel comfortable in primary school with much younger children, relief organizations seek alternative strategies that build on the untapped potential of youth. The programming includes engaging adolescents as leaders in out-of-school programs, providing vocational training and literacy classes. Basic education skills are often provided while youth engage in organized forums around life skills, reproductive health activities, HIV/AIDS avoidance, citizenship, peace education and other relevant topics.

Early Childhood Development Centers. Crises often create a window of opportunity to address the preexisting lack of early childhood development services. Community-based early childhood development centers engage young children in a program of age-appropriate activities that support their physical, emotional and intellectual development and allow them to make a successful transition to primary school. These programs mitigate the impact of the crisis, support the children's natural resiliency and promote their long-term well-being.

Child Clubs. Child clubs have proved to be a remarkable catalyst for development and change within communities. They help to empower children to initiate child-development activities for their own benefit. The clubs build children's self-esteem and confidence, increase their access to information, develop their solidarity and leadership qualities, and provide opportunities for recreation and joyful learning. With the support of adults, Save the Children has sponsored children's clubs that have advocated for respect for minority groups, negotiated with parents about allowing children to attend school and even negotiated with commanders about the use of child soldiers.

Hussein takes part in a gym class at Dar El Salam School in Krindig 2 IDP camp, Darfur, Sudan.

How is it Done?

Key Principles – Preparedness, Quality, Participation and Coordination

Preparedness

It is impossible to predict the timing or nature of emergencies, but communities can take steps to prepare should one occur. Components of a plan include analyzing the context, outlining a plan, being prepared to act, working with the government and drawing up a national checklist to follow in the event of crisis. The plan should engage communities, children and schools in multiple types of emergencies and responses to each.

Preparedness allows for action without the urgency of a life-threatening situation. There is time to think through the impact on schools, effect on the education system, ways to support the most vulnerable groups and how to gauge the response of other actors in advance. Stocking up on response supplies, performing advance training for staff, estimating budgetary needs and outlining an implementation plan allow for an effective, coordinated response on short notice.

The classroom provides a natural space for providing DRR activities. In Thailand, Save the Children's "Child-Led Disaster Risk Reduction" program introduced DRR as part of primary and secondary school curricula. Children learned to prepare for emergencies to protect themselves and help adults to protect community members against disasters. Schools can also help build a culture of prevention to assist children in understanding about their environment, foster awareness and contribute to risk reduction. DRR is a core component of the response in Myanmar following Cyclone Nargis in 2008, where children, their teachers and the communities that support schools are increasing preparedness through education. [See *Save the Children in Myanmar: Cyclone Nargis Response Strategy,* May 2008 – April 2010.]

Quality

To ensure quality, education interventions must be *relevant* to children's needs, *appropriate* to their developmental level, *participatory* to engage both child and parents in the learning process, *flexible* to cope with changing conditions, *inclusive* to ensure access for all and *protective* so that children are not exposed to abuse, violence or conflict. Furthermore, programs should always work toward the global minimum standards developed by the Inter-Agency Network on Education in Emergencies (INEE). Guidance notes, benchmarks and indicators are also available in the areas of teaching/learning, access/ learning environment, teachers/other education personnel and educational policy and coordination.[15]

Students and parents value a quality education in an emergency as well as over the long term. Education curricula should be adapted to the affected population's specific context, with short- and long-term impacts in mind. Following an emergency, ensuring relevance and adding critical issues such as HIV/AIDS prevention, civic education, child rights, protection and other topics is often a priority.

Participation and coordination

Coordination among supporting agencies and education programs helps prevent overlapping activities, duplication of effort, gaps in programs and an ad hoc, fragmented response. The first step in an emergency situation is to identify, or initiate, the coordination mechanism. The basis of coordination is to set up regular meetings that include relevant authorities and determine who is doing what, where, and when in the education sector.

At the global level, the Humanitarian Cluster approach aims to "strengthen system-wide preparedness and technical capacity to respond to humanitarian emergencies by ensuring that there is a predictable leadership and accountability in all the main sectors or areas of humanitarian response."[16] The Global Education Cluster works to expand:

- understanding of education's key role in humanitarian response;
- use of internationally recognized standards;
- rapid response to emergencies;
- coordination of agencies' work;
- capacity of skilled responders in education;

- stocking education resources and supplies for deployment;
- supporting emergency education preparedness plans;
- helping to maximize funding opportunities for education work in emergencies.

At the national level, response in-country requires setting up an interagency education forum – a well-coordinated network of agencies supporting the response – that conducts regularly scheduled meetings at national and regional levels where an education response is initiated. Education must also be part of multisectoral assessments, and the education cluster is responsible for establishing effective communication and information-sharing mechanisms accessible to all members of the cluster. Undertaking a mapping exercise of agencies' work, locations, expertise and scope also avoids overlapping and duplication of activities. The cluster should ensure synergies across agencies and sectors on the ground, and work to secure adequate funding for the sector through consolidated appeals processes. Close collaboration with other clusters, especially in protection, water and sanitation

and shelter is also essential to the education response.

At the local level, active participation by children, youth, parents and educators themselves at all stages of an education response is at the heart of effective and sustainable programs. Participation by local community actors in initial assessment, design, implementation and evaluation guarantees relevance, builds community approval and upholds the child's right to participation as per Article 12 in the UNCRC. The momentum created by establishing or reviving community-based parent teacher associations (PTAs), youth groups and other community action fora can ignite self-directed learning and locally led advocacy for education needs in the community. However, it is important to be realistic about the pace and scope of community participation, and not overburden already affected communities with exceedingly high expectations. Involving communities too quickly or too early can also conjure feelings of inadequacy among some individuals. Referencing guidance and balancing how and when to involve children is also important so as not to exacerbate any power imbalances that exist between children and adults.

Education Cluster at Work in Kenya

Following the December 2007 elections in Kenya and the ensuing violence, UNICEF and Save the Children constituted an education cluster. Many schools had not re-opened following the end of year break, while others schools had been burned and vandalized and still others were occupied by IDPs.

Within the first week, the education cluster contributed to the UN Appeal. Given the lack of external funds, it also sought to maximize existing support within the Ministry of Education and government. This included looking at issues such as using the plan to apply for government recovery funds, reallocation of existing funds within the MOE and use of annual learning materials funds that had been dispersed to the schools. The education cluster also served as means of referral and follow-up and support for units within the ministry, including making linkages between the guidance and counseling section and the psychosocial cluster. The education cluster also enabled new NGOs to work more effectively with support of ministry officials connected with

the logistics cluster for the transportation of textbooks, and followed up on donations from the private sector. An estimated 90,000–100,000 children, across all affected areas, now have access to schooling. (Source: INEE)

Brenda, ten, with her backpack of educational materials supplied by Save the Children, attends our education program, Nakuru, Kenya.

Overcoming the Obstacles

The three main challenges to providing quality education in emergencies are 1) lack of international humanitarian financing for education, 2) limited access to education for affected populations and 3) ongoing violence or natural disasters that put children at risk. Improvements in the funding stream, however, make it more likely that the other difficulties can be overcome to provide quality education to children affected by conflict and natural disasters alike.

International humanitarian financing for education—successes to date

Humanitarian aid for education plays an essential role in rapid-onset emergencies.[17] It enables education to be included in the immediate responses, helps build local capacity, and facilitates the rebuilding of education systems once the emergency is over. While recent funding trends are positive, education still does not receive the priority attention or funding that it needs.[18] As Table 1 illustrates, recent years have seen an encouraging and *consistent increase in total humanitarian aid for education* – with the actual amount so far[19] in 2008 exceeding the total amount of funding received for education in 2007.[20] There is also an encouraging year-on-year increase in the *proportion of overall funding allocated to education* from 1.5 percent to 2.8 percent.

These recent increases are due to consistent international advocacy on education in emergencies, and an increased understanding of the demand and importance of education in emergencies (and thus, inclusion of education within appeals soon after the emergency). High-profile emergencies in 2008, including Myanmar and China, made education both a key demand and a key response. In addition, 2008 was the first year of a functioning Global Education Cluster.

Table 1. Global Humanitarian Contributions for Education 2006 – 2008

Year	Funding for Education (US$ millions)	Education Funding as % of Total Funding
2006	111.7	1.5%
2007	146.7	1.9%
2008	176.8	2.8%

In recent years, developments in humanitarian funding have seen several new multilateral funding mechanisms. They include the expanded Central Emergency Response Fund (CERF) and the country-level pooled funding mechanisms (the Common Humanitarian Funds (CHFs) and the Emergency Response Funds (ERFs)). In 2007, these UN mechanisms accounted for 8 percent of reported contributions (as a total across all sectors).

Over the past three years, an increasing amount of education funding has been channeled through CERF, and the proportion of total CERF funding being allocated to education has also slowly increased. The main reason for the increase is the 2008 revision of CERF's guidelines[21] to include education as a sector. In 2006, CERF was used to fund education in only two countries but in 2008, it has so far supported education in 10 countries including Mozambique, Sudan and Cameroon.

Table 2. The Central Emergency Response Fund (CERF) and Education

Year	Funding for Education (US$ millions)	Education Funding as % of Total Funding
2006	1.0	0.40%
2007	4.4	1.26%
2008	5.6	2.01%

Table 3. Consolidated and Flash Appeals—Global requirements and funding overall and for education

Year	Overall funding (US$ millions)			Education (US$ millions)		
	Funding Requirements	Funding Received	% of Coverage	Funding Requirements	Funding Received	% of Coverage
2006	5.061	3.364	66%	212.2	54.7	26%
2007	5.140	3.718	72%	161.9	65.1	40%
2008	6.565	3.302	50%	318.0	114.7	36%

The task remains

Despite this positive trend, however, **education is still hugely underfunded relative to the need and to other sectors.** The Consolidated Appeals Process (CAP) — the humanitarian sector's main tool for coordination, strategic planning and programming — manages the process by which UN agencies and NGOs raise funds in an emergency. Between 2006 and 2008, the overall coverage[22] in CAPs was 63 percent on average, with the coverage of the education sector only at 34 percent, as shown in Table 3.

Over 80 percent of humanitarian funding, moreover, continues to flow through bilateral channels, and most bilateral donors do not include education as part of their humanitarian response. They tend to prioritize food, water and shelter over education in the initial stages of an emergency. The two largest donors for emergencies, the United States and the European Community Humanitarian Office (ECHO) have historically not tended to support education in emergencies. Between 2006 and 2008, for example, ECHO allocated only 0.3 percent of its funding to education.

Currently, only five donors have policies that support education in emergencies: Canada, Denmark, Japan, Norway and Sweden. Between 2004 and 2007, only two donors, Denmark and Australia, allocated 4.2 percent or more of their humanitarian aid to education,[23] reflecting an allocation commensurate with the need.[24] What this means for children in crisis was underscored in July 2008, when it was discovered that the education appeal for Chad was only 12 percent funded. Maurizio Giuliano, spokesperson for the Office of the United Nations Humanitarian Coordinator in Chad said, "If children don't have access to schools today then there is no way that they can contribute to the development of their country tomorrow."[25]

Through the establishment of the Global Education Cluster and the application of the cluster approach in response to emerging crises, the profile of education in emergencies is expected to rise and funding catalyzed. In the meantime, however, the Global Education Cluster is only 27 percent funded, and through the contribution of only four donors – Denmark, Ireland, Norway and Sweden. The Global Education Cluster's low funding base has severely limited its preparedness, coordination and surge-capacity plans, which will have consequences on the quality of each new emergency response.

Ongoing violence puts children at risk

Armed conflict can have a devastating impact on children and their education.[26] Schools are often destroyed, neglected by the state or closed because of insecurity. In some civil conflicts, they are targeted as symbols of the state. In others, they are taken over by combatants for use as barracks or for storage. The once unimaginable targeting of children and teachers has become a widespread tactic of war. Simply walking to class may endanger a student's life in conflict-prone areas, especially when combatants target schools.

It is, nevertheless, possible to educate children in high-risk areas through creative programming and implementation. During the conflict in Nepal, for example, Save the Children adopted a Schools as Zones of Peace (SZOP) initiative that was supported by a coalition of national and international organizations. Participants in the program worked with the conflicting parties to develop a formal process to protect children and allow them uninterrupted access to education by making participating schools off limits. While it did not always work, the program served as a useful starting point for making students safer when attending school.[27]

Providing Education for Children in Darfur

West Darfur is one of the most insecure places in the world. Yet Save the Children initiated an emergency education program there in 2005 that currently provides basic education services to over 24,000 children at 48 schools. Working in collaboration with local communities and education authorities, Save the Children has contributed significantly to school infrastructure development through the construction of 20 new schools and the rehabilitation of 28 existing schools. The organization has also provided capacity building to improve the quality of education through teacher training, PTA development and community mobilization, provision of school equipment and educational materials and policy advocacy.

As a testament to the success of the program, the West Darfur State Ministry of Education awarded Save the Children its Certificate of Recognition for a sterling performance in the education sector for two consecutive years, 2007 and 2008. Nevertheless, education indicators for West Darfur State are among the worst in Sudan.

Despite efforts to ensure that children there have access to protective learning environments, more than 173,000 school-age children – almost half of the total in West Darfur State — are still out of school. As more children move into IDP camps, the demand for education continues to increase. Significant numbers of over-age children enroll in lower grades, causing severe overcrowding within existing schools. Still, education offers all these children the quite simple, but profound: hope for a better future.

Young girls attend a school in an IDP camp near Geneina, West Darfur.

Access to education for affected populations

Access to education can be extremely challenging in situations of armed conflict and natural disaster. After the cyclone in Myanmar, for example, widespread destruction, the remoteness of the affected areas, and strong government regulations inhibited a swift delivery of educational services. Yet, access was secured in many places through focused collaboration with government, military, local communities, PTAs and businesspersons.

Education in the Irrawaddy Delta is largely supported by community PTAs, which pay for operating costs and teachers' salaries by charging a nominal school fee. Affected community members are committed to educating their children and are proactive in seeking support to reestablish schools in their villages. Work is currently under way to support PTAs to repair or set up temporary schools, using locally available materials as much as possible. Save the Children is also providing learning materials, furniture and textbooks, and supporting communities to identify and recruit new teachers. Teachers are then provided with guidance to address the psychosocial support needs of children in school.

The core of Save the Children's education response is community participation, which has enabled 76,600 children to attend schools after the cyclone. To date, 280 temporary schools have been set up in the worst-affected villages and 107 partially damaged schools have been repaired. In addition, 8,368 children have received student kits and 133 schools provided with school supplies, furniture and textbooks. However, dropouts are a major issue among post-primary school children due to loss of livelihoods or a parent. Access to post-primary schools, scattered across a few villages in a township, is also a concern. As reported by PTA members in one of the affected townships, dropout rates which were about 5 percent have increased to about 25 percent following the cyclone. Girls are the first to be pulled out of school to care for siblings and do housework or to help their mothers earn a living, in the absence of a father. Women and children were killed in greater numbers by the storm. Efforts are under way to support these children to resume going to school as soon as possible.

The Global Education Cluster and participating NGOs are focusing on the construction and rehabilitation of schools, supporting PTAs, and the creation of temporary learning spaces. Teacher training in child-centered methodologies and providing quality psychosocial support for children are a crucial part of the response.

Conclusion and Recommendations

Armed conflict and natural disasters have a devastating impact on children and their education. Schools are damaged, destroyed or closed; parents lose the means to pay for their children's education and the capacity of a country's teacher corps is often severely strained.

International awareness of the potential value of education as a source of protection in emergencies and as a key to development is growing. This awareness is reflected in the Millennium Development Goals (MDGs), the creation of the Global Education Cluster, and the INEE's development of minimum standards for education in emergencies, chronic crises and early reconstruction. It is also reflected in a few donor countries decision to begin funding education in their emergency response policies.

Despite the international attention now focused on the issue, however, education is not sufficiently funded in emergencies and is still viewed as of secondary concern in the humanitarian policy arena when compared to the provision of food, water, medical assistance and shelter. While there are no cookie-cutter approaches to providing education in emergencies, Save the Children's experience in one emergency after another demonstrates that it can be done and is of value. Early investment in education can protect children from the most damaging aspects of a disaster as well as play a significant role in building peace, restoring countries to a positive development path, and reversing the damage wrought by the emergency.

Save the Children therefore urges donor governments to:

1. Include education as an integral part of their humanitarian response;

2. Ensure adequate financing of education;
3. Better coordinate and integrate their emergency response programming with long-term development programming;
4. Commit to support the Global Education Cluster and ensure that it is adequately funded.

By taking these four steps, donor governments will be doing their part to ensure that all children – even those in emergency and conflict situations – have access to quality education, recreation and related activities. By funding quality education across the crisis to stability continuum, they will be taking advantage of education as both a conflict-*protection* and conflict-*prevention* tool as well as a critical ingredient to the reconstruction of post emergency societies. As this report demonstrates, well- designed education programs can protect children cognitively, psychosocially and physically as well as promote conflict resolution, tolerance, human rights and citizenship.

For its part, Save the Children is seeking to provide quality education for 8 million children affected by armed conflict and natural disasters by 2010. We are committed to achieving this goal because children all over the world in countries affected by armed conflict and natural disasters have identified education as a key priority. In addition, Save the Children has a great deal of practical field experience protecting children through education.

Building on the momentum generated by the Millennium Development Goals, Save the Children is calling on the international community to ensure that the provision of quality education is an integral part of every humanitarian response and that increased resources are devoted to this service.

Annex I

The Right to Education

International conferences and agreements, declarations and conventions

1948 – The Universal Declaration of Human Rights *"right to free and compulsory elementary education and states that education should work to strengthen respect for human rights and promote peace. Parents have the right to choose the kind of education provided to their child."*

1949 – The Fourth Geneva Convention states that, in situations of military occupation, the occupying power must facilitate institutions devoted to the care and education of children.

1951 – Convention relating to the status of refugees guarantees the right to elementary education, and states that they should be accorded the same opportunities as national from the host country. Beyond primary school, refugee children are treated as other aliens, allowing for the recognition of foreign school certificates and the awarding of scholarships.

1977 – Protocol I states that schools and other buildings used for civil purposes are guaranteed protection from military attacks. Protocol II states that children shall receive an education in keeping with the wishes of their parents.

1989 - The Convention on the Rights of the Child calls for states to make primary education compulsory and free to all, and to encourage the development of accessible secondary and other formal of education. The convention mandates and education that builds on a child's potential and supports their cultural identity. The convention emphasizes the psychosocial support for conflict-affected children, and outlines the principle of non-discrimination, including access for disabled, gender equity and the protection of the linguistic and cultural rights of ethnic minorities. The convention also protects a child's right to recreation and culture.

1990 – *World Conference on Education for All (EFA)* at Jomtien, Thailand, agreed to universalize education and reduce illiteracy

1998 – The Rome Statute includes protection for the educational institutions under Article 8, which covers war crimes. This statute protects against "intentionally driven attacks against buildings dedicated to religion, education, art, science, or charitable purposes."

.**2000 – World Education Forum in Dakar, Senegal,** committed to: 1. "expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children." 2. "ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality." 3. "ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs." 4. "achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults." 5. "eliminating gender disparities in primary and secondary education by 2005, and achieving gender equity in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education for good quality." 6. "improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills."

2001 – Millennium Development Goals by the United Nations General Assembly commit to achieving universal primary education and gender parity.

2008 – Human Rights Council Eighth Session agenda item promotes the "right to education."

Global campaign for Education 2007

Bibliography

Aguilar, P. and G. Retamal (1998) *Rapid Education Response in Complex Emergencies: A Discussion Document.* Geneva: International Bureau of Education.

Barakat, B., Karpinska, Z. & Paulson, J.(2008) *Desk Study: Education and Fragility,* Conflict and Education Research Group (CERG), Oxford University to INEE, www.ineesite.org.

Burde, D (2006) *Education in Crisis Situations: Mapping the field,* USAID, Washington DC.

Colenso, P. (2005) *Education and social cohesion: developing a framework for education sector reform in Sri Lanka.* Compare: A journal of comparative education. 35 (4) pp. 411-428.

Colletta, Nat J. & Nezam, Taies (1999) *Special Report: The New Wars from Reconstruction to Reconciliation,* Development Outreach, Fall www.worldbank.org/postconflict.

Collier, P. (2000) *Economic Causes of Civil Conflict and their Implications for Policy.* Washington DC: World Bank.

Christian Children's Fund (2008) *Psychosocial and Protection Outcomes of Child Centered Spaces: Research on Young Children in Northern Uganda.*

IASC (2007) Mental Health and Psychosocial Support Guidelines in Emergencies http://www.humanitarianinfo.org/iasc/content/products.

Martone, Gerald (2008) *Educating Children in Emergency Settings: An Unexpected Lifeline* http://www.campaignforeducation.org/resources/Sep2007/Education%20in%20Emergencies.pdf.

Nicolai, S. & Triplehorn.C.(2003)*The role of education in protecting children in conflict,* Humanitarian Practice Network, Overseas Development Institute, London.

Nicolai, S. (2003) *Education in Emergencies Toolkit.* London: Save the Children UK.

Martone, G. (2008) Educating Children in Emergency Settings: An Unexpected Lifeline, Retrieved June 3, 2008 from http://www.campaignforeducation.org/resources/Sep2007/Education%20in%20Emergencies.pdf.

O'Malley, B. (2007) *Education under Attack: A global study on targeted political and miliary violence against education staff, students, teachers, union and government officials and educational institutions.* UNESCO. 20078.

Putnam, R. (2004) *Education, Diversity, Social Cohesion and "Social Capital"* Note for Discussion presented to Meeting of OECD Education Ministers, Dublin March 2004.

Rose, P. & Greeley, M. (2006) *Education in Fragile States: Capturing lessons and identifying good practice.* DAC Fragile States Group, Service Delivery Workstream, Sub-Team for Education Services.

Save the Children. (2007)*Last in Line, Last in School: How donors are failing children in conflict-affected fragile states,* Save the Children, London.

Save the Children (2008) *Last in Line, Last in School: How donors can support education for children affected by conflict and emergencies,* Save the Children, London.

Save the Children (2008) *Emergency Education Toolkit,* Unpublished, Save the Children, London.

Save the Children (2007) *Emergency Spaces for Children Roundtable,* Washington DC, 12 July-13 July.

Save the Children (2007) *Rewrite the Future 2007 Monitoring Report,* Save the Children, London.

Save the Children(2008) *Where Peace Begins: Education's role in conflict prevention and peacebuilding.* Save the Children, London.

Sinclair, M. (2002) "Education in Emergencies" in Crisp, J., C.Talbot and D. Cippolllone (eds) *Learning for a Future: Refugee Eduadtion in Developing Countries.* Geneva: UNHCR.

Sperling,G. (2006) *Closing the Trust Gaps: Unblocking financing for education in fragile states,* paper presented at the 4th FTI Partnership meeting, Cairo, November 2006.

Stoddard, A. (2008) *International Humanitarian Financing: Review and comparative assement of instruments.* Final draft, 8 July 2008.

Sperling. G (2008) *Toward a new global aid architecture for education: Broadening ownership, covering children of conflict and closing the financing gap.* Council on Foreign Relations. Washington DC.

Tawil,S. & A. Harley (2002) 'Curriculum Change and Social Cohesion in Conflict-Affected Societies', report of the technical meeting, UNESCO IBE, 29-30 August.

Triplehorn, C. (2001) *Education: Care and Protection of Children in Emergencies: A Field Guide.* Westport, CT: Save the Children US.

United Nations Convention on the Rights of the Child, Retrieved from June 2 http://www.everychildmatters.gov.uk/uncrc/.

UNESCO (2007) *EFA Global Monitoring Report 2008: Will we make it?* UNESCO Paris.

United Nations (2008) *Promotion and Protection of All Human Rights, Civil, Political, Economic, Social and Cultural Rights, Including the Right to Development, Right to education in emergency situations, Report of the Special Rappporteur on the right to education, Vernor Munoz.* Human Rights Council, Eighth session, Agenda item 3. A/HR/8/10. 20 May.

Vaux, T., (2001) The Selfish *Altruist: Relief Work in Famine and War,* Earthscan Publications Ltd.

Endnotes

1   United Nations Human Rights Council A/HRC/8/L.5 12 June 2008.

2   Save the Children 2005b.

3   Education Cluster Assessment Report, 2008.

4   Collier, 2000, p.7.

5   Save the Children k 2008, Education's role in conflict prevention and peacebuilding, p.7.

6   Putnam, 2004 quoted in Colenso, 2005 p.414 in Desk Study: Education and Fragility, April, 2008, p.6.

7   Security Council statement, July 17, 2008.

8   O'Malley, B. (2007) Education under Attack UNESCO.

9   International Save the Children Alliance (2008) Where Peace Begins, Education's role in conflict prevention and peacebuilding.

10 UNESCO Chapter 2 p.4 in Guidebook for Planning Education in Emergencies and Reconstruction.

11 Vaux, 2001.

12 Vaux, 2001.

13 Guiding Principles on Internal Displacement, Introduction, para. 2, p.7.

14 IDMC, Geneva.

15 INEE Minimum Standards in Emergencies Handbook; INEE minimum Standards Toolkit, http://www.ineesite.org/.

16 IASC Working Group, 2006.

17 Note: all amounts are shown in current US dollars and this study refers to the UN Office for the Coordination of Humanitarian Affairs (OCHA) Financial Tracking Service for its analysis of humanitarian aid to education.

18 A comprehensive analysis of funding for education in conflict-affected fragile states and emergencies can be found in Save the Children (2008) *Last in Line, Last in School: How donors can support education for children affected by conflict and emergencies,* Save the Children, London.

19 Data is up to 4th August 2008, the date the database was accessed.

20 However while the overall amounts are increasing it should also be noted that significant amounts of funding —US$56 million—was allocated to the World Food Program for either school feeding or food for education programs in 2007 and 2008.

21 For information on the CERF guidelines see CERF Life-saving criteria and sectoral activities (How to Apply) on http://ochaonline.un.org/Default.asp\?alias_ ochaonline.un.org/cerf. Also the CERF Interim Review Final Report (September 2007) found that according to the CERF secretariat the eligibility for emergency education was accepted in December 2006 but there was no consistency in the CERF supporting education, perhaps because the criteria were being developed over the first year.

22 Meaning the amount of funding covered.

23 Save the Children, *Last in Line, Last in School* 2008, International Save the Children Alliance, 2008.

24 4.2 percent represents the education needs based on the 2006 CAP. Calculated on the basis of education funding required as a percentage of total humanitarian funding required.

25 See http://www.irinnews.org/report.aspx?ReportID=79562.

26 O'Malley, B. (2007) *Education under Attack: A global study on targeted political and military violence against education staff, students, teachers, union and government officials and educational institutions.* UNESCO. 2007.

27 See http://www.cwin.org.np/resources/publication/cazop_ enews/index.htm for more information on SZOP and the Children as Zones of Peace (CZOP) campaign.

Delivering Education for Children in Emergencies:

A Key Building Block for the Future

Armed conflict and natural disasters have a devastating impact on children and their education. But international awareness of the potential value of education as a source of protection in emergencies and a key to development is growing. Early investment in education can protect children from the most damaging aspects of disaster, as well as play a significant role in building peace, restoring countries to a positive development path, and reversing the damage wrought by the emergency.

In this publication, Save the Children demonstrates how education can be provided in emergencies and urges governments to do their part to ensure that all children -- even those in emergency and conflict situations -- have access to quality education, recreation and related activities, taking advantage of education as both a conflict-protection and conflict-prevention tool as well as a critical ingredient to the reconstruction of post-emergency societies.

International Save the Children Alliance
Cambridge House
Cambridge Grove
London W6 0LE
UK

www.savethechildren.net/rewritethefuture

Save the Children