

# Critical Issues

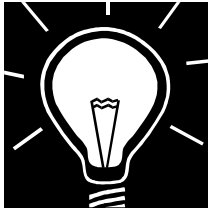
# Education

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## Education

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### Introduction

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Facilitators who have not recently trained or worked in the area covered by this Resource Pack, should read carefully through the various Topics, Overheads, Exercises, Handouts and Readings before starting to plan their training activity. Please note when using these materials, that they are to be used in conjunction with stated policy (they do not replace it) and aim to stimulate learning and discussion.

### **INTRODUCTION**

“If human beings are denied education, they will not die as a result of it. But if children and adolescents spend years in a refugee population without having education, that population has a severe crisis to attend to”.

*from International Rescue Committee (IRC) Education Programme, Guinea 1998.*

### **KEY CONCEPTS**

1. Children have an absolute right to education. This right applies without any discrimination whether children are at home, displaced, refugees, or asylum seekers. No government can deny a child within its borders this right to education.
2. Education is most often considered solely as a development issue. In certain circumstances it can, and should, be classified as an emergency response. As such, education acts to protect and promote the physical and psycho-social well-being of children.
3. Education does not necessarily involve a regular progression which requires a set beginning, middle and end. The reality for many children and young people may include a combination of different approaches at different stages of their lives. Efforts to understand how children have been educated in the past, and what their immediate educational needs include, will facilitate a more effective education for those children.
4. In setting up education systems in a refugee or similar context, decisions as to which curriculum to adopt, which language to use and how to deal with the subsequent political issues which will arise. These are all complex issues which have to be resolved at a very early stage.
5. If stakeholders in the educational process, and their families, are key players in making decisions about issues of their own education, the process is more likely to meet their needs. In the context of refugee

education, this is likely to involve the setting up of a representative education committee.

6. Some children and adolescents are more likely to be excluded from the process of education than others. One of the most important barriers to education is gender. Another important barrier is disability. Addressing social attitudes is fundamental to working towards equal educational opportunities for all children.
7. Flexible systems of education (e.g. shift systems, condensed cycles) may increase the numbers of children who are able to attend school.
8. Planning of educational systems and opportunities will be most effective when the issue of return and re-integration of teachers and students is considered and built in at every stage.

(These Key Concepts appear in **Overhead 1.0**).

## **OVERVIEW AND DEFINITIONS**

Education is a major issue that affects all aspects of the safe growth and development of children and adolescents. For children and adolescents affected by armed conflicts, establishing learning opportunities as soon as possible is of major importance in order for the children not to be doubly victimised. It is also one of the most important means of restoring a sense of normalcy to the lives of children and adolescents and their communities, and it can contribute to overcoming the psychological trauma that many will have experienced. All children should have equal access to education, including girls. Girl's education is an essential element of sustainable human development and ultimately contributes to more equal relationships between women and men in the community.

In this Resource Pack, the term education is used to define a life long process where individuals continue to learn: they learn how to cope with their immediate environment; how to cope with life's challenges; how to equip themselves to understand the world around them; and how to access more knowledge, skills and information which may provide them with a means of earning a living. Within this broad definition, Topic 3 breaks down the concept of education into different types and approaches: formal education, non-formal education and informal education. Within each of these definitions, there are a number of approaches and methods.

A number of topics are covered within this Resource Pack, but there are also many educational issues which cross refer with topics in other ARC Resource Packs, such as Child Soldiers, Landmine Awareness, Sexual and Reproductive Health, Child and Adolescent Development and Durable Solutions. Facilitators are advised to use the Education Resource Pack alongside other Resource Packs when dealing with issues of education in these other contexts.

## **THE IMPORTANCE OF THE CONVENTION ON THE RIGHTS OF THE CHILD**

The human rights of children are fully articulated in one treaty: the United Nations Convention on the Rights of the Child (CRC, 1989), offering the highest standard of protection and assistance for children under any international instrument. The approach of the Convention is holistic, which means that the rights are indivisible and interrelated, and that all articles are equally important. The CRC is the most

universally accepted human rights instrument - it has been ratified by every country in the world except two (the United States and Somalia). It provides the most comprehensive framework for the responsibilities of States parties to all children within their borders: by ratifying the Convention, national governments have committed themselves to protecting and ensuring the rights of all children without discrimination, including the rights of refugee and displaced children and adolescents. The CRC defines a “child” as everyone under 18 years of age “unless under the law applicable to the child, majority is attained earlier”. The scheme of the CRC suggests that this exception should be interpreted as an empowering one, in other words that under 18s can claim the benefits of adulthood if granted by national law while still able to claim the protection of the CRC.

The right to education is an absolute right of all children, in all countries and in all situations, and should be protected no matter what their circumstances. According to the CRC, the right to education must be achieved on the basis of equal opportunity, reflecting the fact that there should be no discrimination in access to education. Education has to reach out to those who have been traditionally unreached, including girls, working children, children affected by armed conflicts, children affected by HIV/AIDS, children with disabilities, and rural children. Article 28 of the CRC states that the minimum provision will include free, compulsory primary education for all, and different forms of secondary and vocational education “available and accessible” to all. But the right to education is one that transcends access alone and includes quality. Article 29 of the CRC reflects an international consensus about the fundamental purposes of education.

Children also have the right to recreation and leisure, both of which contribute to the development of a child’s physical and mental health.

## **STRUCTURE OF THE RESOURCE PACK**

This Resource Pack aims to provide Senior Managers, Sector Co-ordinators and Field Staff with adequate information in order to ensure that the education rights of the children within their jurisdiction/care are fully met. The Resource Pack takes as its starting point the relevant legal instruments that underpin children’s rights to education. It goes on to give clear practical information about how to be prompt and efficient in setting up educational activities in emergency situations - which is generally agreed to be of paramount importance for a number of reasons, not least of which being the psycho-social well-being of children and adolescents. Thereafter, it offers general information about education; about the role of adults within the process; about what should be taught and how; and about how to ensure that all children and adolescents are included; it aims to provide an understanding of at least the “outline” of these issues, to enable Senior Managers, Sector Co-ordinators and Field Staff to ask informed questions, and to be able to identify gaps in the education of children and adolescents who are under their care and/or jurisdiction.

**Topic 1** offers a number of relevant legal instruments which can be used to strengthen arguments for providing immediate and appropriate education to children and adolescents who are refugees or who have been internally displaced.

**Topic 2** introduces the subject of education for children. It considers how education can be used for protection and can prepare refugee or displaced children and adolescents to face the challenges that they have met and will meet in their lives.

**Topic 3** examines the different approaches to education and the different kinds of education that are available.

**Topic 4** looks specifically at the issue of education in emergencies and offers clear, practical advice about setting up rapid educational responses for the affected populations.

**Topic 5** looks at education in the longer term, when the refugees or displaced persons are living in a more stable environment and a system of education can be set up. Relevant management issues are explored in this context both at the broader policy-making level and in terms of management issues in individual schools.

**Topic 6** explores what should be taught to children and adolescents in order to help them face the challenges in their lives. Consideration is given both to the formal curriculum as well as other topics such as peace education, sex education, environmental education, etc. which may or may not be taught in schools but should be part of the whole educational process.

**Topic 7** asks the questions “Why are some children not in school? What can we do about it?” It looks at which groups of children and adolescents are most vulnerable to missing out on some or all of their education, and it explores ways in which to improve their chances of receiving appropriate educational opportunities.

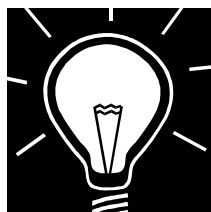
**Topic 8** looks at the critical issues that surround repatriation and re-integration and considers how to prepare children and adolescents for this challenging task.

Participatory exercises, case studies, overheads and handouts are provided. Facilitators are strongly recommended to develop regional or country-specific materials such as case studies in order to make the training even more relevant.

Certain topics in this Resource Pack have drawn on an unpublished work written by Barry Sesnan for World University Service (WUS), called “*Refugee Education and Training*”. We are grateful to Barry Sesnan and to WUS for sharing this material.

## Education

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### Topic 1

## Legal Instruments and UNHCR Policy

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### KEY LEARNING POINTS

- ***Children have an absolute right to education - no government can deny a child within its borders this right.***
- ***The CRC recognises the right to education without discrimination and contains details on access and quality.***
- ***Education should be available to all children, including girls, disabled children, and children affected by armed conflict.***
- ***Children have a right to rest and leisure and to engage in play and appropriate recreational activities.***
- ***Conclusions of UNHCR's Executive Committee affirm that "educational programmes for refugee children contribute enormously to their well-being and towards finding a durable solution for them".***

As education is vital to the safe growth and development of children, it is recognised as a universal human right. It is important that anyone involved in the provision of education to refugees and displaced persons is clear about children's **absolute** right to education. The inclusion of relevant legal texts in this topic provides facilitators and participants with the information that they need in order to ensure the education rights of the children with whom they are working.

Consideration should also be given as to how best to use these texts for advocacy in order to exert pressure when and where it is needed. The instruments presented in this topic differ in their nature and importance. Treaties, for example conventions, covenants or agreements, are formal legal texts to which States become parties. They are considered as "hard law", because they create legal binding obligations. Other instruments, such as declarations, principles or rules, are non-binding on States, and are often referred to as "soft law". The provisions they set out are often more detailed than those found in treaties, and can therefore complement hard law. These instruments are authoritative standards because States participated in their elaboration and they reflect international consensus, i.e. States did not object to the provisions they contain. An example of soft law is the Declaration on Education for All of Jomtien, 1990.

(Provisions of the various instruments are presented in **Handout 1.1**).

This topic also refers to a number of UNHCR guidelines where particularly

relevant, and it should be noted that such documents are meant to provide practical operational guidance to staff and are not legally binding.

It is important to note that staff working in a region should always be aware of applicable regional instruments and their provisions. Regional standards can have advantages over international instruments as it may be easier for States to agree on and implement detailed provisions because of a common approach to certain issues. References to education are found in the African Charter on Human and People's Rights, article 17(1), the African Charter on the Rights and Welfare of the Child, article XI, the American Declaration on the Rights and Duties of Man, article XII and in the Protocol to the European Convention for the Protection of Human Rights and Fundamental Freedoms of 1952, article 2. It is equally important for staff to be familiar with the national laws of the State as these regulate the education system and the curriculum in the State.

## **1. THE RIGHT TO EDUCATION**

The right of every individual to education is recognised in the Universal Declaration of Human Rights (article 26), in the International Covenant on Economic, Social and Cultural Rights (article 13) and in the Convention on the Rights of the Child (article 28). Education is defined first and foremost as an absolute human right.

Under refugee international law, the 1951 Convention Relating to the Status of Refugees, Article 22, makes a distinction between elementary education and education other than elementary. Refugee children shall be accorded the same treatment as is accorded to nationals with respect to elementary education, whether they shall be accorded treatment not less favourable than that accorded to aliens generally with respect to other education.

International law has been developing towards the position that asylum-seekers and refugee children shouldn't be discriminated against in any type of education. The 1960 UNESCO Convention Against Discrimination in Education prohibits discrimination that deprives any person or group of persons of access to education of any type or at any level (article 1). The CRC recognises the right to education without any discrimination of any kind, irrespective of the child's status (article 2).

Article 2 also implies that the desire for a group of refugees to repatriate is not a justification for denying their children the right to education. In addition, Article 30 of the CRC states that children of minorities have the right to enjoy their own culture, practice their own religion or language with other member of their group. This has important implications for the education curriculum.

## **2. EDUCATION AND THE CRC**

The CRC article 28 recognises the right to education but also details various provisions on education, notably on access to education. Article 29, without attempting to define details of a basic curriculum, addresses the quality of education.

### **a. Access to education**

- Article 28, clause 1 states that *education should be made available "on the basis of equal opportunity"* : it creates a responsibility to ensure that girls have the same access as boys (see **Topic 7**), and disabled children have the same access as non-disabled children (see **ARC Resource Pack on Disability**). The general principle of non-discrimination against various groups of children applies also to rural children, children affected by armed conflicts and children affected by HIV/AIDS.
- State Parties shall make primary education compulsory and available free to all, although the wording for secondary education is less absolute, encouraging the development of different forms of secondary and vocational education, and to make them "available and accessible" to all.

The right to education is part of the economic, social and cultural rights of individuals, but in reality the implementation may require resources that not all States have. The right to education has to be achieved progressively ensuring that this is done "to the maximum extent of available resources" (CRC, article 4).

There should be an effort by developed countries to help developing countries move towards the policies stated, e.g. primary education for all. In some developing countries, 'compulsory education' remains a target for the medium-term or long-term future only. Primary education cannot be made compulsory by governments which cannot meet the costs of universal primary education. Regarding refugees, the international community, guided by the CRC, should support refugee education in those countries where the host government is plainly unable to do so, by assisting local schools and/or by establishing a system of refugee schools, according to particular circumstances.

- Under the CRC, tertiary education is part of the right to education, albeit it is on "the basis of capacity".

#### **b. Quality of Education**

Article 29 of the 1989 Convention on the Rights of the Child addresses the qualitative aspects of education.

- Clause 1(a) supports an emphasis on the psycho-social benefits of education to conflict-affected children and to the need for education programmes to include physical education.
- Clause 1(c) supports the use of the curriculum of the country of origin for refugee children, with an element of education in home country language and culture.
- Clauses 1(b), (d) and (e) support the need to enrich the curriculum with messages regarding responsible behaviour in support of civil society/human rights, peace and environmental awareness.
- Clause 2 indicates that refugee schools may be established where needed. The provision on meeting minimum standards should not mean a delay in providing education: as with national schools, there will always be a need to improve standards as funds become available.

Governments and non-governmental educational agencies (including UNHCR and UNICEF) were urged to establish programmes for human rights education as



recommended in the Plan of Action for the United Nations Decade on Human Rights Education (1995-2004). Programmes will include the rights conferred under the Convention on the Rights of the Child.

### **3. EDUCATION FOR ALL**

In 1990, the World Conference on Education for All, assembled in Jomtien, Thailand, adopted a Declaration affirming the commitment to education for all. It was noted that despite the right to education, many children and adults were not realising this right, and that their basic learning needs were not being met. It was stressed that among the most urgent priorities is to ensure access to, and improve the quality of, education for girls and women, and to remove every obstacle that hampers their participation. An active commitment also must be made to removing educational disparities of under-served groups, notably working children, refugees, those displaced by war and disabled children.

Ten years later, the World Education Forum held in Dakar, endorsed the Dakar Framework of Action (2000). This Framework confirms the expanded vision of education outlined 10 years earlier and proposes a new set of time-bound goals and strategies in basic education for the new decade and beyond. Among the goals is access to, and completion of free, compulsory primary education of good quality for all children, especially for girls and children in disadvantaged groups. Learning needs of young people have also to be met, notably through equitable access to appropriate learning and life skills programmes.

Other legal standards that can be used to further access to education for vulnerable groups like girls, disabled children and children in armed conflicts are detailed below.

#### **a. Girls**

Earlier in 1978, the Convention on the Elimination of All forms of Discrimination Against Women, declared in its article 10 that “States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education”.

Another document of major importance is the Beijing Declaration and Platform for Action agreed upon during the Fourth World Conference on Women, held in Beijing in 1995. Within the Platform for Action, Strategic objective L.4, defines action that could be used to support initiatives to ensure equality of access to education for girl the child, to eradicate illiteracy, to improve access to vocational and technical education.

#### **b. Disabled Children**

Education is a tool to maximise the potential of disabled children. The learning needs of the disabled demand special attention. Steps need to be taken to provide equal access to all categories of education for disabled persons, as an integral part of the education system. Article 23.3 of the CRC states that education should be provided in a manner conducive to the child’s achieving the fullest possible social integration”.

The UN Standards Rules on the Equalization of Opportunities for Persons with Disabilities of 1993 declared that in situations where the general school system does not yet adequately meet the needs of all persons with disabilities, special education may be considered, and the quality of such education should reflect the

same standards and ambitions as general education (for more information, see the **ARC Resource Pack on Disability**).

The Salamanca Statement on Principles, Policy and Practice in Special Needs Education of the World Conference on Special Needs Education, 1994 reaffirmed the commitment to Education for All, recognising the necessity and urgency of providing education for children, youth and adults with special educational needs within the regular education system.

### **c. Children Affected by Armed Conflict**

In the past decade, armed conflict has proven to be one of the major obstacles in the realisation of the Education for All goals set by the international community at Jomtien. The right to education is binding under all circumstances, and should be protected in all situations, including crisis and emergencies resulting from civil strife and war.

International humanitarian law further protects the right of children and young people in situations of armed conflict. The four 1949 Geneva Conventions contain a common Article 3 which obliges all parties to a non-international armed conflict, including dissident armed factions, to respect certain minimum humanitarian rules with regard to persons who are not, or are no longer, taking part in hostilities. Children are included as any other civilian under Article 3. As part of the general protection of civilian populations in the context of armed conflict, international humanitarian law makes various provisions for the protection of the right to education at such times.

- For orphaned or unaccompanied children, States shall take the necessary measures to facilitate their education in all circumstances, and their education shall be entrusted, as far as possible, to persons of similar cultural traditions (article 24, Fourth Geneva Convention relative to the Protection of Civilian Persons in Time of War, 1949)
- Regarding education under military occupation, the occupying power shall facilitate the proper working of all institutions devoted to the care and education of children. Appropriate arrangements shall also be made for the maintenance and education of children who are orphaned or separated from their parents as a result of the war (article 50, Fourth Geneva Convention relative to the Protection of Civilian Persons in Time of War, 1949)
- In non-international armed conflicts situations, children shall receive an education... in keeping with the wishes of their parents, or in the absence of parents, of those responsible for their care (article 4(3)(a), Additional Protocol II relating to the Protection of Victims of Non-International Armed Conflicts, 1977).
- Ensure the protection of civilian objects from military attacks. Civilian objects include buildings used for civil purposes, e.g. schools among others (article 52 of Protocol I relating to the Protection of Victims of International Armed Conflicts, 1977).

In situations of international conflicts, however, it must be understood that international humanitarian law mainly aims at protecting persons in the hands of a foreign or enemy power, and not a party's own population. Protection of all children, nevertheless, is required because of their vulnerability. Article 38

paragraph 5 of the Geneva Convention IV adds that, while protected civilians should in principle receive the same treatment as aliens in time of peace, children under fifteen years are to benefit by any preferential treatment accorded to the corresponding categories of the native population.

One of the major recommendations of the World Education Forum, was to make more systematic efforts to link the themes of human rights and humanitarian law to protect the rights of children and adolescents in emergency situations.

The UN Secretary General presented to the General Assembly in 1996 the report (A/51/1996) prepared by Graça Machel, the expert on the impact of armed conflict on children. Known as the United Nations Study on the Impact of Armed Conflict on Children, or the Machel Study, it has been central to the development of UNHCR's activities on behalf of children and adolescents. The Machel Study makes specific recommendations on Education which appear in **Handout 1.2**.

#### **4. RECREATIONAL ACTIVITIES**

A forgotten right is the right to play. Play is an essential part of the development of the child including the development of social and personal skills. As such play forms part of the child's broader education. The CRC acknowledges the importance of rest, leisure and recreational activities in Article 31. Recreation is important in the life of refugee and displaced communities in the sense that children and adolescents whose world has been shattered need positive activities in their lives, and contributing to their physical and psychological health.

Site planning should provide adequate, safe space not only for school structures and the possible need for an expanded number of classrooms, but also for recreational activities organised within the school programme as well as through community organisations. Each refugee camp or settlement should have a committee to ensure that adequate facilities for recreation are provided through education and community-based programmes.

#### **5. UNHCR POLICY**

Current UNHCR education policy and recommended practices are outlined in the "Revised (1995) Guidelines for Education Assistance to Refugees". The Guidelines incorporate policies developed in response to the 1989 Convention on the Rights of the Child, the 1993 UNHCR Policy on Refugee Children, the 1994 UNHCR Refugee Children: Guidelines on Protection and Care and EXCOM Conclusions on Refugee Children. The Guidelines give, among other things, an overview of UNHCR policies in respect to different types and aspects of refugee education and training, as well as detailed guidance on the design and content of education and training. Various key points are summarised within the Guidelines and are presented in **Handout 1.3**.

Executive Committee conclusions of recent years also form an important part of the parameters for current refugee education policy. EXCOM has affirmed the fundamental right of refugee children to education and called upon all States to ensure that all refugee children benefit from primary education of a satisfactory quality, that respects their cultural identity and is oriented towards an understanding of the country of asylum. It recognised the need of refugee children to pursue further levels of education (Conclusion No. 47 of 1987). EXCOM also

stressed the importance of educational programmes contributing towards refugee children's emotional stability and development and towards finding durable solutions for refugee children (Conclusion No. 59 of 1989). EXCOM called on States to respect and observe rights that are of particular relevance to international refugee protection, especially to safeguarding child and adolescent refugees, including the right of children and adolescents to education (Conclusion No. 84 of 1997). In 1993 UNHCR Policy on Refugee Children, one of the guiding principles is that in all action concerning refugee children, the human rights of the child are to be given primary consideration.

The Executive Committee,

Taking note, with interest, of UNHCR's strategy for follow-up to the Machel Study, and commending the establishment of operational performance objectives in respect of refugee children and adolescents,

Reaffirming its Conclusions No. 47 (XXXVIII) and No. 59 (XL) concerning refugee children and adolescents, and, stressing their continued validity,

(a) Calls upon States and relevant parties to respect and observe rights and principles that are in accordance with international human rights and humanitarian law and that are of particular relevance to international refugee protection, especially to safeguarding child and adolescent refugees, including:

(iii) the right of children and adolescents to education, adequate food, and the highest attainable standard of health;...

(b) Urges States and concerned parties to take all possible measures to protect child and adolescent refugees, inter alia, by:

(v) ensuring access to education, and the right of the child to freedom of thought, conscience and religion;...

*(An extract from: Executive Committee Conclusion, No. 84 (XLVIII) - 1997-Conclusion On Refugee Children and Adolescents).*

## **6. UNICEF STRATEGY**

UNICEF's education programming aims to ensure that all children are able to exercise their right to a quality basic education. Girls continue to be the highest priority, along with Africa as a region. Education can also play an important role in helping children in need of special protection, particularly working children and children affected by armed conflict and other emergencies. Additionally, UNICEF is committed to increasing the impact of education on HIV prevention and reducing the impact of HIV/AIDS on education systems and outcome.

Building more schools does not necessarily lead to higher enrolment and improved quality education. Quality education responding to children's learning needs will encourage them to stay in school. Schools must be ready for and reach out to children, their families and communities. And along with the literacy and numeracy that are essential, schools must impart the skills, values and attitudes critical to children's futures. Following a review of the 1995 education strategy, the evolving global context, the CRC and the Education for All Declaration, UNICEF is attempting to reorient and refocus its work in education. UNICEF's education

strategy presented to its Executive Board in 1999 is made up of the following components:

- getting young children ready for school and for life;
- getting all children into school and keeping them there;
- helping children learn what they need to learn;
- helping adolescents get educated and involved;
- helping schools and communities work together for better education;
- HIV/AIDS - preventing transmission and reducing impact;
- supporting education in unstable environments;
- promoting child-friendly learning environments.

## **7. MEMORANDUM OF UNDERSTANDING**

A Memorandum of Understanding (MOU) was signed between UNHCR and UNICEF in 1996, aimed at encouraging and facilitating co-operative action between the two organisations. The MOU specifically mentions basic education as an area of co-operation. It states that in seeking to provide educational opportunities for refugee children, UNHCR shall draw on the expertise of UNICEF to help assess and analyse the educational status and needs of children. UNHCR and UNICEF will jointly determine how UNICEF may contribute to adapting existing educational material, including resources for peace education and to the development and provision of basic supplies and equipment. UNICEF will also seek to ensure that in its regular country programmes, core educational and teacher training materials are identified which can form the basis of an early education intervention during an emergency situation. UNICEF will collaborate with UNHCR to ensure continuity in approach, content and teacher training between refugee basic education and the basic education system in the country of origin. In its collaboration with national authorities to rehabilitate or develop the basic education system of the country of origin, UNICEF will collaborate with UNHCR to facilitate access for returnee children to national schools. Additionally, both agencies will co-ordinate with UNESCO in relation to basic education activities.

## **TRAINING MATERIALS FOR TOPIC 1**

Overhead 1.1: Key Learning Points for Topic 1	Summary of key learning points
Overhead 1.2: The Child's Rights to Education (1)	1951 Convention Relating to the Status of Refugees, Article 22
Overhead 1.3: The Child's Right to Education (2)	1989 Convention on the Rights of the Child, Article 28
Overhead 1.4: The Child's Right to Education Without Discrimination by Status	1989 Convention on the Rights of the Child, Article 2

### Action for the Rights of Children (ARC)

Overhead 1.5: Qualitative Aspects of Education	1989 Convention on the Rights of the Child, Article 29
Overhead 1.6: Recreational Activities	1989 Convention on the Rights of the Child, Article 31
Overhead 1.7: Conclusions of UNHCR's Executive Committee (EXCOM)	Summary of EXCOM's conclusions
Exercise 1.1: Meeting the Educational Rights of Refugees	Provides an opportunity for participants to consider situations where there is/has been a problem in meeting education rights for children and to develop strategies for dealing with these problems
Handout 1.1: The Right to Education	Provisions of the various international instruments are presented
Handout 1.2: United Nations Study on Children Affected by Armed Conflict	Recommendations for Education from the Machel Study
Handout 1.3: Revised (1995) Guidelines for Educational Assistance to Refugees	Various key points are summarised within the Guidelines and are presented here

### **FURTHER SUGGESTIONS FOR TRAINING**

This topic could be introduced through a warm up exercise, in which participants may be asked to spend five minutes discussing their own experience of the importance of refugee education with their neighbour.

Senior Managers could work with the Machel Study: they could be asked to consider the provision of education in their area of operation against these recommendations. They could then consider relevant policies and operational guidelines that either are, or should be, in place.

**International Legal Standards Exercise 8.1** is also relevant to this Topic.

## Education

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### Topic 2

## Education - Protection and Development

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### KEY LEARNING POINTS

- *Education serves to protect forcibly displaced children and young people.*
- *Education helps to meet the psycho-social needs of displaced and traumatised children as well as being a tool to assist their future development.*
- *Schools and pre-schools have an important role in facilitating play among young children.*

In most communities, the school is the public service structure which reaches the largest number of children, and it is teachers who have the most close and frequent contact with them apart from family members. Moreover, in some cultures, teachers get to know families closely, as well as children, and they may carry a great deal of authority and respect within the wider community. However, it must be remembered that very often formal school structures may not exist but that the importance of education for children's protection and development will be equally valid even where the only possibility available is to organise basic structured activities for children and adolescents. Education is often seen as a vital source of personal and emotional support to children affected by their experiences of war and displacement, apart from its primary sense of informing.

The part played by education in supporting children who are suffering the effects of war and/or displacement can be grouped under the following headings.

### **ASSESSING THE NEEDS OF CHILDREN AND MONITORING THEIR SITUATION**

Education has a direct protection function in monitoring the development and progress of children who may have been traumatised by their experiences, or who are within the care programme of a particular agency. Monitoring is equally important for children at risk of, for example, military recruitment, exploitation or for unaccompanied minors placed in foster care. If these children are in school or taking part in organised, structured activities where their attendance or absence is noted, they are much less likely to be vulnerable to abuse of all kinds. The **Resource Packs on Exploitation and Abuse, Child Soldiers** and **Landmine Awareness** provide more information about children and adolescents who are at risk.

Teachers may be the only professional group to have regular contact with children

affected by war and/or displacement and their knowledge of child development means that they have a central role in identifying vulnerable children (N.B. Teachers may not necessarily be able to respond to the needs of these children: their role in identification will only be useful if there are appropriate resources to respond to these needs).

## **PROVIDING A DAILY STRUCTURE, PURPOSE AND MEANING FOR CHILDREN**

One of the most obvious impacts of conflict and displacement is that they tend to disrupt or destroy social institutions such as schools. Refugee children in particular have experienced wholesale disruption in their lives - the loss of familiar people and surroundings, loss of a sense of order and structure and predictability to their lives, loss of a clear sense of their future.

The early weeks and months in a refugee camp may be characterised by an overwhelming sense of loss and shock, which can be followed by an equally damaging sense of despair and resignation unless steps are taken quickly to restore a structure and purpose in their lives. **Education is almost always identified by refugees themselves as an urgent priority.**

*“Since schools are likely to be targets, one of the elements of the planning process should be to establish alternative sites for classrooms, changing the venues regularly. In Eritrea in the late 1980s, classes were often held under trees, in caves or in camouflaged huts built from sticks and foliage. Similar arrangements were made during the height of the fighting in the former Yugoslavia, where classes were held in the cellars of people’s homes, often by candlelight. During the field trip to Croatia and Bosnia and Herzegovina, many people stressed to the expert the importance of maintaining education, no matter how difficult the circumstances”.*

*From: United Nations Study on the Impact of Armed Conflict on Children, 1996.*

## **PROMOTING LITERACY**

By promoting literacy within a community we are widening their possibilities for being informed about their situation and therefore their chance of being able to have a say in future decisions. Literacy within the community also allows for an additional channel of communication for the dissemination of information. Literacy for women is an important key to empowering them to participate in society and in decision-making. Investing in literacy of women and girls has a high social and economic return.

The need to read and write is becoming increasingly important throughout the world. This need is especially felt by non-literate people who are in regular contact with literate people. In situations of change, flux or instability, the need for people to develop tools of literacy becomes more acute as it offers them opportunities to learn new skills; to have access to new information; to start up small businesses etc. It may also represent a decision to try to develop an ability to cope with their changing environment.



## **DEVELOPING OPTIONS**

Education programmes provide children and adolescents with options that they may not otherwise have. In terms of their immediate situation this may be the option of providing them with structured activities which could reduce the likelihood of them being drawn into military recruitment or other undesirable activities. Also a basic education could give them options for deciding and dealing with situations in the future.

## **ENHANCING CHILDREN'S UNDERSTANDING OF EVENTS**

Education can play a vital part in enabling children to discuss experiences of violence, danger, displacement etc., and in so doing develop both individual and shared understanding of the meaning of these events. It is however important that the teaching of such subjects is undertaken in such a way that promotes dialogue and discussion, not merely conveying factual information, in order to enable children to "process" information and make sense of it in their own lives.

## **PROVIDING AVENUES FOR THE EXPRESSION OF FEELINGS AND OPPORTUNITIES FOR MORE PERSONAL SUPPORT**

A number of programmes world-wide have particularly sought to develop the role of the teacher in order to provide more personalised support to children, both in refugee situations and in countries affected by civil war. At the most simple level, teachers can act as good role models for children, offering a concern for their well-being and a context in which they can feel accepted and valued. Some programmes have attempted to go further than this, giving teachers a more specific role in dealing with psycho-social needs; however, these programmes have not been uniformly successful. This point and the point 5 above, are covered in more detail in Topic 5 of the **ARC Resource Pack on Working with Children**.

## **PROVIDING A BROADER EDUCATION FOR CHILDREN AND OTHERS IN THE COMMUNITY**

Education programmes have the potential of educating more broadly within the community. For example, child-to-child approaches have become increasingly popular in promoting health in refugee camps (this methodology is discussed in greater detail in the Readings at the end of this Resource Pack).

Children are often more open to change and new ideas than adults and by working directly with young people it may be possible to have an indirect impact on their parents and other adults in the community. Additionally, schools can directly become vehicles for public education within the wider community (e.g. in the promotion of awareness about issues such as grief, loss, the effects of violence etc.).

## **DEVELOPING EDUCATION AS A VEHICLE FOR COMMUNITY MOBILISATION AND DEVELOPMENT**

In new refugee camps, education is often seen by the refugees as a first priority and frequently the initial planning of education serves as a vehicle by which

people come together to plan. Education is symbolic of both collectivity and stability, demonstrating a community investment in the future and symbolising a sense of hope.

In conflict zones, too, education has a value well beyond the immediate benefits to children. In post-conflict situations, the building of school premises may symbolise a return to normality and a sign of permanence and hope.

## **PROMOTING RECONCILIATION**

Education can have a vital role in facilitating reconciliation between children with the potential of having a wider impact in the community. Teachers had an important role to play in working with parents and children to help reintegrate children who had been recruited into the guerrilla army in Mozambique. In the refugee camps for Somalis in Yemen, the camp school seemed able to work effectively to promote reconciliation between people from different tribal groups, providing a “free zone” despite the existence of tribal conflicts within the community.

## **RESTORING PLAYFULNESS**

In any thinking about the effects on children who have been traumatised by war or displacement, the concept of play is centrally important and should be included in any education programme. Restoring playfulness can be seen as a sign that a child is beginning to recover and it can be also used to facilitate that recovery in children.

Restoring playfulness can be seen as a sign that a child is beginning to recover and it can be also used to facilitate that recovery in children:

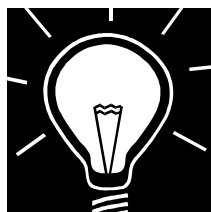
*“Play for children is a major vehicle for expression of feelings and integration of difficult life experiences. Despite cultural variations, repetitive play, role modelling, fantasy and the re-enactments of daily life, are all integral to the development of children world-wide. They are essential needs of refugee children” (Jan Williamson “Mental Health Needs and Services for Refugee and Displaced Children”).*

## **TRAINING MATERIALS FOR TOPIC 2**

Overhead 2.1: Key Learning Points for Topic 2	Summary of key learning points
Overhead 2.2: The Role of Education in Protecting Children and Adolescents	List of points made above
Exercise 2.1: Education as Protection.	Familiarises participants with principles and approaches to working with children affected by armed conflict and displacement and looks at the role of schools within this process

## Education

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### Topic 3

## Education - Different Kinds and Different Approaches

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### KEY LEARNING POINTS

- ***Education does not have to involve regular chronological progression with a set beginning and end.***
- ***In most societies education is a mixture of three overall different approaches to education: formal education; non-formal education; and informal education.***
- ***People learn through the process of education as well as the content.***
- ***Different types of education are appropriate in different situations.***

Education in the broadest sense of the word is a life long process which begins at birth with much of it taking place outside a formal school setting. Education does not have to involve regular, chronological progression with a set beginning and end. An education system in a stable country with adequate resources is made up of a number of different elements or stages which are not all related to age or the level of learning. In an ideal world everyone would have the opportunity to continue learning in different ways at different times throughout their lives, in and out of the classroom.

In some circumstances, an individual may be able to progress through different parts of the education system beginning as a young child and continuing on to adult life. But for many, this is not the case. Some people receive a few years of primary education only. Others learn to read and write as adults. Some may train in a vocational skill or learn on the job to earn a living. A few have university degrees but may be unable to find a job. Many have no official educational qualifications but plenty of useful practical experience and life skills.

In situations where children and young people have been forcibly displaced, it may not be realistic to try to set up an entire school system or even focus on building primary schools. In fact, treating education as something that only takes place in schools is almost bound to end up excluding some individuals and groups within the community due to limited resources and issues of power and representation. Each refugee situation is different, and there is no one simple formula for working out which kind of education is useful and for whom. There are, at most, some general principles which apply to many, but not all, situations.

Most existing international support for refugee education is focused on primary schools and non-formal education programmes. There are relatively few pre-schools or secondary education programmes. However, it may be important to

consider organising early childhood development activities because there are many advantages to learning to play and interact with others at an early stage, and such programmes have a particular role to play in situations where stability to children's lives has been threatened or disrupted.

In such situations, it is easy to focus on the needs of the youngest children at the expense of adolescents and adults. There are at least three groups of older people who need to be included in any education plan: those starting from nothing; those wanting to re-enter education and those wanting training in vocational skills.

## **DIFFERENT KINDS OF EDUCATION**

### **1. Early Childhood Development and Pre-school Education**

Good early childhood education programmes have a positive effect on achievement in school and in later life. They are a major entry point for female education and a useful way of involving and educating parents in the wider community in childhood development issues. Early childhood education also has a critical role to play in helping children to recover from conflict, upheaval and disturbing events.

In a crowded refugee camp, or a displaced settlement, it is particularly important to provide young children with stimulation through organised activities. These activities can range from play-groups for younger children to more structured nursery schools or kindergartens.

The most common early childhood programme is a pre-school centre for children aged 3-6 run by professionals or para-professionals. Such programmes can both involve and support parents or guardians in educating their children in refugee situations and give them a break from child care responsibilities. "Centres" do not have to be purpose built as long as the chosen environment is safe. They can be in people's homes or in borrowed premises such as a clinic or other community facility.

*In one local community in Mozambique, children meet in groups for two to three hours in different places from under a tree to the local mosque, depending on the weather and the type of activity planned. The children draw in the sand, use leaves and sticks and play traditional games. They observe local artisans at work making boats and fishing nets.*

*Trained animators chosen by the local community lead the groups and receive a small incentive, sometimes money or food or clothes. Parents help decide on suitable educational and social activities and pay what they can afford. The project is run by the Association of Friends of Ilha de Mozambique with the support of the Bernard Van Leer Foundation.*

(Source: The Bernard van Leer Foundation)

Kindergartens are not just preparation for the first year of formal primary education and should not resemble a primary school. A kindergarten exists to use play, games and other activities to develop the child's ability to express him/herself and to relate to other children, to learn some moral values, and to gain a great deal of

experience.

## **2. Basic Education**

The term basic education was introduced by the 1990 World Conference on Education for All and has influenced the subsequent international and domestic strategies and statistical categories.

Basic education consists of a combination of knowledge, values and skills that serves as the foundation for an individual's life-long learning. Although there will be differences in what constitutes "basic education" from society to society, there are a number of fundamentals that are common across cultural, social and political boundaries, namely, literacy and numeracy (or the learning skills) and competency and essential knowledge (the life skills) that enable one to function in one's physical and social environment. The life skills include essential knowledge and skills of basic science, health and nutrition, socialization and communication, critical thinking, problem-solving and analysis, the content of which will vary according to the particular context. Basic education meets the fundamental learning needs of children, youth and adults, going beyond the confines of formal primary education. This expanded vision of basic education encompasses all ages and all modalities, focuses on learning and acquiring specific competencies rather than on institutional forms, and promotes a unified basic education system with mutually supportive and complementary components.

Some or all of the following may be integrated into the literacy component of basic education or taught separately:

- health and hygiene;
- tradition and culture;
- religious and moral education;
- life skills;
- the wider world.

(Refer also to the information on child-to-child in **Handout 6.1**).

Some basic education programmes include vocational or pre-vocational skills.

A number of countries have developed alternative systems for basic education which aim to provide a complete education for life, although they also enable the learner to join a later class in the formal education system. A well-known example is the Bangladesh Rural Advancement Committee Programme (BRAC) which supports two types of school in Bangladesh:

- three year Non-formal Primary Education schools for 8-10 year olds who have never been to school;
- two year Kishori-Kishori (KK) schools for 11-16 year olds who have dropped out of primary school and are unlikely to ever return.

Many countries now have their own less formal systems of education focusing on particular groups of learners such as girls, drop-outs or people who need to earn an income.

## **3. Primary Education**

Primary education for children is the most important component of basic education. The formal primary school is the principal vehicle for primary education, but other complementary non-formal and flexible approaches are needed to make primary education universal. Other programmes which support progress towards that goal, but which are also important in their own right, are "second chance" primary education for youth and adults, adult education and literacy, early childhood programmes and parents' education.

The absence of primary education of an acceptable quality remains a serious problem in most parts of the developing world. UNICEF, therefore, concentrates on universal primary education as the priority for its EFA efforts, with girls and women as a special target population. Early childhood development (ECD) and adult basic education serve as supporting efforts. The relative emphasis and mix of activities will vary from country to country.

If the end of primary is likely to be the end of formal schooling, then it is important for learners to acquire some skills which will help them to earn a living after they leave. The focus among international donors on primary education is relatively recent and represents a major shift away from earlier policies supporting technical and higher education.

#### **4. Post-Primary Education**

Post primary education includes secondary education, vocational or skills training and specialist courses. Though no-one disputes that all children should have a chance to go to primary school and complete their time there, the position is not so clear for post-primary education since secondary education costs so much more than primary education.

There are few secondary education programmes for refugees, especially in Africa. For 600,000 Mozambican refugees in Malawi there was no secondary school. In Sudan one secondary school in Kassala served a population of nearly 500,000 refugees. But in many cases, secondary provision for local people is often very poor and lobbying for support for a separate facility for refugees may not be the most appropriate or successful strategy. It is often better to aim for the integration of refugee secondary students into any existing national schools and to support the development of the national secondary school system.

The Houphouët-Boigny Trust Fund, managed by UNHCR since 1995, awards scholarships to deserving young refugees in order to allow them to complete their secondary school education in their country of asylum. In 1999, 56 young Sudanese refugees in Uganda and 44 young Liberian refugees in Ghana studied under this scholarship scheme – many of them disabled or orphaned, or children separated from their families.

It is important in the context of durable solutions to promote continued access to study opportunities for those refugee students who have reached the upper levels of the schooling pyramid, as well as the larger numbers in the lower grades. This is to ensure that there will be a cadre of middle level opinion leaders, administrators, and technicians to promote the future social and economic development of the community.<sup>1</sup>

#### **5. Vocational Training**

Vocational training is of particular importance in refugee situations because it encourages self-reliance and independence through enabling people to earn a living. The design of vocational training programmes should take into account gender issues and include consultation with refugee women's groups to understand the cultural and socio-economic situation of girls and women. Some vocational programmes, particularly those which combine practical skills training with basic education life skills are specifically intended to build up confidence and self-esteem. This approach is useful in refugee situations and can play a central role in the rehabilitation of child soldiers and combatants and their reintegration into society.

As well as other kinds of education, there are different views and approaches to vocational training. The traditional model is based on special training courses in special centres, but this formal approach has been criticised for a number of reasons, including the following:

- many trainees are isolated from the local labour market because courses are based on capital intensive, modern productive processes, very different from the labour intensive operations typical of most informal economies;
- many entry requirements are too high, particularly for child soldiers and other learners whose education has been disrupted;
- many programmes are set up without first carrying out market research to establish demand for labour and products.

*Case Study: Vocational Training in Guatemala. Source: David Tolfree 1998.*

*We did, however, come across one extremely good model of vocational training which, with the assistance of a UNHCR Quick Impact Project, was being adapted and targeted specifically towards returnee young people and an equal number of young people from neighbouring communities. The Chamelco Vocational Training Centre near Coban had developed a programme of rural vocational training in a wide variety of skills which had the specific objective of enabling young people to acquire skills which were relevant and marketable within their own specific community context. Close links with the communities and follow-up work with young people, together with a pattern of training involving a series of 2-month blocks interspersed with work within the home community all help to ensure that this objective is met. The vocational training is provided in conjunction with functional education: literacy skills are not required prior to admission. Young people have the option of continuing with their general education, at whatever level, concurrently with vocational training. In many cases, young people are being trained in skills which may supplement rather than replace agricultural work, and there is an emphasis on the development of appropriate skills for girls. Tools (and where appropriate, live-stock) are provided at the completion of training by a credit scheme.*

*This is an excellent model which, if replicated in other returnee areas, would provide a highly appropriate range of realistic options for young people while at the same time facilitating economic development within the village communities.*

## **6. Distance Education**

Open learning, or distance education, uses a variety of media, including print and radio, to provide education to a large number of students. In a refugee context, it is primarily used for secondary schooling and teacher training. One benefit of distance education is that it does not require constructing schools or employing full time or highly skilled teachers. Moreover, sets of teaching materials can often be produced locally and replace the need for expensive text books. Students can enrol any time and study at their own pace.

*A distance education programme targeting refugees between the ages of fourteen and thirty-seven was set up in Sudan in the 1980s. Assistance from the International Extension College in Britain helped to establish a unit in Khartoum that produced all the materials. Full lower secondary courses were made available in English, math, biology, physics and chemistry comprising thirty self-study units of up to 150 pages each. A primary health care course was also available for health care trainers. Students could meet with tutors and study together at regional study centres.*

*Source: Annie Foster AED in "From Emergency To Empowerment".*

The challenge with this approach is the potential for large drop-out rates. The programmes do not provide the daily structure and the contact with teachers that help to encourage and motivate students in more formal schooling. Creative methods for incorporating student incentives into such programmes need to be examined. Moreover programmes must be carefully designed to match the expressed needs of students; efforts to make courses relevant to the local cultures and daily life are beneficial.

## **7. Tertiary Education**

Tertiary education (the third level) includes further technical and higher education at universities and colleges and through open and distance learning. It is generally very expensive and donors are very cautious about the kind of course they are willing to finance.

Only a few donors provide significant support for tertiary education. UNHCR manages a programme on behalf of the German Government known as the Albert Einstein Academic Scholarship Programme for Refugees (DAFI), to provide tertiary education scholarships to the most deserving refugees in their countries of asylum. The Organisation for African Unity (OAU) has a similar fund that annually provides about \$1 million in university scholarships to African refugees.

## **DIFFERENT APPROACHES TO EDUCATION**

In most societies education is, in practice, a mixture of three overall different approaches to learning.

### **Formal education**

An education system with hierarchic structures, a chronological progression through levels or grades with a set beginning and end; usually takes place in a



specialised institution and involves some kind of assessment leading to a qualification.

### **Non-formal education**

A flexible approach to education using alternative modes of delivery outside the formal system; the content offered may be identical to that available in school or college (as in the case of basic education programmes for primary aged children), or it may be very different, as in the case of literacy programmes and popular education initiatives which do not lead to qualifications.

### **Informal education**

All that is learned from everyday experience and the transfer of knowledge, skills and attitudes through traditional culture, families, communities and the media.

## **METHODS**

It is generally agreed that people learn through the *process* of education as well as the *content*. But there the consensus stops because different cultures and education systems value different methods.

Where education is valued for its potential to bring about individual and social change, there is likely to be support for the use of non-authoritarian, learner-centred or active learning approaches which encourage thinking for oneself and participation in the learning process.

A society which values the replication of existing structures, obedience and tradition will tend to use methods which rely on the teacher as an instructor who disseminates selected facts to students who learn by rote.

Many educators advocate the use of active learning in part for its potential to enhance the personal development and well-being of the individual learner, and in part for its perceived role in developing participation in community affairs and civil society and the building of a democratic society. **The ARC Facilitator's Toolkit** includes valuable information on active and participatory learning theory and techniques. Please refer to this, especially the section on Principles for Learning.

The United Nations Study on the Impact of Armed Conflict on Children (the Machel Study) advocates the use of such methods on the grounds that they foster self-confidence and many skills but cautions that such methods need careful and gradual introduction involving children, parents and community leaders. Reasons for caution also include consideration of teachers who in many circumstances have already been trained in formal teacher-centred methods and have used them over many years, of curricula which have been designed with teacher-centred methods in mind, and in situations where resources do not allow for assessment of the quality of teaching.

### **TRAINING MATERIALS FOR TOPIC 3**

Overhead 3.1: Key Learning Points for Topic 3	Summary of key learning points
Overhead 3.2: Different Approaches to Education.	Lists three different approaches
Overhead 3.3: Different Types of Education	Lists different types of education
Exercise 3.1: Case Study - Abu's Story	A case study designed to enable participants to reflect on the value of education in certain circumstances and to consider which type of education would be most appropriate
Exercise 3.2: Your Own Educational Experiences	An exercise designed to enable participants to consider the role of school in the development of their own educational process
Exercise 3.3: Social policy and education	An exercise which facilitates discussion of policy and planning implications in situations where the delivery of educational provision is difficult or impossible

### **FURTHER SUGGESTIONS FOR TRAINING**

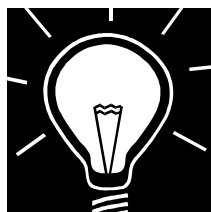
Use the case study on Vocational Training in this topic from Guatemala to consider with the participants the strengths and weaknesses of vocational training provision in their own areas.

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<sup>1</sup> Revised (1995) Guidelines for Educational Assistance to Refugees, UNHCR.

## Education

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### Topic 4

## Education in Emergencies

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### KEY LEARNING POINTS

- ***Every child's right to education should be observed, particularly in emergencies where it not only helps to meet the psycho-social needs of displaced and traumatised children, but provides an important protection and development tool.***
- ***Emergency education programmes should provide free access to organised activities and basic education programmes to all refugee children and adolescents as soon as possible.***
- ***Aims and guidelines provided by UNHCR should be followed carefully when setting up an emergency educational programme.***

“The early provision of opportunities for children to play, to meet together and socialise with each other, and to engage in purposeful activity is of vital importance in refugee emergencies”.

(D. Tolfree (1996): “Restoring Playfulness”, Radda Barnen, Stockholm).

### EVERY CHILD'S RIGHT TO EDUCATION

Every child has the right to education. Even in an emergency, this right should be observed since education helps meet the psycho-social needs of displaced and traumatised children and adolescents.

In an emergency, agencies should support simple programmes of education activities for children and adolescents. Beside psycho-social benefits this will help to identify health and nutrition problems, pass basic messages, provide a sense of stability and allow parents to work on family survival needs.

Continuity of education is very important to the social and psychological well-being of children and adolescents and can promote reintegration in the country of origin.

Education is a valuable protection tool, e.g. through providing an alternative to military recruitment and other forms of exploitation.

UNHCR's first priority in education is to meet the psycho-social needs of displaced people and adolescents, through support of structured activities that bring children together with others of similar age and restore a sense of normality through regular activities.

- Setting up an education programme will make a significant contribution to the well-being of the whole community, allowing schools to support dissemination of survival and life skills messages. This should only be delayed if the emergency is clearly going to be short-lived. Continuity of education can promote reintegration in the country of origin.
- Basic education must be provided, and, although priorities in the emergency phase may mean that the full implementation of an education programme is difficult, a start must be made. Even with limited educational supplies, establishing structured activities through regular classes and organised activities is important. Simply gathering the children together for a set period each day and keeping them occupied is a valuable first step.
- In the early stages of an emergency it is important to identify teachers from the refugee population who are willing to gather children and youth and to organise simple recreational and educational activities. This activity can be strengthened by the provision of writing and recreational items. This activity will also provide a good base to identify health and nutrition problems, pass basic messages, provide a sense of stability and allow parents to work on family survival needs. Agencies should be identified as soon as possible to support the development of basic education programmes accessible to all children and adolescents.
- These activities should then be developed initially at primary level, based on the curriculum of the country of origin. The timing of the transition from the simple activities to the more formal primary education will depend on the evolution of the emergency.
- Where the school system in the country of asylum is similar to that of the country or area of origin and refugee numbers are limited, resources may be provided to local schools to enable them to accommodate refugee students, provided this is a cost-effective approach.

Detailed information on planning education programmes for refugee schools is set out in the Revised (1995) Guidelines for Educational Assistance to Refugees: UNHCR, Geneva.

UNHCR's follow-up strategy to the Graça Machel Study, detailed in the "Progress Report on Refugee Children and Adolescents" (EC/47/CRP) presented to the Standing Committee in March 1997, lays out a series of performance objectives and goals related to the stages of refugee programmes.

### **1. Goals During Emergency Stage**

#### ***initial phase of emergency response***

Education and other CRC concerns are integrated into budgets and donor appeals

#### ***second phase of emergency response***

"Rapid education" and recreation programmes are available in all communities

### **2. Goals During Post-Emergency ("Care and Maintenance") Stage**

Basic education is available for both children and adolescents

The majority of adolescents and older children are involved in meaningful

activities

Girls and boys receive reproductive health education and services

Conflict resolution and peace-building are incorporated into school and community based activities

Girls and boys will benefit equally from the above programmes

### **3. Goals During Repatriation- Reintegration Stage**

#### ***reintegration and self-reliance phase***

The right to education is assured

Adolescents, and former under-age soldiers, are provided opportunities to reintegrate into society (i.e. through education, vocational training, etc.)

The design of income generation and other capacity-building programmes for the general community include the promotion of the health, nutrition and education of minors

Refugee children and adolescents are involved in peace-building activities in their schools and communities

Girls and boys will benefit equally from the above

## **THE IMPORTANCE OF SETTING UP AN EDUCATION COMMITTEE**

There are a number of very strong reasons for setting up some kind of representative body to organise and develop education in a refugee situation:

Education is a long-term and continuous service that needs co-operation, commitment, consistent funding, administration and monitoring. There is a need for some kind of structure that goes beyond an individual, or group of individuals.

In a refugee situation there are likely to be different parties including educators, students, parents, community leaders, religious bodies, government or opposition representatives and international aid agencies who are, or wish to be involved in the planning and implementation of education. Without some sort of co-ordinating body, many efforts will either be wasted or duplicated.

In some situations refugees may be reluctant to take decisions which will have a long term effect if they feel that the remnant of the population is still at home or that groups who are in exile elsewhere should be consulted. In some conflicts educated people and teachers become targets of violence as they are both important members of the community and because they may be more politicised than other groups within that community. As a consequence, the number of people who know about education and who are able to teach may be disproportionately small.

Most refugees lack accurate and up-to-date knowledge of the place and the community in which they have arrived. This can make it difficult for them to make decisions at the beginning of their exile about the type of education that should be set up. Equally, external agencies such as host governments and international agencies usually lack information and understanding about the refugees, their views and their needs.

Although some refugees may be well educated, in many situations the majority, especially women, have often been denied educational opportunities at home. They may be illiterate and lack the confidence and skills to speak out. Women may be actively prevented from participating in discussions and decision making processes within the community and with external agencies. Setting up an organised body which includes women and representatives of other disadvantaged groups help ensure that the needs and views of such groups are included in the planning process.

All the following sectors of the refugee community are legitimately concerned with education policy and may have a role to play in any educational planning. All these groups should be represented on an education committee:

- the pupils and students, including the adult learners;
- the parents and guardians;
- teachers and others involved in the delivery of education;
- political leaders;
- religious and/or community leaders;
- women;
- members of different ethnic groups and tribes.

In some countries, Uganda for example, the nature of the education system is such that there would automatically be several women representatives (from Ministries, head teachers, etc.). But in many situations places for women need to be guaranteed on committees, and encouraging their active participation is essential.

Care should be taken to avoid “tokenism”, which occurs when refugee representatives are appointed to serve on committees but their views are not heard or acted upon.

Care must equally be taken to allow for differing opinions within the refugee community. It may be that one type of educational process will not be adequate if consensus decisions are not reached.

In a more stable situation, the views of employers would also be represented on an educational committee. In a refugee situation, employers are unlikely to be present, but employment is an issue that needs to be at the forefront of any planning for the education of adolescents.

## **AIMS AND GUIDELINES IN SETTING UP AN EMERGENCY EDUCATION PROGRAMME**

UNHCR recognises three phases regarding the provision of education in complex emergency situations (Revised (1995) Guidelines for Educational Assistance to Refugees: UNHCR, Geneva):

- *recreational/preparatory*: simple recreational and educational activities organised by communities, simultaneous with planning for the establishment of schooling;
- *non-formal schooling*: simple schooling provided for all age groups;

- *re-introduction of the curriculum*: this includes proper time-tables, agreed syllabi, in-service teacher-training and a support structure for the whole refugee education system.

The following guidelines refer to the first two phases. The third phase is dealt with in detail in Topics 5 and 6.

1. The emergency education programme should provide free access to organised activities and basic education for all refugee children and adolescents. A first step is to introduce a programme of structured recreational and simple educational activities.
2. A programme of non-formal basic education should be established as soon as possible.
3. An alternative method at this stage would be to use the Teacher Emergency Package (TEP), which was developed in Somalia in 1993 by UNESCO - PEER. The TEP "school in a box" consists of a kit of materials and a methodology of teaching basic literacy and numeracy in the mother tongue of the children.
4. Smaller, decentralised schools are generally preferable to large schools. Lower primary schools should be established within walking distance for young children. Certain centrally located school sites should be selected to offer the full range of primary school grades, including classes for adolescents at the lower primary level. Other forms of basic education (e.g. non-formal primary education) may also be envisaged at these sites. In order to open schools as early as possible, temporary shelters may be erected using plastic sheeting. Other items required for simple classroom structures, latrines etc. should be constructed, using local materials where possible. A beginning should soon be made in erecting more durable shelter, in keeping with buildings in other sectors and with local practice. The community should be mobilised to help build and maintain them.
5. Recreational and sports programmes for children and adolescents should be included as part of the education programme, and necessary space should be allocated at the time of site planning. The likelihood that additional classrooms may be needed at a later stage should likewise be borne in mind at the time of site selection and demarcation.
6. It is probable that young refugees will have had their formal education disrupted. There should therefore be no limitation of entry to schooling according to the age of the children or adolescents.
7. Initial budgets should provide for the printing or photocopying of classroom materials for pupils and teachers, based on core elements of the country of origin curriculum. It may also be necessary to translate and reproduce materials supporting health, environment, peace education and other messages. It is important to identify not only what can be achieved within existing funding or programmes, but also to estimate what additional resources may have to be sought to comply with policy.
8. A single, unified primary school system should be developed, **as soon as possible**. Priority should be given to this over the establishment of the second level programmes. The curriculum should initially be based on that of the

country or area of origin, to facilitate reintegration after repatriation has taken place. If repatriation is delayed, adjustments in curriculum content may be made in consultation with refugee representatives and the education authorities in the country of asylum. These adjustments should normally include the language skills needed to maintain the option of rejoining the education system in the country or area of origin.

9. Where possible, contact should be made with the Education Ministry of the country of origin, initially to obtain school textbooks and teachers' guides and later regarding certification of education and training received by refugees and teachers.

A check list of action that should be taken through phase one and phase two of emergency situation is found as **Handout 4.1**.

The following two paragraphs taken from the *Memorandum of Understanding between UNHCR and UNICEF, 1995*, should also be noted by managers who are working in collaboration with these organisations. These paragraphs are relevant to all phases of the education process for refugees and displaced persons.

*Paragraph 31: UNICEF will seek to ensure that in its regular country programmes of co-operation, core educational and teacher training materials are identified which can form the basis of an early intervention during an emergency situation. UNICEF will collaborate with UNHCR to ensure continuity in approach, content and teacher training between refugee basic education and the basic education system in the country of origin. UNICEF, in its collaboration with national authorities to rehabilitate or develop the basic education system of the country of origin, will collaborate with UNHCR to facilitate access for returnee children to national schools.*

*Paragraph 32: Both agencies will co-ordinate with UNESCO in relation to basic education activities.*

#### **TRAINING MATERIALS FOR TOPIC 4**

Overhead 4.1: Key Learning Points for Topic 4	Summary of key learning points
Exercise 4.1: Educational Activities Within Refugee Settings - "Development" or "Emergency" Work?	An activity which focuses on whether education in emergency settings should be considered as "development" or "emergency" work
Exercise 4.2: Discussion: Rapid Educational Response	A discussion exercise which invites participants to consider issues related to rapid educational response
Exercise 4.3: A Community Based Approach to Education	An exercise which encourages participants to consider the advantages and risks involved in actively involving the refugee community in planning educational activities
Exercise 4.4: Setting-up an Education Committee	An exercise designed to facilitate consideration of the importance of setting-up an education committee, as well as issues of objective setting and representation



Action for the Rights of Children (ARC)

Handout 4.1: Action to Be Taken: Emergency Education Response	Summary of recommended action for phases 1 and 2 of emergency situations
Reading 4.1: Extracts from "Rapid Educational Response in Complex Emergencies"	A joint UNESCO, UNICEF and UNHCR Discussion Paper, published in 1998

## **FURTHER SUGGESTIONS FOR TRAINING**

A complex case study relevant to emergency response is to be found in the **ARC Resource Pack on Situation Analysis** that illustrates, among other things, the overlapping responsibilities of the Community Services Officer and the Education Officer (if one is present), and hence the need for them to collaborate. The second part of this exercise is particularly relevant and could be used with Sector Co-ordinators.

In cases where there are participants experienced in working with emergency educational response(s), the group(s) could review cases of past emergency response, to identify mechanisms to ensure that education and recreational and other structured activities receive sufficient priority.

Senior Managers and/or Sector Co-ordinators could be asked to use the substance of this Topic to prepare a comprehensive action plan for their own working situation which would include budgetary implications, time-lines and how they plan to co-operate with other agencies in the area in order to maximise effectiveness (UNHCR, UNICEF, Memorandum of Understanding between UNICEF and UNHCR, Geneva 1996, paras 31-32 could be used as a stimulus for this discussion).

## Education

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### Topic 5

## Education in the Longer Term – Management Issues

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### KEY LEARNING POINTS

- ***Developing good educational provision for children and young people who have been forcibly displaced has many valuable long term benefits.***
- ***There are a number of key features which characterise the management of a good education programme.***
- ***Teachers are a vital resource: careful consideration about selection and appointment of teachers is essential.***
- ***Investment in training and rewarding teachers will result in the provision of a more effective education for the children that they are teaching.***

This topic and Topic 6 consider the educational issues that are relevant in a more stable refugee situation when the situation is no longer described as an “emergency” and an organised and relatively long-term system of schooling - which includes proper time-tables, agreed syllabi and a programme of teacher training - is required. UNHCR describe this phase as the “care and maintenance” phase.

*Many obstacles must be overcome to ensure that refugee children receive education. Sometimes refugee children are denied education because host governments are not providing or cannot provide universal primary education for their own children. Poor infrastructure, inadequate resources and a lack of trained teachers are common limitations. Consequently, the quality of education may be poor, the hours limited and school materials may be lacking. Sometimes, the education provided is not in the refugee children’s mother tongue. In some situations, refugee children have no, or very limited access to post primary education or other types of training, without which their prospects for attaining economic self-sufficiency can be severely hampered. To ensure that refugee children have the opportunity of education, Field Offices, in collaboration with host governments and partner agencies, must try to overcome such obstacles.*

*(Refugee Children: Guidelines on Protection and Care (1994): UNHCR, Geneva).*

### LONG TERM BENEFITS

In terms of country programmes, there are a number of obvious long term benefits to ensuring a quality education system for refugee children and adolescents.

These include:

- **Strengthening human resources:** educated refugees are better prepared to contribute to the reconstruction of their homelands after repatriation. If refugees resettle outside their country of origin, knowledge and skills can help them build a new life for themselves. In either circumstance, the more quickly the refugees themselves can manage the challenges at hand, the less foreign assistance is likely to be needed to maintain subsistence levels.
- **Improving development prospects:** while it is unlikely that refugees will remain in flight throughout their lives, their education - or lack thereof - will have an important lifelong impact. The interruption of a significant portion of an entire generation's education because of an emergency can have devastating effects on development.
- **Fostering new attitudes:** education programmes that include culturally appropriate curricula and address topics such as conflict resolution, peace education, HIV/AIDS awareness, and trauma (see Topic 6) equip refugees with methods for dealing with the past and looking productively at the future.
- **Improving educational practices:** the vast majority of today's refugees are located in the developing world where most teachers still follow traditional instructional practices. Refugee education programmes provide an opportunity to train teachers in more modern and participatory child-centred teaching methods (although care and sensitivity need to be applied here in order not to alienate teachers, parents and/or the students themselves). Similarly, techniques in school administration, record keeping, gender sensitivity and other educational practices can also be introduced. If parents and community leaders are encouraged to take on responsibilities for refugee education programmes, a level of community participation may sustain itself when other agencies have withdrawn.

All these steps have long term benefits for local and national education systems – improving standards and attracting more students to stay in school longer.

## **KEY FEATURES**

Features of a successful education programme will of course vary according to each situation: the “client group” may for example have been internally displaced, so that they are away from their home but in the same country; or they may be refugees in another country, where language, tradition and religion are all new to the refugees. But whatever the situation certain key features will be in place.

### **Collaboration Among Key Players**

Working in partnership with host countries: the 1951 UN Convention Relating to the Status of Refugees mandates that host countries accord to refugees the same treatment in education as is accorded to nationals. In reality, however, the majority of today's host countries are unable to provide sufficient educational opportunities even for their own citizens. Consequently, UNHCR and other international agencies sometimes assist host countries to meet the education needs of both local and refugee populations.

Working with countries of origin: international aid can assist co-ordination between the government of a refugee community's home country and the refugees

themselves to operate school programmes.

Working directly with refugee communities: in certain circumstances, refugees are forced to reside in camps; they are not given the option of attending local schools. In these circumstances, international assistance can build on the expertise, initiative and resources of the refugees themselves to develop both formal and non-formal education programmes. However, these programmes are more likely to be sustained if resources are invested either by the home or the host country.

Setting up good local education committees: this point is covered in Topic 4, and includes suggestions for who might be represented on such a committee. It is equally relevant and important to set up such a committee in more stable situations such as are being described in this topic.

*The Memorandum of Understanding between UNHCR and UNICEF (1996, Geneva) states in Para 30:*

*“In seeking to provide educational opportunities for refugee children, UNHCR shall draw on the expertise of UNICEF to help assess and analyse the educational status and needs of the children. UNHCR and UNICEF will jointly determine how UNICEF may contribute to adapting existing educational material, including resources for peace education and the development and provision of basic supplies and equipment.”*

### **Good Pro-active Administration Systems**

Whatever the size of the education programme, clear and sound administration systems are likely to result in the best use of resources available. The International Rescue Committee (IRC) Education Programme for Refugees in Guinea 1991 - 1998 made successful use of a key document, *Rules and Regulations for the IRC Refugee School System* in setting up and developing administrative systems. The document includes the following topics:

- school approvals and recognition, school staffing and staff recruitment;
- school property and operational funds;
- student admissions, grading systems and student promotions;
- employment and termination of staff;
- teacher and student conduct, handling of grievances and conflicts;
- academic calendars, instructional periods;
- guidelines for Parent-Teacher Associations;
- guidelines for school construction projects;
- guidelines on training workshops.

Over the years, this document has gone through development and revision, but the very existence of such a document has been very useful, and it should be seen as a starting point for developing such documents in new situations.

Within individual schools, good management and organisation procedures will enhance the quality of the education provided for children. It will be the work of the head teacher and the local governing body of the school to make informed

decisions about these issues within their own local context. They and their supporting agencies should be working towards achieving minimum standards on the following:

- class sizes;
- materials, books and equipment;
- in-service teacher-training provision;
- mobile education advisors.

Standards found in **Handout 5.1** are either based on international education statistics for developing countries in Africa and Asia, or were recommended in various UNHCR meetings and reports.

**Reading 5.1** contains a number of pertinent extracts from “*Refugee-Run Education -The Somali Refugee Primary School in the Republic of Yemen*” published by *Rädda Barnen* 1996. It describes how most of the issues cited above were handled in practice and the lessons learned from the experience.

Another valuable document on this topic is the “International Rescue Committee Education Programme for Refugees in Guinea 1991-1998: A Best Practice Study”, written for UNHCR in 1998.

### **Appropriate Curricula and Methods of Delivery**

The content of the curriculum and the way in which it is delivered is a vitally important component of any educational programme. Any decision regarding the nature and development of the curriculum needs to be taken with the views of all stake-holders in mind. Programmes that are grounded in the social and cultural realities of the targeted population can expect better results than those that are not. This subject is dealt with in greater detail in Topic 6.

### **Investment in Teachers**

Once school systems have been set up, the key to whether school helps children to learn and develop rests with the teachers; their competence, motivation and their ability to understand and relate to the needs of children and adolescents in their care. It is the teachers who structure what the children do in school and who set the atmosphere. See below for more information on this issue.

### **Monitoring and Evaluation Components**

Resources should be allocated to the monitoring and evaluation of education programmes. Monitoring should include children’s access to education, their achievement and the functioning of the education services. Monitoring indicators suggested by “Refugee Children - Guidelines on Protection and Care” include:

- enrolment, attendance and completion rates by age and sex;
- availability of educational facilities;
- student/teacher ratios;
- availability of textbooks and educational materials;
- number of trained and non-trained teachers, refugee teachers and refugees in teacher training;
- levels of performance;

- drop-out rate by gender, grade and type of education;
- repetition rate;
- numbers and percentages of refugee children in the terminal grade of each level who obtain certificates, continue in further studies and obtain employment.

Performance indicators for Senior Managers to consider when establishing country -wide programmes include:

- 80% of primary aged children and 60% of adolescents regularly attend an educational or vocational programme;
- The situation is monitored, with particular attention to factors of gender, age and ethnicity;
- In situations where it is found that children's participation is lower than the desired goals, the causes are identified and the programmes modified in response;
- Teacher/student ratios are within acceptable limits.

### **Teachers - the Key Resource**

Teachers are the key resource when it comes to providing effective and appropriate education for children and young people, whatever the context. The following points are intended to guide facilitators in leading discussions about selecting and rewarding appropriate teachers.

### **What Makes a Good Teacher?**

(The following extract is taken from "A Chance In Life" (1998): SCF UK, London).

*"What helps teachers do their job well? Most of the answers are things which are the responsibility of the education system for which they work. Teachers are most likely to do their job competently if they are paid well (enough not to have to divert their energies by doubling up with their jobs), and are not overburdened by impossibly large classes or by an over-bureaucratic education system. Children get a more helpful start in life from teachers who were recruited for appropriate reasons (i.e. the desire to help children to learn and develop), have had appropriate training (which provides the understanding and the skills to do this), work within a flexible system which encourages them to use their own creativity, and have regular opportunities to extend their skill and meet other teachers to share experiences".*

In under-resourced situations this may sound like an impossible "wish list". It is, however, important for those involved in the selection, recruitment and management of teachers to strive towards achieving the above.

### **Selecting Appropriate Teachers**

Ideally, teachers/facilitators are members of the refugee community. This helps to ensure that children are taught in their mother tongue by people familiar with their culture and background. If people genuinely interested in the well-being of children act as teachers/facilitators, a lot of problems will be avoided.

It is desirable that UNHCR and its operating partners, in collaboration with community representatives (ideally the education committee as described above), play an active role in choosing criteria for selection of teachers/facilitators and in the actual selection of candidates (including testing of their basic writing and numeracy skills). Other considerations are to have both male and female teachers. (The selection criteria should be developed to promote gender equality: even if female teachers are less well qualified, they are likely to stay within the community and profession, and can benefit from additional training as necessary.)

***Teacher selection, training and guidance in Pakistan (North West Frontier Province - NWFP)***

*In NWFP, the agency GTZ implements a 6 year primary school programme for Afghan refugees. When new teachers are selected, they take a written and oral test, in addition to review of their past experience. Teachers receive 10 day training sessions during the long vacation (one-third of all teachers are trained each year), including pedagogy, community organisation and involvement, environmental education, children's rights and peace education, use of diverse and indigenous material, sanitation and health messages. Some 13 master trainers, 50 field education supervisors and 7 community motivators support the work of some 1600 teachers in 274 schools. In addition to the project office, there are 4 regional resource centres, from which on the job training, solving of school problems and communication with the teachers is maintained. The project also develops a system of master teachers that enabled guidance to be given by an experienced master teacher to teachers in a cluster of nearby schools.*

**Supporting the Teacher**

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. 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.

***Training and Guidance of Refugee Teachers in Uganda***

*Primary education has been well developed in the transit centres and refugee settlements of Northern Uganda, where refugee students follow the Ugandan curriculum, and an increasing number are doing well in the Uganda Primary School Leaving Examination. Noteworthy is the attention given to teacher training, with courses during vacations supplemented by 2-day training courses given during term-time in different locations. The Jesuit Refugee Services (JRS) project in East Moyo has 4 education advisers who give in-school guidance to refugee teachers and mark their monthly study assignments, additional to the 2 field supervisors responsible for administration and discipline. Some teachers are also sponsored by JRS for 'O' level courses and for professional teacher training by distance methods*

**Pay and Incentives**

This issue of payment or incentives for work is complex. There is no single correct practice or set of guidelines. In theory, payment for the provision of education should be the responsibility of the host government, and every effort should be made to encourage the government in question to provide educational facilities.

It is likely however, that in a number of situations, government will not provide teachers or salaries. Decisions will then have to be taken by the appropriate bodies as to how best to reward teachers for work. The following points may be helpful in arriving at the most appropriate decision in a local context.

- Incentives are generally preferable to salaries in that they are less likely to raise expectations of teachers who may be looking for secure employment.
- Agency contributions to providing financial incentives for teachers tend to be short-term commitments (3 – 6 months). Thereafter, other local solutions should be put in place.
- Agency contributions can also be sought to fund teacher training. Through these events, teachers are in effect “paid “ to continue to teach for some time.
- The exception to the above comes in situations where there is no infrastructure and no prospects that local solutions will be put in place in the foreseeable future. In such situations, agencies are likely to be obliged to intervene with the provision of salary payments or cash and food for work.

**Reading 5.1** offers an illustration of how the issue of incentives for work was handled in a Somali refugee situation in the Republic of Yemen.

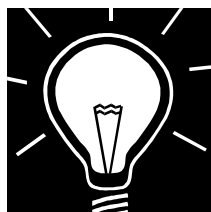
## **TRAINING MATERIALS FOR TOPIC 5**

Overhead 5.1: Key Learning Points for Topic 5	Summary of key learning points
Exercise 5.1: Education Audit in Your Area	Facilitates an analysis of the local educational provision from an “operational framework” perspective
Exercise 5.2: Exercise in Co-ordination	Critical path analysis through the different stages of refuge education process, charting opportunities for co-operation and co-ordination
Handout 5.1: Objectives and Minimum Standards for UNHCR-funded schools	An extract from “Review of UNHCR’s Refugee Education Activities”, UNHCR, Geneva, 1997
Reading 5.1: Extracts from “Refugee-run Education”	A Radda Barnen publication describing the Somali Refugee Primary School in the Republic of Yemen
Reading 5.2: Liberian Children’s Initiative - A Complex Case Study	A case study describing a major education initiative - includes budget and performance indicators



## Education

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### Topic 6

## Education in the Longer Term - Effective Education

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### KEY LEARNING POINTS

- ***Issues around which curriculum to choose and which language to use are very sensitive. It is vital that representatives of all stake-holders in the present and future provision of education are involved in these decisions.***
- ***Consideration must be given to what other topics, in addition to those in the formal curriculum, should be included in educating young people. These other topics must be tailored to the specific needs of the groups in question.***
- ***There are many different ways of teaching (or facilitating learning); some less formal methods may be much more appropriate in certain situations.***
- ***Some or all of the following topic areas might be pertinent in certain situations: peace education, environmental education, education about security issues, education for child and adolescent health, sex education including HIV/AIDS, education about substance abuse.***

### CURRICULUM ISSUES

In the context of forcibly displaced people, decisions about very sensitive issues will need to be taken. Of particular note are the following:

*Which curriculum to use?*

*Which language to teach and learn in?*

*Political considerations when educating children outside their own countries?*

Choices for which curriculum to use could include: using the “home” curriculum; using the curriculum of the host country; borrowing an existing curriculum from elsewhere; adapting any of the above to suit the new circumstances. Sometimes, a completely new curriculum is created. The important point is that all the key stake holders in the children’s education must be involved in the decision about which curriculum to use (see Topic 7).

UNHCR’s basic guideline on this issue is that refugee teachers should be encouraged as far as possible to teach the curriculum of their place of origin (or other curriculum tailored to durable solutions).

Following are some points to consider.

- The basic principle for refugee school systems is to begin with familiar teachers and familiar curricula, so as to lessen the psycho-social shock of displacement. There have been instances where host countries were reluctant to let refugees follow their home country curriculum. However, use of country of origin curricula may be seen as a right of the refugee child, e.g. in meeting psycho-social needs, CRC, Article 29/1 (a), and in preparing for 'responsible life' after a durable solution, typically voluntary repatriation CRC/29/1 (d).
- Use of their home country (or home area) curriculum also keeps refugee students in readiness for voluntary repatriation, since they can reintegrate easily into the home education system.
- Where refugees come from a particular area of the country of origin, they may wish to follow a curriculum familiar to that area, e.g. the anglophone 'East African' curriculum preferred by refugees from Southern Sudan.
- Where there is a political difference between refugees and the government of the home country, refugee schools may use a different version of the home curriculum or some subjects may be omitted. For example, Afghan refugees in Pakistan used a version of the Afghan curriculum that predated the civil war from which they had fled (and later developed an improved version).
- Where it is appropriate to do so, study of the language of the host country may be added to the curriculum. And if the refugee situation is prolonged, it may be appropriate to adopt the host country curriculum (if the refugees so prefer) or to have a curriculum that 'faces both ways'. The most important feature of a curriculum oriented to voluntary repatriation, or facing both ways, is that it ensures that students have the language skills needed to study in their home country.

Decisions about all these issues need to be made on a case by case basis by the appropriate group of people (which is most likely to be the Education Committee, but which must certainly involve representation from all who are stake-holders in the process)

## **WHAT ELSE SHOULD BE TAUGHT?**

In a review of UNHCR's Refugee Education Activities (written by UNHCR Inspection and Evaluation Service, 1997), it was stated:

"The curriculum (of refugee schools) must also deal with topics specific to their situation as refugees. These special topics might include peace education, conflict resolution, human right awareness, environmental awareness, health issues, and an introduction to the host country culture".

### **Recommendation 13**

"Low cost curriculum enrichment activities should continue to be developed by UNHCR".

Whilst the details of exactly what to teach should be the responsibility of those immediately concerned with the teaching or awareness raising of these issues, it is important that all those who are involved with the planning and implementation

of refugee activities area aware of the scope of these “special topics” and can make informed decisions about which to promote and encourage in particular circumstances.

It is also worth pointing out that there are other ways of providing opportunities for certain types of education where pressure on resources and time tables limit these teaching possibilities within the formal education provision. These include the setting up of clubs and societies; after-school activities; awareness-raising campaigns using a variety of media; developing dance, drama, puppet theatre as a vehicle for communicating health messages, using radio and television and using other methodologies such as Child-to-Child, REFLECT, Distance Learning, peer education, etc.

*Possible areas of education to consider include:*

### **1. Peace Education**

Peace education aims broadly to promote peace and the ideas of peace, to prevent political violence and conflict of all types, and to promote reconciliation, and to address the distorted values and behaviours of those exposed to violence.

Some programmes focus on the formal education system, while others use non-formal education with a community-based approach, or a mixture of both as well as all available channels of communication including the mass media. These include:

- conflict resolution workshops available for teachers;
- training manuals for trainers in conflict resolution;
- drama and arts projects for children and the wider community ;
- trauma and reintegration projects for children and young adults (psycho-social programmes);
- reconciliation training and projects - development projects involving parties previously at war together;
- peace education incorporated into the curriculum.

Peace education is valid through all stages of education for refugees and displaced persons. In particular circumstances, it is especially important when preparing for return to the country or area of origin.

It is important to recognise that there is quite a burgeoning market in training and education for peace and that while the right sort of education at the right time by the right people may well prove to be effective, considerable thought should be given to identifying and prioritising needs and educational responses in individual situations.

**Exercise 6.1** is designed to facilitate thinking around these needs and educational responses.

### **2. Environmental Awareness**

Environmental awareness and education is particularly important in a refugee situation both for the benefit of the refugee population and for the host country. The concept of environmental education has been developed in the last twenty

years. Typically a programme designed to develop awareness about environmental issues would cover some or all of the following:

- energy conservation;
- sustainable use of land;
- conservation of trees and other vegetation;
- soil conservation;
- water conservation;
- environmental health;
- recycling and the use of “eco-friendly” materials.

In refugee situations, the issue of sustainable shelters would also be included.

An example is given below:

*Objectives and components of the Refugee Environmental Education pilot project in Kenya 1996-1997.*

The project sought to achieve the following objectives:

1. To strengthen existing environmental initiatives by UNHCR and its implementing partners.
2. To encourage a variety of communication and awareness-raising methods in order to gradually modify the attitudes and behaviour of refugees so that the environmental impact of refugees may be diminished.
3. To serve as a trial for the development of similar environmental initiatives in other countries in the East African region and throughout the world where refugee influxes have caused damage to the environment.

The projects three components were:

- Formal, school curriculum-based environmental education
- Non-formal, community based environmental awareness-raising
- Extension of the experiences gained in the Kenyan programme in other countries

### **3. Education for Child and Adolescent Health**

Facts about health and messages about positive health behaviour can be included in literacy materials from the beginning of a child’s education so that they become part of a learner’s general understanding. This means that, for example, latrines and water for washing should always be available, as this may provide the only practical way of “learning by doing” for many children. If such facilities are not available, the focus needs to combine the importance of hygiene with what can be done about the lack of water.

Normally hygiene is taught to small children, but some refugee communities may have lost their knowledge of hygiene or not had time to adapt traditional practices such as going to the toilet in the bush to cramped camp conditions. In this case, a hygiene programme for everyone is essential.

Health education is one area where it is particularly useful to encourage and support teachers and community groups to design their own programme, so that a real sense of ownership develops. Child-to-Child is also very appropriate and has been remarkably successful in terms of the development of understanding about health issues among children and adolescents. **Handout 6.1** offers information about child-to-child together with useful addresses and further reading.

#### **4. Education for Reproductive and Sexual Health**

Education about HIV/AIDS and other sexually transmitted diseases is particularly important in disrupted communities and must be designed to reach girls and women as well as men. Similarly, it is important that awareness is raised about early pregnancy and family planning in general. Early pregnancy is a major reason for girls not completing secondary education in some countries.

It may be necessary to provide people with factual information about contraception in a language that they understand. Provision and training in the use of family planning aids such as condoms may also be useful.

Any education intervention which is related to the sexual health of young people requires very sensitive handling, especially if societies prohibit or discourage family planning or in societies that regard such provision to unmarried youth as an encouragement to promiscuity. Health education and promotion in schools needs to be accompanied by a similar campaign in the community, to reach out-of-school children and youth as well as to re-enforce the message received by children who attend school.

*Save the Children staff in many countries have begun to realise that though they have worked for years to improve things for children, they have not been asking the children what they thought.*

*In Britain, a group of social workers tried to find out how children living in residential care perceived their relationships with different adults and determine what qualities they thought were important. The children said that the adults that they could not relate with:*

- *never listened;*
- *did not give them responsibility;*
- *did not think they knew anything;*
- *were out of touch;*
- *did not understand them;*
- *refused to give up any power and did not trust them to handle money.*

*Adults generally believe that children are not mature enough to understand many issues - and this belief then limits what is thought suitable to teach them. A dramatic example of this occurred in the Morrumbala district in Mozambique, where Save the Children is supporting district education officers to rebuild schools after a long period of conflict. Sixty per cent of the population are returnees from refugee camps in Malawi, where there are high levels of HIV, and it is not uncommon for girls of ten and above to have been used as sexual partners by adult men. Mozambican staff began to raise the question of HIV/AIDS awareness education as part of the school curriculum. Local adults*

*reacted by denial - the education officials said they knew nothing about AIDS and doubted whether it existed. Some of the teachers and parents said they knew there was a danger, but denied that children knew anything about sex. By contrast, the children were realistic - they had seen people in the camps die with AIDS-related illnesses and they knew that transmission was sexual. Their drawings made it clear that adult sexuality was far from an unknown area. The children's knowledge and directness came as a surprise to adults in their own community, who now support the training of teachers on HIV information.*

Extract from "A Chance to Learn (1998): SCF (UK), London".

This topic has been covered comprehensively in the **ARC Resource Pack on Sexual and Reproductive Health**.

### **5. Education About Substance Abuse**

In refugee situations, the loss of traditional restraints may mean that young people are exposed to and use drugs (including alcohol and tobacco) at a younger age than they used to, or at inappropriate times. Conventional drug abuse can become a serious problem in schools and, in many cases, can become a focal point for dealers. **Handout 6.2**, will provide further ideas and guidance for people who are considering the development of an education programme on substance abuse.

### **TEACHERS AREN'T THE ONLY EDUCATORS**

Teachers obviously have a major role to play in the education of children and adolescents in all of the areas described above, but they are not the only ones who have a role to play, and in certain situations there are other members of the community who can "educate" more effectively. **Exercise 6.2** encourages participants to think about other teacher resources within the community.

### **CHARACTERISTICS OF A RIGHTS-BASED, CHILD FRIENDLY SCHOOL:**

In summary, there are key features which encourage children and young people to learn effectively in school. A rights based, child friendly school:

1. reflects and realises the rights of every child in the community;
2. sees and understands the whole child in a broad context;
3. is child-centred;
4. is gender sensitive and girl-friendly;
5. promotes quality learning outcomes;
6. provides education based on the reality of children's lives;
7. is flexible and responds to diversity;
8. acts to ensure inclusion, respect and equality of opportunity for all children;
9. promotes mental and physical health;
10. enhances teacher capacity, morale, commitment and status;
11. is family focussed;

12. is community based.

These points are explained in more detail in **Handout 6.4**

### **TRAINING MATERIALS FOR TOPIC 6**

Overhead 6.1: Key Learning Points for Topic 6	Summary of key learning points
Exercise 6.1: Education that Is Appropriate to the Current Situation	An exercise designed to analyse the strengths and weaknesses of current educational provision within the area and to identify ways of improving that provision
Exercise 6.2 : Roles Given to Different Adults in the Community.	This exercise invites participants to consider the different roles that adults can play in the education of children in their care
Handout 6.1: Child-to-Child: Critical Issues in Child and Adolescent Preventive Health	Synopsis of key information about child-to-child Approaches
Handout 6.2: Notes from "Street Children, Substance Abuse and Health: Training for Street Educators", WHO.	Synopsis of key information and training guidelines for consideration when planning training about substance abuse
Handout 6.3: Poverty, Livelihood, Food and Education: Considerations for Programme Planners	Notes on ways in which programme planners might consider providing flexible and appropriate education
Handout 6.4: Characteristics of a Rights-based, Child-friendly School	The thirteen key characteristics of schools that take a rights-based, child-friendly approach to education

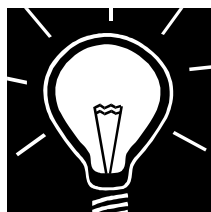
### **FURTHER SUGGESTIONS FOR TRAINING**

Provide an input to a group of participants, summarising the information in this and the previous topic and then ask them to put together a list of characteristics of a child-friendly, rights-based education. Use **Handout 6.4** to inform the plenary session.

Use **Handout 6.3** with programme planners as a basis for discussing ways in which more flexible and appropriate educational opportunities could be developed.

## Education

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### Topic 7

## Why Aren't Some Children And Adolescents In School? What Can Be Done About It?

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### KEY LEARNING POINTS

- ***Gender is the single most important barrier to education - in practice gender combines with other factors such as disability or ethnicity to deny access to formal education.***
- ***Community education and a change in social attitudes are needed to ensure that girls and children with disabilities have the same opportunities to participate in formal education.***
- ***Child soldiers need special support programmes to help them return to school where appropriate and to re-integrate into society.***
- ***Flexible approaches to education, where providers become more responsive to the life condition of children and adolescents, are likely to be more successful than rigid and traditional approaches.***
- ***Providers of education will provide a better quality product, if they listen to and understand the needs of the recipients of education.***

Entering the formal education system and staying in it can be much harder for some groups of children and adolescents than others. The single most important factor which affects a child's chances to the provision of education is whether or not that child is female or male. As will be seen below, there are many other factors which influence children's chances of entering and completing their schooling (ethnicity, disability, adolescence, trauma etc) but, without a doubt, if the child is female as well as challenged in other ways, her chances of being educated are drastically reduced. This topic looks at a number of groups who may be at risk of missing out on schooling and attempts to point to ways in which their situation could be addressed.

### GIRLS AND YOUNG WOMEN - THE ISSUES

Girls and young women are, by far, more vulnerable to being excluded from the educational process, or having it cut short, than boys are. Other factors such as disability, ethnicity or class or refugee status can further reduce their chances.

One or more of the following reasons may come into play when families are making difficult decisions about which, if any, of their children will receive and/or complete basic formal education:



### Action for the Rights of Children (ARC)

- poverty and hardship (affects boys and girls);
- preference for boys' education if the family is poor;
- cultural views against female education;
- early marriage or betrothal;
- teenage pregnancy - or fear of it;
- insecurity of travelling to or from school;
- lack of proper clothing, sanitary materials and soap, needed after puberty;
- gender roles requiring girls to undertake home duties during school hours (care of young siblings, fetching water, firewood, food rations);
- gender roles limiting time for homework (cooking, washing dishes/clothes);
- lack of female teachers in schools;
- lack of separate facilities in schools (latrines; in some cultures, separate classrooms or schools);
- low teacher expectations and other study difficulties;
- ineffective schooling (affects boys' and girls' learning achievements and hence motivation, especially where parents are illiterate and tutors cannot be afforded);
- completion of schooling may seem pointless (affects boys and girls if there is no recognised certificate or opportunity for further study after completing a course);
- limited employment prospects for school leavers.

This list is also presented as **Handout 7.1**

### **GIRLS AND YOUNG WOMEN – POSSIBLE SOLUTIONS**

In a list parallel to the one above, the points detailed below outline measures which might go some way towards achieving gender parity in schooling.

1. Sensitising communities and teachers to the benefits of education for girls through campaigns, seminars etc.
2. Economic assistance (e.g. supplementary food rations) targeted to girls who attend regularly.
3. Timing of camp activities not to clash with school hours (e.g. water supply not to clash with school hours).
4. Assistance that limits domestic tasks (e.g. better access to firewood and water).
5. Child care arrangements for girls' younger siblings (e.g. child groups and pre-school).
6. Community-based security arrangements for girls walking to and from school.
7. Extra-curricular activities that parents think would be useful for girls (low cost activities could include hand-sewing).

8. Female teacher or deputy in every school.
9. At least 50% female teachers (special selection criteria/training if necessary to achieve this).
10. Emphasis on girls entering pre-school and then not dropping out.
11. Teachers' follow up of girls who do drop out or attend irregularly.
12. Separate latrines/classrooms/schools according to cultural need (but male teachers are often better qualified so separate-sex education may be educationally disadvantageous).
13. Improved effectiveness of schooling generally, and teacher sensitisation to ways of improving girls' performance.
14. Alternative non-formal approaches to basic education.

**The United Nations 10-Year Girls' Education Initiative**

**Realising the Right to Education and Contributing to the Eradication of Poverty**

The Initiative is designed to contribute to the elimination of gender discrimination and gender disparity in education systems through action at global, national, district, and community levels. The Initiative will bring together existing resources at the country level and use them more efficiently and effectively. The Initiative starts with countries committing themselves to take action. It then focuses on areas of intervention that are proven to produce results, is supported by a consolidated effort of all development partners, and builds on good practice and experience.

The overall goal and strategy are translated into five strategic objectives designed to assist countries in meeting their Education for All goals and targets, as well as the education goals of other UN international conferences. The objectives call for:

- Building political and resource commitments,
- ending the gender gap at primary level,
- ending gender bias and discrimination within education systems,
- helping girls' education in crisis, conflict and post-conflict situations, and
- eliminating ingrained gender bias that limits the demand for girls' education.

(Source: Partnership on Sustainable Strategies for Girls Education [http://www.girlseducation.org/PGE\\_active\\_pages/CurrentActivities/main.asp](http://www.girlseducation.org/PGE_active_pages/CurrentActivities/main.asp)).

In the groups mentioned below, being a girl means being doubly disadvantaged in terms of access to education. In considering these issues and potential solutions to them, it must be remembered that efforts must be doubled when addressing the issue of, for example, girls with disabilities or girl soldiers. UNICEF has produced a paper called "Girls' Education: A Framework for Action", which describes a global framework for ensuring that girls have a fair and equal opportunity to education, which is an excellent resource and appears as **Reading 7.1**

## **CHILDREN AND ADOLESCENTS WITH DISABILITIES – THE ISSUES**

The subject of disability as a reason for not enrolling in or staying in the formal education system has been dealt with extensively in the **ARC Resource Pack on Disability Topic 4: Excluded Children. Disability Exercise 4.** is also relevant.

The following extract is taken from the **ARC Resource Pack on Disability** :

*In the experience of Save the Children programmes, disabled children are excluded from local primary schools in many different ways:*

*One common reason is very simply that parents and the community do not know or believe that disabled children can be educated, that they can learn and develop.*

*Parents are ashamed of their disabled children and wish to keep them hidden. Even if they are not ashamed, overprotection will often mean that they keep their children indoors and away from school. And if they do not keep their children hidden, often neighbours will criticise them for allowing disabled children to be seen outside the house.*

*In many primary schools, teachers are poorly trained and the curriculum is often rigid and not very relevant to local communities. In many cases disabled children are left at the back of the class, repeating years, failing and dropping out. Teachers do not have the necessary knowledge and skills and so, even though the children are sitting in the classroom, they are excluded from education.*

*A simple programme of training and awareness raising for teachers not only enabled those children with impairments to benefit, but also made teaching more child focused and reduced drop-out and repeater rates for all children.*

*In many rural areas schools can only be reached by long walks; there is no public transport or roads, and mobility-impaired children cannot access them.*

## **CHILDREN AND ADOLESCENTS WITH DISABILITIES – POSSIBLE SOLUTIONS**

It is pertinent here to mention the concept of inclusive education: an education where all children, regardless of their individual differences, are welcomed into school. Schools provide not only a source of knowledge, but also play-mates of the same age, and a social context for children with disabilities. Even if, as a result of the disability, a child is unable to learn as well or in the same way as other children, all children can develop and be strengthened by attending school. Some points to consider when planning to implement inclusive education

### **Prior to implementation**

1. a comprehensive situation analysis should be carried out before implementing a programme covering government legislation, organisational structures, roles and responsibilities, current attitudes and behaviours, assessment of openness or resistance to change, existence of local resources;
2. identify and build on local resources and initiatives;
3. start with the youngest possible age group, e.g. kindergarten sector;

4. choose a pilot school which is not untypical and which can provide a replicable model;
5. start small and build on success.

### **Implementation of inclusive education**

1. training should occur in small doses, should be on-going not on-off, and should preferably be based on-site;
2. awareness-raising needs to happen from the start and at all levels, and ownership and participation encouraged;
3. success does not depend on a large budget, rather careful and planned use of resources over time;
4. good leadership and a whole-school approach is needed;
5. specialist support should be located at district and national levels not within schools;
6. the programme needs the support of experienced education personnel;
7. the pace of development should be slow to enable participants to feel comfortable with the changes;
8. support systems for families, teachers and schools are needed;
9. the programme should aim to benefit all children, not just disabled children. School improvement is a necessity, not an optional component;
10. capacity building of key people is essential;
11. ownership should be shared between the school, the family and the community.

Inclusive education is covered in more detail in the **ARC Resource Pack on Disability**.

### **ADOLESCENTS: THE ISSUES**

The issue of adolescents being offered and accepting appropriate education provision obviously is considered in each of the above groups. Adolescents are a particularly vulnerable group in the sense that they are neither children nor adults and attempts to treat them as either group will almost certainly fail.

*“Refugee adolescents suffer the normal stresses associated with being a refugee and an adolescent, and are at high risk of prostitution, indoctrination, military recruitment and criminality. Refugee adolescents need structures in their lives. The Graça Machel Report graphically describes the impact of armed conflict on children and adolescents. Most refugee adolescents have been the direct or indirect victims of armed conflict. Many of them have been exploited sexually or as combatants. Those who do not retain the requisite basic knowledge, skills and attitudes will continue to be vulnerable as refugees and at a personal disadvantage in the future. Indeed, they can become a force for destabilisation and destruction as has been seen in many situations in both developed and developing countries.”*

In addition to the issues described above, adolescents may be vulnerable because of any one or more of the following.

### **Missed years of education**

Adolescents may come to a semi-stable situation having missed some previous years of educational provision; their education may have been disrupted. It may be difficult to re-enter the educational system where they left off.

### **Child soldiers**

This group will be very challenging to deal with as they have not only missed out on the educational provision that might have been due to them, but they have also missed out on their childhood. They have been forced into a brutal way of life which makes adapting back into “normal society” very difficult. The UN Study on the Impact of Armed Conflict on Children argues that education is a high priority for child soldiers. It helps the child to adapt to a “normal” life by providing structure and supporting the development of a new identity separate from that of a soldier, including through the building of self esteem and peer relations. Education can encourage self reliance and help provide a livelihood, ensuring survival and a future in society rather than a return to war and violence. See also the **ARC Resource Pack on Child Soldiers (Topic 5)**.

### **Adolescents who are traumatised**

A significant number of young people will be unable to make full use of the educational provision on offer to them because of their own psychological state: the traumatic events that they have been part of or witnessed, combined with their own reactions to these events, will mean that they are more or less able to cope with “normal life”.

### **Feeling disaffected**

Because of the difficult and unsettling times that young people may have experienced, they may find that, even if they are offered places within the formal school system, that what they are offered in terms of educational provision seems irrelevant to their needs; possibly even a waste of time.

### **Needing to earn a living**

School hours may clash with the very valid need to earn a living to provide for the family especially in circumstances where there is a shortage of adult males.

## **ADOLESCENTS – POSSIBLE SOLUTIONS**

The key point to consider for all of these vulnerable groups is this: “we can go a considerable way to giving more young people the chance of being at school by encouraging education providers to be more responsive to the life condition of these young people”.

For adolescents who have missed out on some of their schooling, there are ways of adapting the formal education system in order to allow more learners into the system:

1. providing more places in school by running a shift system;
2. offering condensed cycles in schools;
3. using multi-grade teaching.

It should be noted that all three ways make additional demands on teachers unless they are very carefully planned. For example, any teacher working two or more shifts will be tired and the quality of education will suffer. It is better to invest

in more teachers and eventually in more facilities. Condensed cycles involve offering educational continuously throughout the year without long vacations or breaks. This helps students to progress more rapidly so that their families need to commit less time overall to education, especially older children who need to work at home or elsewhere.

Multi-grade teaching requires teachers to teach very mixed groups in terms of age, educational level and experience. Teaching in this situation usually benefits from the use of “facilitation methods” rather than traditional instruction . This can be complemented by introducing flexible entry and exit points and self study with open learning methods where students progress at their own pace.

Making education less formal and more flexible is probably the most successful way of improving access to education in any context.

### **Child soldiers**

When child soldiers demobilise they are no longer children:

*“Many do not want to obey authority figures, parents or teachers; others have been rejected by their parents and ostracised by their families and communities because they were soldiers”*

(Report by Shana Swiss for the Women’s Commission for Refugee Women and Children 1992)

If child soldiers are to be accepted back into the community, communities need to be prepared and educated for their return. In some cases there will be a need for a special re-entry programme involving, for instance, traditional healers. In Angola a country wide network of catechises (catechism teachers) attached to the Catholic church are working with families and communities to prepare for the return of boys and young men who have been away fighting.

Basic education and vocational training programmes will be a priority for many child soldiers, especially those in their teens. For younger children, reintegration into schools may require a separate transitional programme to bridge the educational and psychological gap between the experience of armed conflict and that of formal education. Equally, without special training, many teachers are not equipped to deal with the added demands of child soldiers in the classroom.

The issues relating to child soldiers are covered in much greater depth in the **ARC Resource Pack on Child Soldiers. Topic 3** provides useful information in the context of prevention.

### **Adolescents who are traumatised**

It is beyond the remit of this Resource Pack, and indeed teachers who are working within the formal education system, to provide guidance on the support to traumatised children and adolescents. It is important that teachers and others are able to recognise potential signs of trauma in children so that they can request additional expert support for these children. The **ARC Resource Pack on Working With Children** provides more information on this subject.

### **Disaffected young people**

There are no “miracle answers”, but simply listening to people talk about their daily problems might prove to be the first step to providing meaningful education or training for these young people. Those who are in a position to influence the

education of this group of people should have a clear understanding about why the present provision is not suitable/relevant, what it is that these young people feel they need, and what their aspirations for the future include. They might not however be the most appropriate “listeners”; children who have lost their trust of authority figures might relate better to “listeners” of their own age group or particular adults that these children are prepared to trust. Again, more flexible and less formal approaches are more likely to be successful with this group of young people.

### **The need to earn a living**

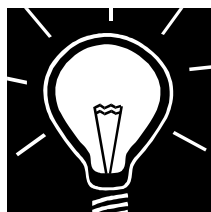
Most children who work to earn a living are not in school. Nearly 80% of working children surveyed in Bangladesh, Ethiopia, the Philippines and El Salvador said they wanted to be able to combine schooling and work. This is an issue for children world-wide, yet few school systems have considered adopting flexible hours so that at least some children who have to work can attend, even if only for a short time each day. One child in Afghanistan said, *“If our families could be provided with essential things like flour, oil, tea, sugar, firewood and mattresses, then we could stop work and go to school”*.

## **TRAINING MATERIALS FOR TOPIC 7**

Overhead 7.1: Key Learning Points for Topic 7	Summary of key learning points
Exercise 7.1: Why are Girls in Your Area Not in School?	Participants are encouraged to identify why girls and young women are not attending school and to consider strategies for improving the situation for them
Exercise 7.2: Education for Adolescents – How Good is it?	Provides an opportunity for participants to analyse the situation for adolescents in their own areas and to consider the quality of the present educational provision in the light of this analysis
Handout 7.1: Reasons Why Girls May not Be Receiving Formal Education	List of some of the reasons
Handout 7.2: Notes on UNICEF’s Strategy on Girls Education	Presents UNICEF strategy
Reading 7.1: Girls’ Education: A Framework for Action	Girls’ Education: A Framework for Action (UNICEF) Discussion Paper, September 1999

## Education

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### Topic 8

## Return and Reintegration - The Educational Issues

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### KEY LEARNING POINTS

- ***Careful and timely planning and preparation for education before and during the return of displaced persons and refugees to their country or area of origin is essential.***
- ***Senior Managers have a vital role to play in facilitating effective co-ordination between governmental bodies and other concerned agencies in both the host area/country and the home area/country.***
- ***Documentation for teachers and students for the continuity of their work and/or studies.***

This topic should be read alongside the **ARC Resource Pack on Durable Solutions**, as it discusses these issues in greater depths than is covered here.

The 1990s have seen a substantial increase in the number of refugees and displaced people returning home. According to UNHCR, during the period 1991-1995 nine million refugees returned home compared to just one million in the preceding five years.

UNHCR observes that this rise is in part due to the official end to several long conflicts with roots in the cold war years, including Cambodia, Ethiopia, Mozambique, Namibia, El Salvador and Nicaragua. But it also notes that people may return home due to increased insecurity in exile or poor material conditions as in the case of some Nicaraguan refugees in Honduras. There are also situations where return takes place as repression and war continue, as in the case of Salvadoran refugees from Honduras, who went home to contribute to the political struggle against the regime from which they fled.

Returnees may receive a warm welcome and support from family or friends or be treated with suspicion and contempt by people who did not become refugees. Just as refugees usually settle in poor areas, they are usually returning to countries which have been devastated by war and where basic infra-structure and services have been destroyed. Many returnees have unrealistic expectations about life at home which cannot be met and may experience difficulties adapting from the semi-urban lifestyle of a crowded camp or settlement to what might be very basic living conditions which are far less sophisticated than those to which they have become used.



Reconstruction is generally hampered by lack of capacity and resources in the post-conflict stage, and competition for resources mean that some refugees barely survive in the early years following repatriation. In Cambodia some returnees were forced to farm heavily mined areas due to a shortage of safe agricultural land. But in some situations returnees can help to revitalise an area spearheading development and bringing with them new ideas and changes. In the Ogaden region of Ethiopia, for example, returnee women are at the forefront of opening new businesses and playing a leading role in long distance trade.

Refugees and displaced people have useful survival skills and may be flexible and better able to adapt in a post-conflict phase than those who have remained at home. A returned population may have a better standard of education than has been available in a shattered homeland. Among those educated in exile, there may be people educated in third countries and on scholarships who have vital knowledge and skills which are lacking in the home country following years of conflict.

## **PLANNING THE RETURN**

Whether the return is organised gradually by the refugees, is part of a large operation supported by international agencies, or occurs suddenly through force, *as much preparation and planning is needed in education as went into setting up the services in the first place.* Whatever the circumstances, an education service cannot be transferred overnight.

## **BEFORE THE RETURN**

### **1. Establishing a Committee**

An education committee or representative organising body can play a vital role in assisting the transition by:

- a. establishing the compatibility of the new system with the old;
- b. keeping records of all training and qualifications;
- c. keeping records of employment for all the teachers.

#### **Case Study: Education and Return in Mozambique**

*By the time the civil war in Mozambique ended in 1992 there were two million refugees scattered across six neighbouring countries, the majority in southern and central Malawi. Because people did not flee from their own government but from its opponents, Renamo, the home government maintained a close relationship with the refugees and took more interest in their welfare than in other situations.*

*Within the Malawi camps and settlements a primary education schooling system and access to secondary education through an open learning system involving Learning Centres had been established. Teachers and students connected to the learning centre were invited to transfer to new learning centres in Mozambique.*

*The curriculum which had been followed in exile was Mozambican and the language used was Portuguese. The programme was endorsed by the*

*Mozambican Ministry of Education. The main aim was to facilitate the reintegration of the Mozambican students into the home country's system after repatriation. The Mozambican Open Learning Unit (MOLU) Programme closed down in Malawi in 1994 and has since been re-established and extended in Mozambique with the support of the Ministry of Education.*

J. Thomas, Distance Education for Refugees (1996): I.E.C.

Early and thorough preparation is vital in terms of facilitating a return for refugees where they are prepared for the likely life-style that they will experience and that they are able to make constructive use of the educational provision that they received in exile. Senior Managers have an important role to play in encouraging effective co-ordination between the governments and international agencies concerned.

## **2. Documentation and Certification**

Organisations concerned with refugee education need to keep detailed records of all types of training and education conducted in exile and to provide certificates for all exams that children sit and all in-service training in which teachers participate. These organisations should establish (as early as possible) from the home country what records will be needed in order that children and teachers can continue their studies and or teaching work when they return. Recognition of teachers who have been trained in exile is often a problem on their return to their home country. Guatemalan teachers who were trained in exile in Mexico in the mid 1990's found that their qualifications were not recognised on their return to Guatemala. This resulted in an enormous wastage of resources and skills at a time when it was most needed.

*Ugandans returning home from Sudan and Zaire in the late 1980's found that the home system was able to accept and recognise most of the certificates that they had obtained while they were in exile. However, problems arose when an institution such as a teacher training college wanted to see evidence not only of the immediately previous certificate, but also of the one before. This often happened at an unexpected stage, for instance, when the teaching qualification had been obtained but it was time for the licence to teach to be granted.*

## **3. Training for the Return**

Some programmes have deliberately used the period in exile to train people for life at home.

*Case Study: The South African Advanced Education Project.*

*This project "works to enhance the management and leadership skills of South Africans in the public, private and non-governmental sectors". The project initially worked with exiled South Africans and, following the end of the apartheid government, now works inside South Africa to:*

*Support individuals and groups by developing advanced training and work experience programmes*

*Create opportunities for South Africans to gain comparative experience through work attachments inside and outside South Africa*

*Provide advice and access to training and employment opportunities*

*Develop management capacity*

*Train for a new public service*

*Promote the status of women in management*

*Strengthen civil society*

There is great potential during the time leading up to the return for teachers and others to work with children and adolescents on:

- a. peace building, especially in situations where there is likely to be rivalry or ethnic discord (see topic 6 for more information on Peace Education);
- b. cultural identity: helping children and adolescents to re-connect (or in some cases, to connect) with their own culture; to help them to understand and manage the cultural challenges that they are likely to face on their return.

## **DURING THE RETURN**

When the return is imminent, the following steps are likely to be useful.

1. Every refugee who has participated in education during exile, formal or non-formal, needs documentation showing the kind of education and the level reached.
2. Teachers need transcripts showing their service and training.
3. A representative needs to be sent ahead to the home country to arrange for the transfer of students at the end of their current term or year (not in the middle if at all possible).
4. Other agencies, such as those providing food, should be aware that all students may not leave at the same time. Some rations need to be reserved for those who have to complete their term before returning.

### **Case Study: Ugandan refugees returning from Juba in 1992**

*In 1992, it suddenly became possible for almost 3000 Ugandans living in Juba, Southern Sudan, to return to Uganda after years of applying for permission. As the returnees lined up to board planes at Juba airport, Sudanese security officers went through all their possessions and removed every document that referred to time spent in Sudan, usually covering a period of ten years. The officials deliberately picked out the school certificates and destroyed them on the spot, shouting, "If you don't want to stay here, you won't need these".*

*When the first refugees reached Uganda and reported what had happened, an advocacy group asked UHNCR officials to radio to Juba and arrange for the returnees to deposit all their certificates in the UNHCR office before going to the airport, so they could be sent on later. Unfortunately, this did not occur, with the result that many returnees were unable to prove what educational level they had reached in exile and were unable to compete with Ugandans at home*

*for the very limited school opportunities.*

## **UPON ARRIVAL**

Basic initiatives such as maintaining or establishing an office in the home country, as soon as possible, can make the whole process of reintegration much more effective. This office can serve as a co-ordinating body:

1. handling records
2. speaking on behalf of the students
3. holding seminars and workshops for the teachers and administrators who will be working with the returnees
4. conducting surveys which will establish the numbers, basic needs, levels, educational histories and social situations of the returnees

## **EDUCATION FOR RE-INTEGRATION**

Ideally, policy and planning for the reintegration of returnee communities into the educational process will be part of a wider educational rebuilding process co-ordinated with the appropriate home government bodies and other relevant agencies.

Reintegration and renewal cannot be achieved overnight and there is often a need for emergency strategies, in some cases similar to those used in exile, to serve educational needs in the meantime. In some cases, learners can be absorbed into the existing services on a temporary basis. In others, enormous increases in new places and facilities are required.

In teacher training there might be a need for bridging strategies for returnee teachers through the provision of short courses. Educational books and materials may be in short supply, making improvisation and flexibility essential.

In most post-conflict situations the most urgent need is education and training to enable people to earn a living. High unemployment is a major threat to peace.

This means that the top priorities are:

1. basic education, including literacy, numeracy and other life skills
2. vocational training and technical skills which are *linked to real employment opportunities*

Yet these needs are not always recognised by the home government.

*Skilled labour is in short supply in Cambodia today but the formal education system is still oriented to academic achievement in school and progression to higher education. According to the director of Higher Technical and Vocational Education and the Training Department in the Ministry of Education, Youth and Sport, the most well equipped institute does not attract enough candidates, and the School of Agriculture has the lowest enrolment figures of all Cambodian Higher Education Institutions. Yet, over three quarters of Cambodia is largely agrarian.*

*In vocational training, the policy is to combine basic education with vocational training, based on local technologies. This is in place of traditional reconstruction of training centres.*

## **TRAINING MATERIALS FOR TOPIC 8**

Overhead 8.1: Key Learning Points for Topic 8	Summary of key learning points
Exercise 8.1: Case Study from Guatemala	This case study provides a stimulus for discussing appropriate plans for the return in participants' own situations

## Education

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### Sample Programmes

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Different participants are likely to have different learning needs and priorities. We have divided participants into three broad groups: senior managers, sector co-ordinators and field staff.

**Senior managers** are those people who have key responsibility for an NGO's operations in a country or region or a UNHCR Section. They will have overall responsibility for strategy and resource allocation within the organisation's policy framework. Senior managers' needs are likely to be best served through briefings.

**Sector co-ordinators** comprise those people who have responsibility for a particular aspect of their agency's work in a country or region or who have a responsibility for a particular function within an operation, such as for example UNHCR programme, protection or community services officers. Sector co-ordinators are those responsible for translating policy into practice and ensuring that programme budgets reflect the necessary resources to support good practice.

**Field staff** are those people working in the field who are responsible for implementing the programme activities. They often have considerable front-line experience. Field staff may value the opportunity to develop and practise new skills as well as develop their knowledge and understanding.

Training programmes should be designed with the responsibilities and learning needs of these different groups in mind. If possible, participants from different groups should be trained separately but if this is not possible, exercises and input should be selected which will meet the needs of all groups. It may be possible to use different small group exercises to address the needs of each type of participant in a mixed group workshop.

Two types of programme are included in this Resource Pack. The first describes a half day Awareness-Raising Workshop. The programme makes detailed reference to materials from the Resource Pack and describes how a facilitator might use these materials to conduct a session lasting three hours.

The second example is for a full day workshop. It is written in the form of a Session Plan that covers:

- the overall aim of the training session;
- specific learning objectives;
- a description of what will be covered and the sequence to be followed;
- the timing for each part of the session;
- who will take responsibility for the different parts of the programme;

- what inputs and exercises will be used;
- what materials (e.g. handouts, overheads, briefing papers, index cards) will be required;
- what equipment (e.g. flipchart, overhead projector, blackboard, video) is needed.

The purpose and development of session plans are described in detail in the **ARC Facilitator's Toolkit**.

Both programmes are intended as guidance examples only. It is very important that the facilitator should think carefully about the group of participants with whom he or she will be working and devise a programme that takes into account:

- the role and responsibilities of the participants;
- the learning needs of the participants;
- their existing level of knowledge;
- their interest in the subject;
- their willingness to share experience and admit to gaps in their knowledge / skills;
- current / local issues and priorities for the participants;
- the amount of time they have available;
- their position in their organisation.

Any training programme should be devised, if possible, in consultation with the intended participants. If it is not possible to consult with all participants (for example, by sending out an application form including questions about their expectations for the training), the facilitator should try to speak to a sample of participants before making final decisions about the programme.

The facilitator should also consider:

- the range of Topics to be covered;
- the order in which Topics should be addressed;
- how to encourage the sharing of experience and information between participants;
- who will carry out the training;
- what methods will be most appropriate for the participants.

More detail on the process of training can be found in the **ARC Facilitator's Toolkit**

Remember to build in a workshop evaluation - you will find ideas for this in the **ARC Facilitator's Toolkit**

## **DETAILED PROGRAMME FOR A HALF DAY AWARENESS WORKSHOP**

This programme, which can be facilitated in three hours, is designed to provide participants with an overall awareness of the subject and an introduction to some of the key issues.

### **LEARNING OBJECTIVES**

By the end of this workshop, participants will be able to:

- understand why children have an absolute right to education and which legal instruments support this;
- analyse which rights are and are not being met in their own areas and to look at ways of addressing any gaps in meeting these rights;
- decide what activities should be set up (and by whom) in the first three months of an emergency;
- use examples of good practice in responding to educational needs in emergency situations to inform their own planning;
- analyse the quality of education provision in a more stable situation.

### **PREPARATION**

The facilitator should prepare an information pack for the participants which may include:

- copies of the relevant Handouts and Briefing Notes;
- a copy of the Reading List and relevant Readings;
- copies of relevant materials from the region / country / locality (e.g. research papers, monitoring reports).

If possible, this pack should be sent to participants in advance.

The facilitator should gather any locally relevant information on the Topics to be addressed in the training and identify individuals with specific expertise who could act as resource persons. All participants can be asked to bring along relevant material to display / share with others.

The facilitator should study the notes for each Exercise carefully to ensure that all the necessary materials are prepared in advance.



## Introduction – Education

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10 mins	Introduce the relevant Key Concepts and the purpose of the briefing session	Handout 1.0 Key Concepts
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## Rights of Access to Education

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40 mins	Introduce and facilitate Exercise 1.1. In plenary, use the Briefing Notes for Topic 1 and Overheads to present the relevant legal instruments to the participants and discuss how well they are observed in participants' own experience.	Overheads 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 and 1.7
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## Education as Protection

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15 mins	Brainstorm with participants ways in which schools can serve to protect children and adolescents who are displaced persons or refugees. Note responses on flip chart.	
30 mins	Introduce and facilitate Exercise 2.1	Exercise 2.1

## Rapid Educational Response

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15 mins	Give brief presentation based on the "Aims and Guidelines in the Briefing Notes for Topic 4.	Briefing Notes for Topic 4.
30 mins	Invite participants to work in small groups to prepare a checklist of the activities that should be completed within the first phase of an emergency. They should note who (or which agency) should be taking main responsibility for each activity  Additionally, participants may wish to have copies of Handout 4.1. Reading 4.1 is also relevant	Handout 4.1. Reading 4.1

## Education in the Longer Term

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45 mins	Brief introduction to the topic of what forms an appropriate education. Introduce and facilitate Exercise 6.1	Exercise 6.1
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## Summary

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10 mins	Highlights key points from the workshop and conduct a brief evaluation.	Evaluation Forms
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## **TRAINING PLAN FOR A DAY WORKSHOP ON EDUCATION / INTERNATIONAL LEGAL STANDARDS**

This programme has been written as a training plan to demonstrate how materials from more than one resource pack can be combined to create a workshop which is customised to the needs of a particular group of participants. It is intended as an example only.

### **OVERALL AIM**

To raise the awareness of participants about the issue of education as a protection tool and develop the participants' understanding of the different purposes that education can serve in both the protection and the development of children and adolescents.

### **LEARNING OBJECTIVES**

By the end of this workshop, participants will be able to:

- reflect on the value of education in terms of their own lives;
- recognise the specific legal standards and policies which provide special measures of protection for refugee children;
- understand the ways in which schools serve to protect children and adolescents who have been forcibly displaced;
- describe the implications of Article 29 of the CRC on the education of refugee children and adolescents;
- list the educational activities that should be set up within the first three months of an emergency;
- understand why some children and adolescents are not in school and apply strategies for encouraging their participation in education;
- analyse the strengths and weaknesses of current education provision within the participants' own working situations;
- list the key features of an effective returnee education programme and to apply those feature to their own planning process.

Action for the Rights of Children (ARC)

<b>Timing</b>	<b>Content</b>	<b>Methods</b>	<b>Materials</b>	<b>Resources &amp; Equipment</b>	<b>Responsibility</b>
10 mins	<b>Introduction</b>	Short input by facilitator	<ul style="list-style-type: none"> <li>• Overhead 1.0</li> </ul>	Overhead projector Flipchart and pens	
30 mins	<b>What Education has Meant to You</b>	Facilitate Exercise 3.2: discussion in pairs	<ul style="list-style-type: none"> <li>• Exercise 3.2</li> </ul>		
60 mins	<b>The Legal and Policy Framework for Special Protection of Refugee Children</b>	Short input by facilitator Plenary discussion Small group exercise	<ul style="list-style-type: none"> <li>• ILSP Exercise 6.1</li> <li>• Prepared posters</li> <li>• Sets of International Legal Standards cards</li> </ul>	Overhead projector Flipchart and pens	
15 mins	<b>Education - Protection and Development</b>	Short input by facilitator	<ul style="list-style-type: none"> <li>• Overhead 2.1</li> </ul>	Overhead projector	
30 mins	<b>The Education of Refugee Children and Adolescents and Article 29</b>	Short input by facilitator Small group exercise	<ul style="list-style-type: none"> <li>• Exercise 8.1</li> </ul>	Index cards and marker pens Flipchart and pens	
60 mins	<b>Rapid Education Response</b>	Short input by facilitator Small group exercise Plenary discussion	<ul style="list-style-type: none"> <li>• Use Briefing Notes from Topic 4</li> <li>• Invite participants to work in small groups to prepare a checklist of all the activities</li> </ul>	Overhead projector Flipchart and pens	

Action for the Rights of Children (ARC)

			(that relate to education) that should be completed in the first phase of an emergency		
			<ul style="list-style-type: none"> <li>• Plenary, using Handout 4.1 and Reading 4.1</li> </ul>		
60 mins	<b>Why Some Children and Adolescents are not in School</b>	Short input by Facilitator Small group exercise Plenary discussion	<ul style="list-style-type: none"> <li>• Use Briefing Notes from Topic 7</li> <li>• Exercise 7.1</li> </ul>	Overhead projector Flipchart and pens	
90 mins	<b>Education That is Appropriate to the Current Situation</b>	Short input by the facilitator Small group exercise Plenary discussion	<ul style="list-style-type: none"> <li>• Use Briefing Notes from Topic 6</li> <li>• Exercise 6.1</li> </ul>	Participants' Notes for Exercise 6.1	
60 mins	<b>Return and Reintegration</b>	Short input by the facilitator Small group exercise	<ul style="list-style-type: none"> <li>• Use Briefing Notes from Topic 8 to outline issues that must be considered when refugees or displaced persons are planning to return</li> <li>• Exercise 8.1</li> </ul>		
30 mins	<b>Summary, Action-planning and Workshop Evaluation</b>	Short input by facilitator Small group action-planning exercise Evaluation exercise	<ul style="list-style-type: none"> <li>• Evaluation form</li> </ul>	Overhead projector Flipchart and pens	

## Education

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### Overheads

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- [1.0](#) Key Concepts
- [1.1](#) Key Learning Points for Topic 1
- [1.2](#) The Child's Right to Education (1)
- [1.3](#) The Child's Right to Education (2)
- [1.4](#) The Child's Right to Education Without Discrimination by Status
- [1.5](#) The Qualitative Aspects of Education
- [1.6](#) Recreational Activities
- [1.7](#) Conclusions of UNHCR's Executive Committee (EXCOM)
- [2.1](#) Key Learning Points for Topic 2
- [2.2](#) The Role of Education in Protecting Children and Adolescents
- [3.1](#) Key Learning Points for Topic 3
- [3.2](#) Different Approaches to Education
- [3.3](#) Different Types of Education
- [4.1](#) Key Learning Points for Topic 4
- [5.1](#) Key Learning Points for Topic 5
- [6.1](#) Key Learning Points for Topic 6
- [7.1](#) Key Learning Points for Topic 7
- [8.1](#) Key Learning Points for Topic 8

## **Key Concepts**

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1. Children have an absolute right to education.
2. Education acts to protect and promote the physical and psycho-social well-being of children.
3. Education does not necessarily involve a regular progression which requires a set beginning, middle and end.
4. Decisions as to which curriculum to adopt, which language to use and how to deal with the subsequent political issues will arise.
5. Stakeholders and their families, are key players in making decisions about their own education.
6. One of the most important barriers to education is gender. Another important barrier is disability.
7. Flexible systems of education (e.g. shift systems) may increase the numbers of children who are able to attend school.
8. Planning of educational systems will be most effective when the issue of return and re-integration is built in at every stage.

## **Key Learning Points for Topic 1**

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- Children have an absolute right to education - no government can deny a child within its borders this right.
- The CRC recognises the right to education without discrimination and contains details on access and quality.
- Education should be available to all children, including girls, disabled children, and children affected by armed conflict.
- Children have a right to rest and leisure and to engage in play and appropriate recreational activities.
- Conclusions of UNHCR’s Executive Committee affirm that “educational programmes for refugee children contribute enormously to their well-being and towards finding a durable solution for them”.



## **The Child's Right to Education (1)**

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1951 Convention Relating to the Status of Refugees, Article 22:

### **PUBLIC EDUCATION**

1. The Contracting States shall accord to refugees the same treatment as is accorded to nationals with respect to elementary education.
2. The Contracting States shall accord to refugees 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 and, in particular, as regards access to studies, the recognition of foreign school certificates, diplomas and degrees, the remission of fees and charges and the award of scholarships.

## **The Child's Right to Education (2)**

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1989 Convention on the Rights of the Child

### Article 28

1. (a) Make primary education compulsory and available free to all;
  - (b) Encourage the development of different forms of secondary education, including general and vocational education...
  - (c) Make higher education accessible to all on the basis of capacity...
  - (d) Make educational and vocational information and guidance available and accessible to all children;
  - (e) Take measures to encourage regular attendance at schools...
2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity...

3. States Parties shall promote and encourage international co-operation in matters relating to education...

## **The Child's Right to Education Without Discrimination by Status**

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1989 Convention on the Rights of the Child

### Article 2

1. 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.
  
2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

## **The Qualitative Aspects of Education**

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### 1989 Convention on the Rights of the Child

#### Article 29

1. (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...
  - (c) ...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 civilisations 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) ...respect for the natural environment.
2. 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...

## **Recreational Activities**

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1989 Convention on the Rights of the Child

### Article 31

1. States Parties recognise 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.

2. 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.

## **Conclusions of UNHCR's Executive Committee (EXCOM)**

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- EXCOM in 1987, stressed the importance of meeting the “special psychological, religious, cultural and recreational needs of refugee children in order to ensure their emotional stability and development”.
- recognised the need of refugee children to pursue further levels of education
- In 1989 stressed that educational programmes for refugee children contribute enormously to their well-being and towards finding a durable solution for them.
- In 1994, EXCOM requested the High Commissioner “to continue her efforts to give higher priority to the education of all refugee children, ensuring equal access for girls, giving due regard to the curriculum of the country of origin”.
- In 1997, EXCOM called on States to respect and observe rights that are of particular relevance to international refugee protection, especially to safeguarding child and adolescent refugees, including the right of children and adolescents to education.



## **Key Learning Points for Topic 2**

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- Education serves to protect forcibly displaced children and young people.
- Education helps to meet the psycho-social needs of displaced and traumatised children as well as being a tool to assist their future development.
- Schools and pre-schools have an important role in facilitating play among young children.

## **The Role of Education in Protecting Children and Adolescents**

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- Assessing the needs of children and monitoring their situation
- Providing a daily structure, purpose and meaning for children
- Promoting literacy
- Developing options
- Enhancing children's understanding of events
- Providing avenues for the expression of feelings and opportunities for more personal support
- Providing a broader education for children and others in the community
- Developing education as a vehicle for community mobilisation and development
- Promoting reconciliation
- Restoring playfulness

## **Key Learning Points for Topic 3**

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- Education does not have to involve regular chronological progression with a set beginning and end.
- In most societies education is a mixture of three overall different approaches to education: formal education; non-formal education; and informal education.
- People learn through the process of education as well as the content.
- Different types of education are appropriate in different situations.

## **Different Approaches to Education**

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- **Formal Education**
  
  
  
  
  
  
  
  
  
  
- **Non-formal Education**
  
  
  
  
  
  
  
  
  
  
- **Informal Education**

## **Different Types of Education**

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Pre-school Education

Basic Education

Primary Education

Post-Primary Education

Secondary Education

Vocational Training

Tertiary Education

Distance Learning

## **Key Learning Points for Topic 4**

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1. Every child's right to education should be observed, particularly in emergencies where it not only helps to meet the psycho-social needs of displaced and traumatised children, but provides an important protection and development tool.
2. Emergency education programmes should provide free access to organised activities and basic education programmes to all refugee children and adolescents as soon as possible.
3. Aims and guidelines provided by UNHCR should be followed carefully when setting up an emergency educational programme.

## **Key Learning Points for Topic 5**

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- Developing good educational provision for children and young people who have been forcibly displaced has many valuable long-term benefits.
- There are a number of key features which characterise the management of a good education programme.
- Teachers are a vital resource: careful consideration about selection and appointment of teachers is essential.
- Investment in training and rewarding teachers will result in the provision of a more effective education for the children that they are teaching.

## **Key Learning Points for Topic 6**

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- Issues around which curriculum to choose and which language to use are very sensitive. It is vital that representatives of all stake-holders in the present and future provision of education are involved in these decisions.
- Consideration must be given to what other topics, in addition to those in the formal curriculum, should be included in educating young people. These other topics must be tailored to the specific needs of the groups in question.
- There are many different ways of teaching (or facilitating learning); some less formal methods may be much more appropriate in certain situations.
- Some or all of the following topic areas might be pertinent in certain situations: peace education, environmental education, education about security issues, education for child and adolescent health, sex education including HIV/AIDS, education about substance abuse.



## **Key Learning Points for Topic 7**

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- Gender is the single most important barrier to education - in practice gender combines with other factors such as disability or ethnicity to deny access to formal education.
- Community education and a change in social attitudes are needed to ensure that girls and children with disabilities have the same opportunities to participate in formal education.
- Child soldiers need special support programmes to help them return to school where appropriate and to re-integrate into society.
- Flexible approaches to education, where providers become more responsive to the life condition of children and adolescents, are likely to be more successful than rigid and traditional approaches.
- Providers of education will provide a better quality product, if they listen to and understand the needs of the recipients of education.

## **Key Learning Points for Topic 8**

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- Careful and timely planning and preparation for education before and during the return of displaced persons and refugees to their country or area of origin is essential.
- Senior Managers have a vital role to play in facilitating effective co-ordination between governmental bodies and other concerned agencies in both the host area/country and the home area/country.
- Documentation for teachers and students for the continuity of their work and/or studies.

## Education



### Exercises

No.	Title	Target Group
<a href="#">1.1</a>	Meeting the Educational Rights of Refugees	Sector Co-ordinators, Field Staff.
<a href="#">2.1</a>	Education as Protection	Senior Managers, Sector Co-ordinators, Field Staff.
<a href="#">3.1</a>	Case Study: Abu's Story	Senior Managers, Sector Co-ordinators, Field Staff.
<a href="#">3.2</a>	Your Own Educational Experience	Senior Managers, Sector Co-ordinators, Field Staff.
<a href="#">3.3</a>	Social Policy and Education	Senior Managers, Sector Co-ordinators.
<a href="#">4.1</a>	Educational Activities within Refugee Settings: Development or Emergency Work?	Senior Managers, Sector Co-ordinators.
<a href="#">4.2</a>	Discussion: Rapid Educational Response	Senior Managers, Sector Co-ordinators.
<a href="#">4.3</a>	A Community-Based Approach to Education	Sector Co-ordinators, Field Staff.
<a href="#">4.4</a>	Setting up an Education Committee in Refugee Situations	Sector Co-ordinators, Field Staff.
<a href="#">5.1</a>	Education Audit in Your Area	Senior Managers, Sector Co-ordinators.
<a href="#">5.2</a>	Exercise in Co-ordination	Senior Managers.
<a href="#">6.1</a>	Education that is Appropriate to the Current Situation	Sector Co-ordinators, Field Staff.
<a href="#">6.2</a>	Roles Given to Different Adults in the Community	Sector co-ordinators, Field Staff.

Action for the Rights of Children (ARC)

<a href="#">7.1</a>	Why are Girls in Your Area not in School?	Senior Managers, Sector co-ordinators, Field Staff.
<a href="#">7.2</a>	Education for Adolescents - How Good is it?	Sector Co-ordinators, Field Staff.
<a href="#">8.1</a>	Case Study from Guatemala	Senior Managers, Sector co-ordinators, Field Staff.

## Education

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### Exercise 1.1: (Facilitator's Notes)

## Meeting the Educational Rights of Refugees

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### **TARGET GROUP**

Sector Co-ordinators, Field Staff.

### **OBJECTIVES**

By the end of this exercise, participants will have:

- considered situations in which the education rights of certain children have not been met;
- reviewed ways in which they could strengthen their case, by using the appropriate legal instruments effectively.

### **TIMEFRAME**

30-45 minutes

### **METHOD**

Divide participants into small discussion groups. Ask them to review instances in which they feel that there is, or has been, a problem in meeting the refugee (or returnee) child's or adolescent's right to education. The rapporteur in each group should prepare an ordered list of such problems on a flip chart or cards.

One group should report back briefly to plenary, while others then add points that have not been mentioned. The facilitator should then refer the group back to the relevant legal instruments and consider ways in which using the relevant instruments could strengthen the case for refugee education.

### **RESOURCES**

Copies of all the Overheads for this topic.

Overhead Projector.

Flip chart or cards.

## Education

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### Exercise 2.1: (Facilitator's Notes)

## Education as Protection

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### **TARGET GROUP**

Senior Managers, Sector Co-ordinators, Field Staff.

### **OBJECTIVES**

By the end of this exercise, participants will be able to:

- describe key principles and approaches to working with children affected by armed conflict and displacement;
- explain the role that schools can play in promoting psycho-social well being among children who have been affected in this way.

### **TIMEFRAME**

45 minutes

### **METHOD**

Provide a short briefing based on the **Briefing Notes for Topic 2**. Divide participants into small groups. Distribute copies of Participants' Notes for this exercise. Invite participants to consider these basic principles and approaches and to make a note of *potential* ways in which schools could contribute to the development of these approaches.

Facilitate a plenary session and highlight the key points to emerge on flip chart.

### **RESOURCES**

Participants' notes.

Flip chart paper and pens.

## Education

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### Exercise 2.1: (Participants' Notes)

#### Education as Protection

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#### **TARGET GROUP**

Senior Managers, Sector Co-ordinators, Field Staff.

#### **OBJECTIVES**

By the end of this exercise, you will be able to:

- describe key principles and approaches to working with children affected by armed conflict and displacement;
- explain the role that schools can play in promoting psycho-social well being among children who have been affected in this way.

#### **TIMEFRAME**

45 minutes

#### **METHOD**

In small groups, read the following basic principles and approaches to promoting the psycho-social well-being of children affected by armed conflict.

- Apply a long-term perspective that incorporates psycho-social well-being of children.
- Adopt a community-based approach that encourages self-help and builds on local culture, realities and perceptions of child development.
- Promote normal family and everyday life to reinforce a child's natural resilience.
- Focus on primary care and prevention of further harm in the healing of children's psychological wounds.
- Provide support as well as training for personnel who care for children.
- Ensure clarity on ethical issues in order to protect children.
- Advocate children's rights.

For each one of the above (which you consider to be relevant to your situation) discuss ways in which they might be addressed in schools or through other educational programmes. Discuss ways in which schools in your area could develop present systems in order to address the principles that you have selected.

## Education

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### Exercise 3.1: (Facilitator's Notes)

#### Case Study: Abu's Story

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#### **TARGET GROUP**

Senior Managers, Sector Co-ordinators, Field Staff.

#### **OBJECTIVES**

By the end of this exercise, participants will be able to:

- explain the real value of education in certain circumstances;
- select appropriate forms of education in their own working situations.

#### **TIMEFRAME**

30-45 minutes

#### **METHOD**

Divide participants into groups of three or four.

Distribute copies of Participants Notes for this exercise. Ask participants to read the case study and to address the questions that follow. Allow 20 minutes for this part of the exercise.

Facilitate a plenary session. Invite participants to share their suggestions about what sort of educational opportunities would have suited Abu best. If appropriate, facilitate a discussion about how this sort of case relates to the participants' own working experiences and how they have chosen to work in these circumstances.



## Education

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### Exercise 3.1: (Participants' Notes)

#### Case Study: Abu's Story

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#### **OBJECTIVES**

By the end of this exercise, participants will be able to:

- explain the real value of education in certain circumstances;
- select appropriate forms of education in their own working situations.

#### **TIMEFRAME**

30-45 minutes

#### **METHOD**

In your groups read the following case study and address the questions that follow:

*"Abu is 21 years old. His last year in primary school was five years ago. He did not finish Primary 5 because his education was severely disrupted by the civil war. His soldier relatives who were doing well under the old regime all left the army when the new military government took over. He found that he and his sister were now in charge of a large family, and so he went to the capital in search of employment.*

*Last year, Abu was selling newspapers by the roadside to survive and with a very small surplus helping his sister to finish a brick-laying course. He took part in a functional literacy experiment to try to get people like him to complete primary school, but he preferred to use the money given to him by a well-wisher to obtain a driving licence. He now drives a taxi on a part time basis."*

1. School was more or less irrelevant to Abu's economic survival. How could school have given him any more help, so that when he dropped out he had some kind of skill?
2. Would completing formal education have been of any use to him?
3. What kind of educational or other support would have helped Abu?
4. How does this case study and the issues arising from it relate to young people in your own working situation?

## Education

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### Exercise 3.2: (Facilitator's Notes) Your Own Educational Experiences

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#### **TARGET GROUP**

Senior Managers, Sector Co-ordinators, Field Staff.

#### **OBJECTIVES**

By the end of this exercise, participants' will be able to:

- describe the role of school within the development of their own educational process;
- identify other factors that have contributed to the development of their own education.

#### **TIMEFRAME**

30 minutes

#### **METHOD**

Working individually at first, ask participants to reflect on the following three questions (which should be prepared in advance on flip chart):

1. What do you consider to have been your most formative educational experience to date?
2. Think about your own time at school. How do you rate this experience in terms of your own education and in terms of preparing you to “face life’s challenges” as an adult?
3. Think of one or two individuals in your life who have had a major influence upon you and the way you have developed. What connection/relation were they to you (e.g. parent, teacher, spiritual leader, friend, tutor)?

Allow 10-15 minutes for this reflection. Ask participants to work in pairs and to share their experiences.

There is no need for a plenary.

## Education

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### Exercise 3.3: (Facilitator's Notes) Social Policy and Education

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#### **TARGET GROUP**

Senior Managers, Sector Co-ordinators.

#### **OBJECTIVES**

By the end of this exercise, participants will be able to:

- describe the policy and planning implications in situations where the provision and receipt of educational opportunity is difficult or impossible;
- explain why children and adolescents do not always 'buy in' to existing educational provision.

#### **TIMEFRAME**

45 minutes

#### **METHOD**

Divide participants into small groups. This exercise will work best if the groups are made up of participants who share an understanding of the same geographic or working environments.

Distribute copies of the **Participants' Notes** for this exercise.

Ask participants to note policy and planning issues arising from this discussion paper that would be pertinent their own working situations. Invite each group to prepare a short presentation of these issues to share with the whole group. The format of these presentations is flexible depending on individual groups; they can be written (a series of questions or statements on flip chart or as OHPs), or each group can give verbal feedback which would contribute a to a whole group discussion.

#### **RESOURCES**

A copy of the **Participants Notes** for each participant.

## Education

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### Exercise 3.3: (Participants' Notes) Social Policy and Education

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#### **OBJECTIVES**

By the end of this exercise, participants will be able to:

- describe the policy and planning implications in situations where the provision and receipt of education opportunity is difficult or impossible;
- explain why children and adolescents do not always 'buy in' to existing educational provision.

#### **TIME FRAME**

45 minutes

#### **METHOD**

Read the following short paper. As a group, note down policy and planning issues that arise from this paper and that are pertinent to your working situation.

Develop these points into a short presentation that can form the basis of a whole group discussion.

## **SOCIAL POLICY AND EDUCATION**

In many of the countries where ...INGO works, the ability of families to provide children with basic care and protection has been undermined by poverty, reduced levels of public service, HIV/AIDS and conflict. Where a household's economic base has been eroded, its capacity to support children through the process of education is also reduced. For this reason, it is essential to look at education as part of a wider livelihood system: a narrow sectoral approach is unlikely to succeed where the opportunity and financial costs to beneficiaries (children and parents) have not been taken into account. The first priority must therefore be to understand a community's basic subsistence/survival mechanisms and the economic and social constraints that will prevent some children from participating in educational activities.

More specifically, if the aim is to make educational activities accessible to all children, choices must be understood from the consumer's point of view. What do parents perceive as a worthwhile investment? What basic subsistence needs have to be met before they are prepared to take children out of production? What measures are needed to reduce the proportion of domestic income available from child labour?

From the child's perspective, a similar set of questions arise: where children have responsibility for raising their own money for books, equipment or school fees, what drives their decisions? All these questions have implications for programme planning and implementation, and suggest that, if a successful educational outcome is to be achieved, activities across a range of sectors will be necessary.

## Education

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### Exercise 4.1: (Facilitator's Notes)

## Educational Activities Within Refugee Settings - Development Work or Emergency Work?

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### **TARGET GROUP**

Senior Managers, Sector Co-ordinators.

### **OBJECTIVES**

By the end of this exercise, participants will have:

- considered what priority to give to educational activities within refugee settings;
- developed arguments to support this standpoint;
- considered the planning and budgetary implications of their agreed standpoints.

### **TIMEFRAME**

45- 60 minutes

### **METHOD**

Participants to work in groups of three or four. Ask them to consider the **Participants' Notes** for this exercise. They are being asked to develop arguments for the setting up of educational activities in the context of emergency or refugee situations as either "development" or "emergency" work.

Allow 20 minutes for the development of the arguments and then facilitate a plenary session. Highlight the key points to emerge from the debate on flip chart (participants may value copies of the points raised in this session: build in the offer of having the points typed up and copied to all.

### **RESOURCES**

A copy of the **Participants Notes** for each participant.

Flip chart paper and pens.

## Education

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### Exercise 4.1: (Participants' Notes)

## Educational Activities Within Refugee Settings - Development Work or Emergency Work?

---

### **OBJECTIVES**

By the end of this exercise, you will have:

- considered what priority to give to educational activities within refugee settings;
- developed arguments to support this standpoint;
- considered the planning and budgetary implications of their agreed standpoints.

### **TIMEFRAME**

45- 60 minutes

### **METHOD**

In your groups, read the following two paragraphs. Work together to develop an argument for setting up educational activities in a new emergency setting as either “emergency work” or “development work”. Once you have formed your arguments, consider the budgetary and planning implications. There will be a plenary session.

“For several years UNHCR has been building up its emergency response capacity, assembling and deploying teams within 72 hours. For this purpose, emergency is usually defined as a period of three months. Emergency Response teams usually include a Community Service Officer, whose tasks include identifying and mobilising resources within the community to protect and promote the material and psycho-social well-being of children e.g. family tracing, identification and support of vulnerable groups, starting up organised activities for children, including the initial steps towards the start up of education.

Recently, UNHCR and NGOs (notably the Norwegian Refugee Council) have begun building emergency response capacity in education. The reason is a consensus that early promotion of organised activities for displaced children contributes significantly to their well-being and ability to cope. Refugees, both adults and children, usually give priority to quickly establishing educational activities; and support to such initiatives can also help to (re-)create a sense of community among them. In addition, organising such activities enables identification of children in need of special help through psycho-social programmes”.

## Education

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### Exercise 4.2: (Facilitator's Notes)

### Discussion - Rapid Educational Response

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#### **TARGET GROUP**

Senior Managers, Sector Co-ordinators.

#### **OBJECTIVES**

By the end of this exercise, participants will be able to:

- recognise some of the key issues related to rapid educational responses;
- describe the problems associated with dealing with these issues in working situations.

#### **TIMEFRAME**

45 minutes

#### **METHOD**

Prepare a briefing on this subject, based on the **Briefing Notes for Topic 4** and the particular experience of the participants with whom you are working. Facilitate a question and answer session. Organise the participants into discussion groups (up to six people per group). Ask them to discuss the issues on the Participants' Notes for this exercise.

Plenary session with the whole group.

#### **RESOURCES**

Copy of **Participants' Notes** for each participant.



## Education

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### Exercise 4.2: (Participants' Notes)

### Discussion - Rapid Educational Response

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#### **OBJECTIVES**

By the end of this exercise, you will be able to:

- recognise some of the key issues related to rapid educational responses;
- describe the problems associated with dealing with these issues in working situations.

#### **TIMEFRAME**

45 minutes

#### **METHOD**

In your discussion groups, please consider the following issues. There will be a plenary session in which you can share the results of this discussion process.

1. Under what circumstances would it be useful to have pre-packaged education kits and how could this be organised in your area?
2. How will the logistics be managed in a timely and cost effective way?
3. Who should be responsible for use, maintenance and storage of the various materials in the kits after distribution?
4. How do you ensure that the handing out of ready-made recreational materials does not inhibit the wish of refugees (including children) to create their own?
5. At what stage should formal selection of teachers, and payment of teachers' incentives begin?

## Education

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### Exercise 4.3: (Facilitator's Notes)

## A Community-Based Approach to Education

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### **TARGET GROUP**

Sector Co-ordinators, Field Staff.

### **OBJECTIVES**

By the end of this exercise, participants will be able to:

- identify different patterns of leadership within communities;
- assess the representativeness and effectiveness of community leaders.

### **TIMEFRAME**

45-60 minutes

### **METHOD**

Divide the participants into groups of three or four people. Ask them to read the case study presented on the Participants' Notes for this exercise and to consider the questions that follow.

Plenary session.

### **RESOURCES**

A copy of the **Participants Notes** for each participant.

Facilitators may also find **Education Reading 5.1** useful for this exercise.

## Education

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### Exercise 4.3: (Participants' Notes)

## A Community-Based Approach to Education

---

### **OBJECTIVES**

By the end of this exercise, you will be able to:

- identify different patterns of leadership within communities;
- assess the representativeness and effectiveness of community leaders.

### **TIMEFRAME**

45-60 minutes

### **METHOD**

Imagine that you are Community Service Officers.

Read the following scenario and consider the questions as a (group of) Community Service Officers.

There will be a plenary session for your group to share your thoughts with other groups.

*Many refugees have been living in a camp for several weeks but as yet there is no formal refugee leadership structure. A number of men have approached the UNHCR Community Services Officer, offering to be responsible for food and commodities distribution and help plan new activities and programmes, in particular creation of a school. Keen to involve the refugees as much as possible, you have not been able to make time to set up leadership and other social structures.*

(extracted from the **ARC Resource Pack on Community Mobilisation**).

1. What would you need to know about leadership patterns and social structures in the refugees' country of origin?
2. What are the potential advantages/risks and disadvantages in taking up the offer?
3. How do you respond to this offer?
4. What criteria will you have in mind when you set up a refugee education/school committee?

## Education

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### Exercise 4.4: (Facilitator's Notes)

## Setting-up an Education Committee in Refugee Situations

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### **TARGET GROUP**

Sector Co-ordinators, Field Staff.

### **OBJECTIVES**

By the end of this exercise, participants will be able to:

- explain the importance of setting up an Education Committee at the earliest opportunity;
- identify who should be represented on that committee;
- suggest possible short and long term objectives for that committee in a particular situation.

### **TIMEFRAME**

45-60 minutes

### **METHOD**

Facilitate a brainstorm with the whole group: "Why is it important to set up an Education Committee at the earliest opportunity in situations where there is a new influx of refugees or displaced people?" Use the briefing Notes from Topic 4 to discuss with participants who should be represented on an Education Committee (it may be that they consider there should be two committees: one which deals with management issues and one field committee)

Divide participants into small groups, preferably working colleagues. Ask each group to consider:

1. which groups would be represented on such a committee in their working environment;
2. issues or problems connected with the inclusion of representation from certain groups;
3. what the terms of reference for this committee should cover in the short and - if possible- in the long term.

Encourage participants to share any previous experiences that they have had in setting up or working with Education Committees, especially if the lessons learned from those experiences can be shared and applied by the present group. The

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facilitator should decide how best to organise a plenary session. It may not be necessary for the whole group to come together for this.

**RESOURCES**

Flipchart and pens.

## Education

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### Exercise 5.1: (Facilitator's Notes)

## Education Audit in Your Area

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### TARGET GROUP

Senior Managers, Sector Co-ordinators.

### OBJECTIVES

By the end of this exercise, participants will be able to:

- devise a framework for managers to analyse the quality of the education provision in their own areas;
- identify areas within that provision that are not satisfactorily addressed;
- propose ways in which they might improve the situation.

### TIMEFRAME

90 minutes

### METHOD

1. (15mins.) Participants should work in small groups defined, ideally, by common locations. Depending on the group, this definition could be by country, by programme or even by camp. They should briefly review their respective experiences with regard to the provision of education in their situation. Elements to cover should include:

- a breakdown of provision by age group, with % gender breakdown if possible;
- a description of the operational framework for this provision, including a summary of situation, standards, monitoring and evaluation processes; time-frames and % of the budget.

2. (30mins.) The small groups should now review the 'Objectives and Minimum Standards' detailed in **Handout 5.1** and identify priorities and key objectives for improving education provision within their programmes. This should be considered not only in terms of the situation but also policy.

3. (15mins.) Which of the key objectives can be achieved by utilising resources within the existing programme? What needs to be requested in addition in order to adhere to policy?

4. (30mins.) Plenary: This session should be used both to share creative ways of working with existing resources and situations, and to highlight problem areas that have been encountered and discuss ways of dealing with them.

## **RESOURCES**

Handout 5.1.

Flipchart and pens.

## Education

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### Exercise 5.2: (Facilitator's Notes)

#### Exercise in Co-ordination

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#### **TARGET GROUP**

Senior Managers.

#### **OBJECTIVES**

By the end of this exercise, participants will be able to:

- outline the key features that are the responsibility of senior management in the process of setting-up and running an education programme for refugees or displaced persons;
- assess the quality of co-ordination between government bodies and other agencies throughout this process.

#### **TIMEFRAME**

45 - 60 minutes

#### **METHOD**

Participants to work in small groups. Invite them to develop a “critical path analysis” of an education programme that they are familiar with, i.e. the educational provision for either displaced persons or refugees from the outset of an emergency, through to a more stable situation where formal schooling is established and, probably looking forward to educational preparation for the return to the country /area of origin. There is a description of how to facilitate a “critical path analysis” in the **ARC Facilitator's Toolkit**

For each step on the path, ask participants to:

1. identify key features of the programme;
2. describe co-ordination that has/should be taking place between government bodies and other agencies and NGOs (citing MoUs and other legal texts where relevant).

Plenary: Each group should present the results of their group work in the form of a chart which can then be pinned to the wall and form the basis of the plenary.

At the end of the plenary, distribute the **Checklist** for this exercise.



## **RESOURCES**

A copy of the following checklist for each participant.

Flip chart paper and pens; blue tack.

### **“ADVICE/TIPS” CHECKLIST FOR EDUCATION (FOR SENIOR MANAGERS)**

1. Ensure the right of access to education for refugee children (including those in extended transit situations) and asylum-seekers.
2. Ensure rapid education response in refugee and early refugee situations.
3. For refugees use their own core curriculum and refugee teachers, to ensure “education for repatriation”.
4. Provide simple non-formal education after no more than 3 months and a unified school system (at least at primary level) after no more than 6 months.
5. Include simple educational/recreational materials or kits in all emergency and repatriation budgets, and plan for purchase of textbooks, and for teacher incentives equal to those for other sectors.
6. Where refugees can attend local schools (e.g. same language of study, small numbers), support local schools that accommodate refugees with additional resources.
7. Encourage donors to assist national schools in refugee-affected areas.
8. Ensure regular investigation of levels of non-enrolment or weak attendance of females and adolescents and, after consultation with the community, including women’s and youth groups, ensure remedial measures are taken (e.g. timing of camp activities adjusted) and needed resources allocated (e.g. sanitary supplies/soap/clothing for older girls, recreational equipment); and measure/report success in increasing participation levels in schooling.
9. Ensure resourcing of refugee schools meets or moves steadily towards UNHCR standards, recommended by IES, including class size, materials/books/equipment, in-service teacher training including mobile advisers, resource centres including reproduction equipment, etc.
10. Develop community-based non-formal education for children and adolescents (alternative primary, literacy, literacy retention, foreign language(s)), separately or linked as appropriated to similar programmes for adults.
11. Develop access to secondary education for those able to benefit from it, with emphasis on supporting refugee and/or local secondary schools near refugee communities. Develop vocational training based on apprenticeship or through market-oriented training centres linked to apprenticeship or production practice.
12. Progressively develop systematic programmes for school and community-based education to convey messages regarding health/STDs, environment, peace/conflict reduction and, where relevant, landmine awareness.

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13. Develop linkages to the Education Ministries and UNICEF offices in countries of asylum and origin; and linkages between Branch Offices in country of origin and countries hosting refugees from that country; and promote harmonisation of programmes and certification of studies (to be acceptable after repatriation).
14. After repatriation, promote reintegration of returnee students and teachers into the national education system without discrimination.
15. Establish (or participate in) refugee education co-ordination committees at different levels as appropriate (including a co-ordination committee for agencies supporting higher education).

## Education

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### Exercise 6.1: (Facilitator's Notes)

## Education that is Appropriate to the Current Situation

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### TARGET GROUP

Sector Co-ordinators, Field Staff.

### OBJECTIVES

By the end of this exercise, participants will be able to:

- list the strengths and weaknesses of the current educational provision for a particular group of children and or adolescents;
- describe ways in which the weaknesses in that provision could be improved.

### TIMEFRAME

45 - 60 minutes

### METHOD

This exercise is designed for a group of participants who are working in the same situation (if participants come from different working situations, the exercise can be adapted by having working colleagues work through the exercise in small groups. It can be used to consider the entire education provision for the situation in question, or it can be used as a focus on one type of educational provision (e.g. primary education). Also, this exercise can be applied either to what is being taught and/or how the school is managed.

Using an appropriate method (brainstorm, or writing lists in small groups, or a presentation by one more informed participant), elicit a general picture of the current educational provision in the area and the type of education in question. Facilitator to note key points on flip chart or white board.

Divide participants into small groups of 4 - 5 participants. Give each group a copy of the **Participants' Notes** for this exercise, which is a pro-forma for SWOC analysis. (SWOC Analysis is described as a method in more detail in the **ARC Facilitators' Toolkit** if you are not familiar with this method). Ask the participants to consider the present educational provision under the following headings, and note their responses in the appropriate boxes:

1. strengths;
2. weaknesses;
3. opportunities;

4. constraints.

Facilitate a short plenary. Then ask participants to focus on the content of the information contained under the headings of weaknesses and constraints. Invite them to consider strategies for addressing these points and to rank these strategies according to their potential viability in the given situation. The facilitator must ensure that relevant results of this plenary go forward to any Action Planning session within the workshop.

**RESOURCES**

A copy of the **Participants Notes** for each participant.

SWOC Analysis Worksheet.

Check-list of educational provision from “Refugee Children - Guidelines on Protection and Care”.

## Education

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### Exercise 6.1: (Participants' Notes)

## Education that Is Appropriate to the Current Situation

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### **OBJECTIVES**

By the end of this exercise, participants will be able to:

- list the strengths and weaknesses of the current educational provision for a particular group of children and or adolescents;
- describe ways in which the weaknesses in that provision could be improved.

### **TIMEFRAME**

45 - 60 minutes

### **METHOD**

In your groups you will be asked to consider the strengths and weaknesses of the current education provision for a particular group of young people in your area using the SWOC Analysis Framework on the following page. Having done this the facilitator will ask you to consider potential for improving on the present situation.

The check-list attached may also facilitate your thinking.

<p><b><u>Strengths</u></b></p>	<p><b><u>Weaknesses</u></b></p>
<p><b><u>Opportunities</u></b></p>	<p><b><u>Constraints</u></b></p>

## **EDUCATION EXERCISE 6.1: CHECKLIST OF EDUCATIONAL OPPORTUNITIES**

### **Educational Opportunities**

- What primary, post-primary and non-formal educational opportunities exist for refugee children?
- What is the quality of the educational opportunities available and what measures would enhance the quality?
- Is available education relevant to the refugee experience and needs?
- Is the education being taught in the mother tongue of the child, particularly of young children?

### **Children's Comments**

- What are children's comments about the educational opportunities available (and lacking)?

### **School Enrolment**

- What proportion of refugee children are attending school, by age and sex?
- Why are those children not in school, not participating?
- What actions might be taken to increase the numbers of refugee children in school?
- How many children with disabilities are enrolled in the school? What % does this represent?

### **Community Participation**

- Are parents and the refugee community actively involved in the educational programmes?

### **Planning and Assessment**

- Is an educational planning system in place for the education of refugee children?
- Has an assessment of educational needs and resources been undertaken by technically qualified education specialist and has an educational plan been developed?
- Is an educational assessment system in place to monitor how refugee children's education functions?

### **Certificates**

- Are certificates being made available to validate the academic achievement of refugee children?

## Education

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### Exercise 6.2: (Facilitator's Notes)

## Roles Given to Different Adults in the Community

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### **TARGET GROUP**

Sector Co-ordinators, Field Staff.

### **OBJECTIVES**

By the end of this exercise, participants will be able to:

- describe the differing roles that adults can play in the education of children within their care;
- apply this understanding to their own working situations.

### **TIMEFRAME**

45 minutes

### **METHOD**

Divide participants into small working groups. Using flip chart or white board write up the following questions:

1. Make a list of all the groups of adults in your own working situation who have responsibility for the care or education of the children who live in the camp/village / area.
2. For each group of adults mentioned, consider in what ways they do (or could) contribute to developing the child's ability to "face life's challenges"?
3. Group your answers under the following headings : 1. Moral/ Social Education; 2. Development of Skills; 3. Development of Knowledge.
4. Any other categories that you feel it important to include?
5. How well do you feel that the adults in your area are able to carry out these responsibilities? How might they be helped or encouraged to develop their own skills or understanding in order to better meet these responsibilities?

Ask participants to discuss the questions above. Allow up to 30 minutes for this part of the exercise. Organise a plenary. Ensure that any suggestions which address the last question (how adults might develop their skills and understanding) are brought forward to an Action Planning session.

### **RESOURCES**

Whiteboard or Flip Chart paper.



## Education

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### Exercise 7.1: (Facilitator's Notes)

## Why are Girls in Your Area not in School?

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### TARGET GROUP

Senior Managers, Sector Co-ordinators, Field Staff.

### OBJECTIVES

By the end of this exercise, participants will be able to:

- explain why girls are not attending school in a particular area;
- prioritise the most significant of those reasons;
- propose strategies for addressing these issues.

### TIME FRAME

45 -60 minutes

### METHOD

Participants to work in small groups, preferably working colleagues together. Using their understanding of the local situation (and any available Situation Analyses that participants might have), groups to brainstorm reasons why girls might not be attending school on their area. It might be helpful to devise two lists: one for children and a second for adolescents. Having completed the brainstorm, participants should rank the five most significant reasons for non or infrequent attendance at school. For each of these five significant reasons, participants should be asked to consider:

1. What are the socio-cultural reasons for this?
2. What percentage of girls or young women does it affect?
3. What strategies could be considered for working to change this situation?

Plenary session. Significant reasons for non attendance should be written up on flip chart and posted on a wall for future reference. Any strategies that are agreed by the whole group as a viable way to improve the situation should be written up and included in any Action Planning session within the workshop. If appropriate, use **Handout 7.3** for clarification of ideas.

### RESOURCES

Flip chart paper and pens.

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A copy of **Handout 7.3** for each participant.

Any existing Situation Analysis which would contribute to understanding why girls are not in school in the participants' local area.

## Education

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### Exercise 7.2: (Facilitator's Notes)

## Education for Adolescents - How Good is it?

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### **TARGET GROUP**

Sector Co-ordinators, Field Staff.

### **OBJECTIVES**

By the end of this exercise, participants will be able to:

- analyse the current educational provision for adolescents in the local area;
- identify significant gaps within the present provision;
- propose strategies that would address these gaps.

### **TIMEFRAME**

45-60 minutes

### **METHOD**

Using **Briefing Notes for Topic 7**, prepare a short presentation on why adolescents are a particularly vulnerable group when it comes to education. Where possible, use local examples and case studies

Ask participants to form small working groups, preferably of working colleagues.

Ask them to prepare a brief analysis of the situation for adolescents in the camp/area in which they are working. This would include an indication of the percentage of adolescents; how and where they are living; how they relate (in general) to the authorities within the community; how they spend their time; how and why they might be "at risk" (e.g. drugs, prostitution, rape, recruitment etc.).

Short plenary to draw together common threads emerging from each group (use white board or flip chart).

Ask participants to go back to their groups and, in the light of the analysis above, to identify:

- the present educational provision for adolescents (it may help to make lists under the following headings: formal education; non-formal education; clubs; recreational activities);
- any significant gaps in the educational provision for adolescents;
- potential strategies for filling those significant gaps.

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Plenary. The facilitator may be able to draw upon the diverse experience in the group where some participants may be able to contribute to the development of potential strategies for gaps identified by other groups.

## Education

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### Exercise 8.1: (Facilitator's Notes)

#### Case Study from Guatemala

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#### **TARGET GROUP**

Senior Managers, Sector Co-ordinators, Field Staff.

#### **OBJECTIVES**

By the end of this exercise, participants will be able to:

- describe the key features of an effective returnee education programme;
- propose an outline programme plan, with time frames, for educational provision in a returnee situation.

#### **TIMEFRAME**

60 minutes

#### **METHOD**

Divide the participants into small groups. Invite them to read the case study in the **Participants' Notes** and then address the questions that follow it.

Plenary session.

#### **RESOURCES**

A copy of the **Participants' Notes** for each participant.

## Education

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### Exercise 8.1: (Participants' Notes) Case Study from Guatemala

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#### **OBJECTIVES**

By the end of this exercise, you will be able to:

- describe the key features of an effective returnee education programme;
- propose an outline programme plan, with time frames, for educational provision in a returnee situation.

#### **TIMEFRAME**

60 minutes

#### **METHOD**

In small groups, read the following case study and then address these questions. There will be a plenary session.

#### **QUESTIONS**

1. What are the particular issues that need to be addressed in your own returnee situation?
2. Prepare an outline programme plan which would address these issues. In your plan, please include time frames, budgetary implications, co-ordination needed between government bodies and other involved agencies.

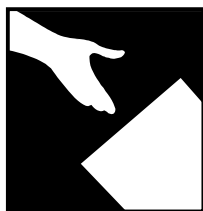
## Case Study from Guatemala

In Guatemala, education is seen as a key issue for returnee children. A number of NGOs have been providing a pattern of training and support for the Education Promoters who were working within the education system provided by COMAR in Mexico; essentially this involved building on the work of COMADEP which had been training these Promoters for integration into the Guatemalan educational system, as preparation for return. In many cases, they have needed help in completing their own primary or secondary schooling. UNESCO have assisted the Government of Guatemala and organisations representing the returnees (the whole process has been highly participatory) to draw up a comprehensive programme to provide education to the returnee communities. The proposal is for a Specific Plan for Education for Uprooted Population. Among the most significant aspects of these proposals are the following:

1. The Education Promoters form the main human resource and their “professionalisation” will involve being trained in the Guatemalan system and ultimately incorporated into it.
2. The Promoters have the great advantage of coming from within the returnee community, usually sharing language, culture and experience of exile.
3. The Promoters are seen not just as traditional teachers but as having a broad community development role, and a concern for young people’s overall well-being in the context of their families and the community.
4. The curriculum for the professionalisation of the Promoters is broad, and includes such topics as the rights and identity of indigenous people, participatory teaching methods, health issues including sex education, the peace process, parental guidance based on Mayan principles and an emphasis on women as the transmitters of culture, and so on.
5. The proposals include not only primary education, but pre-primary, secondary (both school-based and distance-learning systems), vocational and adult education.
6. The whole programme is seen in the context of the Government’s wish to institute a major programme of education reform - hence the more progressive model of education being promoted is seen as an experiment which may be mainstreamed within the state service.
7. The school pattern (unlike the current Guatemalan system) adapts to the seasonal calendar.
8. The programme will benefit returnee and displaced communities and other communities in the area, thereby facilitating the process of reintegration and reconciliation.

## Education

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### Handouts

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- [1.1](#) The Right to Education
- [1.2](#) United Nations Study on the Impact of Armed Conflict on Children, 1996
- [1.3](#) Revised (1995) Guidelines for Education Assistance to Refugees
- [4.1](#) Action to be Taken: Emergency Education Response
- [5.1](#) Objectives and Minimum Standards for UNHCR-Funded Schools
- [6.1](#) Child-to-Child: Critical Issues in Child and Adolescent Preventive Health
- [6.2](#) Notes from “Street Children and Substance Abuse - Training for Street Educators
- [6.3](#) Poverty, Livelihood, Food and Education: Considerations for Programme Planners
- [6.4](#) Characteristics of a Rights-Based, Child-Friendly School
- [7.1](#) Reasons why Girls May Not be Receiving Basic Formal Education
- [7.2](#) Notes on UNICEF’s Strategy on Girls’ Education



## Education

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### Handout 1.1

## The Right to Education

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### **UNIVERSAL DECLARATION OF HUMAN RIGHTS, 1948**

#### **Article 26**

1. 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.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
3. Parents have a prior right to choose the kind of education that shall be given to their children.

### **INTERNATIONAL COVENANT ON ECONOMIC, SOCIAL AND CULTURAL RIGHTS, 1966**

#### **Article 13**

1. The States Parties to the present Covenant recognise the right of everyone to education. They agree that education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms. They further agree that education shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace.
2. The States Parties to the present Covenant recognise that, with a view to achieving the full realisation of this right:
  - (a) Primary education shall be compulsory and available free to all;
  - (b) 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;
  - (c) 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;
  - (d) 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;

(e) The development of a system of schools at all levels shall be actively pursued, an adequate fellowship system shall be established, and the material conditions of teaching staff shall be continuously improved.

3. The States Parties to the present Covenant undertake to have respect for the liberty of parents and, when applicable, legal guardians to choose for their children schools, other than those established by the public authorities, which conform to such minimum educational standards as may be laid down or approved by the State and to ensure the religious and moral education of their children in conformity with their own convictions.

4. No part of this article 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 principles set forth in paragraph 1 of this article and to the requirement that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

## **1951 CONVENTION RELATING TO THE STATUS OF REFUGEES**

### **Article 22: Public Education**

1. The Contracting States shall accord to refugees the same treatment as is accorded to nationals with respect to elementary education.

2. The Contracting States shall accord to refugees 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 and, in particular, as regards access to studies, the recognition of foreign school certificates, diplomas and degrees, the remission of fees and charges and the award of scholarships.

## **CONVENTION ON THE RIGHTS OF THE CHILD (CRC), 1989**

### **Article 2**

1. 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.

2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

### **Article 23**

1. States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.

2. States Parties recognize the right of the disabled child to special care and shall encourage and ensure the extension, subject to available resources, to the eligible child and those responsible for his or her care, of assistance for which application is made and which is appropriate to the child's condition and to the circumstances of the parents or others caring for the child.

3. Recognizing the special needs of a disabled child, assistance extended in accordance with paragraph 2 of the present article shall be provided free of charge, whenever possible, taking into account the financial resources of the

parents or others caring for the child, and shall be designed to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development

4. States Parties shall promote, in the spirit of international cooperation, the exchange of appropriate information in the field of preventive health care and of medical, psychological and functional treatment of disabled children, including dissemination of and access to information concerning methods of rehabilitation, education and vocational services, with the aim of enabling States Parties to improve their capabilities and skills and to widen their experience in these areas. In this regard, particular account shall be taken of the needs of developing countries.

### **Article 28**

1. 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 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;
- (d) Make educational and vocational information and guidance available and accessible to all children;
- (e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.

2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

3. States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

### **Article 29**

1. 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 for 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 civilisations 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.

2. 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 principles set forth in paragraph 1 of the present article 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 30**

In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practise his or her own religion, or to use his or her own language.

### **Article 31**

1. States Parties recognise 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.

2. 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.

## **UNESCO CONVENTION AGAINST DISCRIMINATION IN EDUCATION, 1960**

### **Article 1**

1. For the purpose of this Convention, the term "discrimination" includes any distinction, exclusion, limitation or preference which, being based on race, colour, sex, language, religion, political or other opinion, national or social origin, economic condition or birth, has the purpose or effect of nullifying or impairing equality of treatment in education and in particular:

(a) Of depriving any person or group of persons of access to education of any type or at any level;

(b) Of limiting any person or group of persons to education of an inferior standard;

(c) Subject to the provisions of article 2 of this Convention, of establishing or maintaining separate educational systems or institutions for persons or groups of persons; or

(d) Of inflicting on any person or group of persons conditions which are incompatible with the dignity of man.

2. For the purposes of this Convention, the term "education" refers to all types and levels of education, and includes access to education, the standard and quality of education, and the conditions under which it is given.

## **CONVENTION ON THE ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN (CEDAW), 1979**

### **Article 10**

1. States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular to ensure, on a basis of equality of men and women:

- (a) The same conditions for career and vocational guidance, for access to studies and for the achievement of diplomas in educational establishments of all categories in rural as well as in urban areas; this equality shall be ensured in pre-school, general, technical, professional and higher technical education, as well as in all types of vocational training;
- (b) Access to the same curricula, the same examinations, teaching staff with qualifications of the same standard and school premises and equipment of the same quality;
- (c) The elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging coeducation and other types of education which will help to achieve this aim and, in particular, by the revision of textbooks and school programmes and the adaptation of teaching methods;
- (d) The same opportunities to benefit from scholarships and other study grants;
- (e) The same opportunities for access to programmes of continuing education, including adult and functional literacy programmes, particularly those aimed at reducing, at the earliest possible time, any gap in education existing between men and women;
- (f) The reduction of female student drop-out rates and the organisation of programmes for girls and women who have left school prematurely;
- (g) The same opportunities to participate actively in sports and physical education;
- (h) Access to specific educational information to help to ensure the health and well-being of families, including information and advice on family planning.

### **BEIJING DECLARATION AND PLATFORM OF ACTION, 1995**

Strategic objective L.4. Eliminate discrimination against girls in education, skills development and training.

Actions to be taken By Governments:

- (a) Ensure universal and equal access to and completion of primary education by all children and eliminate the existing gap between girls and boys, as stipulated in article 28 of the Convention on the Rights of the Child; similarly, ensure equal access to secondary education by the year 2005 and equal access to higher education, including vocational and technical education, for all girls and boys, including the disadvantaged and gifted;
- (b) Take steps to integrate functional literacy and numeracy programmes, particularly for out-of-school girls in development programmes;
- (c) Promote human rights education in educational programmes and include in human rights education the fact that the human rights of women and the girl child are an inalienable, integral and indivisible part of universal human rights;
- (d) Increase enrolment and improve retention rates of girls by allocating appropriate budgetary resources and by enlisting the support of the community and parents through campaigns and flexible school schedules, incentives, scholarships, access programmes for out-of-school girls and other measures;
- (e) Develop training programmes and materials for teachers and educators, raising awareness about their own role in the educational process, with a view to providing them with effective strategies for gender-sensitive teaching;
- (f) Take actions to ensure that female teachers and professors have the same possibilities and status as male teachers and professors.

By Governments and international and non-governmental organisations:

- (a) Provide education and skills training to increase girls' opportunities for employment and access to decision-making processes;
- (b) Provide education to increase girls' knowledge and skills related to the functioning of economic, financial and political systems;
- (c) Ensure access to appropriate education and skills-training for girl children with disabilities for their full participation in life;
- (d) Promote the full and equal participation of girls in extracurricular activities, such as sports, drama and cultural activities.

## **WORLD DECLARATION ON EDUCATION FOR ALL, MEETING BASIC LEARNING NEEDS, JOMTIEN, 1990**

### **Article III: Universalising Access And Promoting Equity**

1. Basic education should be provided to all children, youth and adults. To this end, basic education services of quality should be expanded and consistent measures must be taken to reduce disparities.
2. For basic education to be equitable, all children, youth and adults must be given the opportunity to achieve and maintain an acceptable level of learning.
3. The most urgent priority is to ensure access to, and improve the quality of, education for girls and women, and to remove every obstacle that hampers their active participation. All gender stereotyping in education should be eliminated.
4. An active commitment must be made to removing educational disparities. Underserved groups: the poor; street and working children; rural and remote populations; nomads and migrant workers; indigenous peoples; ethnic, racial, and linguistic minorities; refugees; those displaced by war; and people under occupation, should not suffer any discrimination in access to learning opportunities.
5. The learning needs of the disabled demand special attention. Steps need to be taken to provide equal access to education to every category of disabled persons as an integral part of the education system.

## **DAKAR FRAMEWORK OF ACTION, 2000**

The goals and strategies set out below establish a Framework for Action that is designed to enable all individuals to realise their right to learn and to fulfil their responsibility to contribute to the development of their society.

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 programmes
4. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality....

## **THE STANDARD RULES ON THE EQUALIZATION OF OPPORTUNITIES FOR PERSONS WITH DISABILITIES, 1993**

### **Rule 6. Education**

States should recognise the principle of equal primary, secondary and tertiary educational opportunities for children, youth and adults with disabilities, in integrated settings. They should ensure that the education of persons with disabilities is an integral part of the educational system. General educational authorities are responsible for the education of persons with disabilities in integrated settings. Education for persons with disabilities should form an integral part of national educational planning, curriculum development and school organisation. Education in mainstream schools presupposes the provision of interpreter and other appropriate support services. Adequate accessibility and support services, designed to meet the needs of persons with different disabilities, should be provided...

#### **THE SALAMANCA STATEMENT ON PRINCIPLES, POLICY AND PRACTICE IN SPECIAL NEEDS EDUCATION, 1994**

We, the delegates of the World Conference on Special Needs Education, hereby reaffirm our commitment to Education for All, recognizing the necessity and urgency of providing education for children, youth and adults with special educational needs within the regular education system, and further hereby endorse the Framework for Action on Special Needs Education.

#### **FOURTH GENEVA CONVENTION ON THE PROTECTION OF CIVILIANS IN TIMES OF WAR, 1949**

##### **Article 24**

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 maintenance, the exercise of their religion and their education are facilitated in all circumstances. Their education shall, as far as possible, be entrusted to persons of a similar cultural tradition.

##### **Article 50**

The Occupying Power shall, with the co-operation of the national and local authorities, facilitate the proper working of all institutions devoted to the care and education of children.

The Occupying Power shall take all necessary steps to facilitate the identification of children and the registration of their parentage. It may not, in any case, change their personal status, nor enlist them in formations or organizations subordinate to it.

Should the local institutions be inadequate for the purpose, the Occupying Power shall make arrangements for the maintenance and education, if possible by persons of their own nationality, language and religion, of children who are orphaned or separated from their parents as a result of the war and who cannot be adequately cared for by a near relative or friend.

#### **PROTOCOL ADDITIONAL TO THE GENEVA CONVENTIONS OF 12 AUGUST 1949, AND RELATING TO THE PROTECTION OF VICTIMS OF INTERNATIONAL ARMED CONFLICTS (PROTOCOL 1), 1977**

##### **Article 52.-General protection of civilian objects**

1. Civilian objects shall not be the object of attack or of reprisals. Civilian objects

are all objects which are not military objectives as defined in paragraph 2.

2. Attacks shall be limited strictly to military objectives. In so far as objects are concerned, military objectives are limited to those objects which by their nature, location, purpose or use make an effective contribution to military action and whose total or partial destruction, capture or neutralization, in the circumstances ruling at the time, offers a definite military of advantage.

3. In case of doubt whether an object which is normally dedicated to civilian purposes, such as a place of worship, a house or other dwelling or a school, is being used to make an effective contribution to military action, it shall be presumed not to be so used.

**PROTOCOL ADDITIONAL TO THE GENEVA CONVENTIONS OF 12 AUGUST 1949, AND RELATING TO THE PROTECTION OF VICTIMS OF NON-INTERNATIONAL ARMED CONFLICTS (PROTOCOL II), 1977**

**Article 4**

3. Children shall be provided with the care and aid they require, and in particular:

(a) they shall receive an education, including religious and moral education, in keeping with the wishes of their parents, or in the absence of parents, of those responsible for them;..



## Education

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### Handout 1.2

## United Nations Study on the Impact of Armed Conflict on Children, 1996

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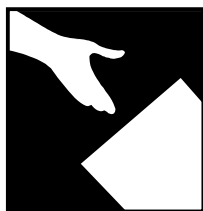
Recommendations for Education from the Machel Study:

1. All possible efforts should be made to maintain education systems during conflicts. The international community must insist that Government or non-state entities involved in conflicts do not target educational facilities, and indeed, promote active protection of such services;
2. Preparations should also be made for sustaining education outside of formal school building, using other community facilities and strengthening alternative education through a variety of community channels;
3. Donors should extend the boundaries of emergency funding to include support for education. The establishment of educational activity, including the provision of teaching aids and basic educational materials, should be accepted as a priority component of humanitarian assistance;
4. As soon as camps are established for refugees or displaced persons, children should be brought together for educational activities. Incentives for attendance should be encouraged through, for example, measures to promote safety and security. Special emphasis should be placed on providing educational activities for adolescents. Besides promoting access to secondary education, the expert urges Governments, international agencies and NGOs to develop age-appropriate educational programmes for out of school youth, in order to address their special needs and reflect their rights to participation;
5. Support for the re-establishment and continuity of education must be a priority strategy for donors and NGOs in conflict and post-conflict situations. Training should equip teachers to deal with new requirements. This will include recognising signs of stress in children as well as imparting vital survival information on issues such as landmines, health and promoting respect for human rights;
6. The expert urges the Committee on the Rights of the Child to issue strong guidance to State Parties on the interpretation of articles on the Convention on the Rights of the Child relating to their responsibility to provide education to children.

*United Nations Study on the Impact of Armed Conflict on Children, 1996 (The Machel Study).*

## Education

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### Handout 1.3

## Revised (1995) Guidelines for Education Assistance to Refugees

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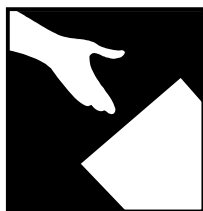
Various key points are summarised within the Guidelines and are presented here:

- UNHCR should ensure access of refugee children and youth to primary and secondary schooling.
- In large refugee emergency, UNHCR should promote, and fund if necessary, the rapid introduction of recreational activities, non-formal schooling and structured schooling, on a phased basis, with due attention to older students.
- When a limited population enters a country with a similar education system, UNHCR should help local schools absorb refugees, and allow children to attend any schools set up in areas of refugee concentration.
- UNHCR's role in respect of schooling for urban refugees includes advocacy, co-ordination, counselling (for individuals and communities) and support for children from vulnerable families.
- Schooling should also be provided to children in "transit" camps and to asylum seekers.
- For secondary school leavers, a limited number of scholarships are available to support studies in host countries institutions, oriented to durable solutions.
- As for training skills, UNHCR may fund carefully designed low-cost skills training projects, subject to availability of funds. Priority should be given to disabled refugees/refugees from vulnerable families.
- Non-formal education and training should be encouraged.
- Community-based cultural, recreational, sports activities with a learning component can be supported by UNHCR.

In addition, there are a number issues that relate to several or all types of education programmes including the importance of a community-based approach, the participation of girls and women, the education/training of disabled refugees, the promotion of awareness messages, and promoting durable solutions.

## Education

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### Handout 4.1

## Action to be Taken in an Emergency Education Programme

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### PHASE I

Promote simple recreational and educational activities for children.

Provide writing and recreational materials to support community initiatives.

Identify **humanitarian agencies to be responsible for educational assistance** in each location and to establish and train community education committees, and parent/teacher groups.

Identify school sites, and erect temporary shelter, ensure construction of latrines.

Convene a Refugee Education Committee. Include refugees, local education authorities, relevant UN agencies, implementing partners and refugee educators, at appropriate (district and/or national) levels.

Consult HQ and the local UNICEF office regarding availability of relevant educational materials and school-books (including those providing important messages on health, environment, peace, mine awareness etc.).

Arrange the timings of educational and recreational activities around other household and family activities to get maximum participation and co-operation of refugees.

### PHASE 2

Establish non-formal schooling in all refugee locations with refugee education advisers and teachers. Make plans for moving to a normal system of education as soon as possible.

Aim at a realistic level of service which can be sustained over the longer term.

Organise immediate in-service training of teachers. Training should cover: school organisation and timetabling; basic teaching methods; review of basic subject matter; and dissemination of messages regarding, for example, health, sanitation, environmental conservation, peace.

Monitor participation of girls in educational programmes and promote girls' enrolment and attendance in school. Promote recruitment and training of female teachers (at least 50 per cent).

Reintegrate out-of-school children and youth in school or non-formal education. Causes of school drop-outs and non-participation in community activities should be monitored.

Specialised advice may be sought from the education authorities of the host country, from staff of UNICEF, UNESCO, the World Bank, bilateral aid programme organisers and concerned NGOs. An education specialist may be needed to advise on programme development. **Liase with UNHCR HQ, regarding materials and expertise available internally and from other organisations, such as secondment from the NRC roster of education specialists.**

The provision of education may give the refugees a privilege not enjoyed by the local population of some locations. If the government is in agreement and there is a common language of instruction, it is usually appropriate to open the schools to the local population. Some assistance may be provided to national schools located very near to refugee schools.

**Education Handout 5.1  
Objectives and Minimum Standards for UNHCR-Funded Schools**

<b>Primary (grades 1 to 8)</b>	<b>Secondary (grades 9 and above)</b>	<b>In-service Teacher Training</b>
<p><b>Objective</b></p> <ul style="list-style-type: none"> <li>-Provide basic education (sustainable literacy/numeracy and life skills)</li> <li>-Meet psycho-social needs of displaced/traumatised children and adolescents</li> <li>-Provide foundation for secondary education (high achieving students)</li> <li>-Prepare children/youth for repatriation, reintegration or local settlement</li> </ul>	<p><b>Objective</b></p> <ul style="list-style-type: none"> <li>-Prepare youth for nation-building/socio-economic development</li> <li>-Prepare youth to face life with self-confidence and necessary skills</li> <li>-Prepare high achieving students for post-secondary education both vocational and academic</li> </ul>	<p><b>Objective</b></p> <ul style="list-style-type: none"> <li>-Develop professional teaching skills through in-service teacher training</li> <li>-Up-date teachers on subject knowledge, psycho-social issues, and life skills such as health, environment, conflict resolution and human rights</li> <li>-Prepare teachers for repatriation, reintegration or local settlement</li> </ul>
<p><b>Characteristics of the programme</b></p> <ul style="list-style-type: none"> <li>-Pre-school classes for children under 6 years not funded by UNHCR except for materials and training</li> <li>-School curriculum based on the country or area of origin</li> <li>-Language used in the country of origin schools</li> <li>-Target of primary schooling for all</li> <li>-Special afternoon classes for out-of-school children/adolescents with appropriate curriculum</li> <li>-Minimum of 4 hours/day above class 1, 6 hours/day after class 4</li> <li>-Minimum of 5 days a week</li> <li>-Short vacations to increase hours of schooling per year</li> <li>-Final examinations recognised by Education Ministry of country of origin</li> <li>-Community support mobilisation through Community Education or Parent Teacher Association</li> </ul>	<p><b>Characteristics of the programme</b></p> <ul style="list-style-type: none"> <li>-School curriculum based on the country or area of origin</li> <li>-Language used in the country of origin schools</li> <li>-Secondary education in refugee community-based schools for high achieving students</li> <li>-Special afternoon classes for out-of-school children/adolescents with appropriate curriculum</li> <li>-Minimum of 6 hours/week</li> <li>-Minimum of 5 days a week</li> <li>-Short vacations to increase hours of schooling per year</li> <li>-Community support mobilised through Community Education Committee or Parent Teacher Association</li> <li>-Final Examinations recognised by Education Ministry of country of origin</li> </ul>	<p><b>Characteristics of the Program</b></p> <ul style="list-style-type: none"> <li>-Teacher selection based on tests or performance at new teacher workshop</li> <li>-Training to include pedagogy, school subjects, meeting children's psycho-social needs and messages regarding sanitation, health, environmental awareness, conflict resolution and human rights, etc.</li> <li>Teacher training to be documented and recognised by the country of origin</li> <li>In-service training for all teachers in vacations/week-ends/special days, at least 10 days per year</li> <li>In-school training by project education advisers and school mentors</li> <li>Refugee teachers to benefit from national training programme and vice versa as applicable</li> </ul>
<p align="center"><b>Minimum Standards</b></p> <p>Class size</p> <ul style="list-style-type: none"> <li>-35 to 40 pupils in lower classes on an average day</li> <li>-25 to 30 for multi-grade classes</li> <li>-“Class teacher” system up to at least grade 6</li> </ul>	<p align="center"><b>Minimum Standards</b></p> <p>Class Size</p> <ul style="list-style-type: none"> <li>-35 to 40 students on an average day</li> <li>-25 to 30 for multi-grade classes</li> <li>-“Subject teacher” system</li> </ul>	<p align="center"><b>Minimum Standards</b></p>

An extract from “Review of UNHCR’s Refugee Education Activities”, UNHCR, Geneva, 1997.

Action for the Rights of Children (ARC)

**Objectives and Minimum Standards for UNHCR-Funded Schools**

<b>Primary (grades 1 to 8)</b>	<b>Secondary (grades 9 and above)</b>	<b>In-service Teacher Training</b>
<p align="center"><b>Materials</b></p> <ul style="list-style-type: none"> <li>-Grade 1 to 4: slates, chalks, 2 exercise books</li> <li>-Grade 5 to 6: at least 4 x 100 pages exercise books</li> <li>-Grade 7 to 8: at least 6 x 200 pages exercise books</li> <li>-One reading and one arithmetic textbook per student</li> <li>-Other reading materials in resource centre</li> <li>-At least one set of all other textbooks (50 copies) per school</li> </ul>	<p align="center"><b>Materials</b></p> <ul style="list-style-type: none"> <li>-Grade 7 and above: 2 x 200 pages exercise books per subject</li> <li>-One textbook per student per subject</li> <li>-Other reading materials in resource centre</li> </ul>	<p align="center"><b>Materials</b></p> <ul style="list-style-type: none"> <li>-One complete set of teaching manuals per school</li> <li>-materials for preparing teaching aids</li> </ul>
<p align="center"><b>Infrastructure</b></p> <ul style="list-style-type: none"> <li>-Classroom size: about 6m x 7m</li> <li>-Toilets and potable water supply in all schools</li> <li>-Lockable storage room in each school</li> <li>-Playground sufficient for recreational activities</li> <li>-Staff room in each school</li> <li>-Reading room/resource centre in each school</li> <li>-Community support in site clearing and construction</li> </ul>	<p align="center"><b>Infrastructure</b></p> <ul style="list-style-type: none"> <li>-Classroom size: about 6m x 7m</li> <li>-Toilets and potable water supply in all schools</li> <li>-Lockable storage room in each school</li> <li>-Playground sufficient for recreational activities</li> <li>-Staff room in each school</li> <li>-Reading room/resource centre in each school available to the community in the evening when possible</li> </ul>	<p align="center"><b>Infrastructure</b></p>
<p align="center"><b>Equipment</b></p> <ul style="list-style-type: none"> <li>-Simple clean seating for all students, based on local practice</li> <li>-Minimum 2m x 2m blackboard space per class, regularly repainted</li> <li>-One portable number chart per class</li> <li>-One globe per school</li> <li>-Minimum of one large world map, one country of origin map and one asylum country map per school, with smaller versions in classrooms for regular reference</li> <li>-Laminated wall charts in each classroom to make 'supportive learning environment'</li> <li>-Other educational materials as appropriate</li> <li>-One mimeograph and one laminating machine per project office</li> <li>-Sports equipment in each school</li> <li>-Chair and table for each teacher</li> </ul>	<p align="center"><b>Equipment</b></p> <ul style="list-style-type: none"> <li>-Simple clean seating for all students, based on local practice</li> <li>-Minimum 2m x 2m blackboard space per class, regularly repainted</li> <li>-One globe per school</li> <li>-Minimum of one large world map, one country of origin map and one asylum country map per school, with smaller versions in classrooms for regular reference</li> <li>-Laminated wall charts in each classroom to make 'supportive learning environment'</li> <li>-One science kit per school</li> <li>-Other educational materials as appropriate</li> <li>-One mimeograph and one laminating machine per project office</li> <li>-Sports equipment in each school</li> <li>-Chair and table for each teacher</li> </ul>	<p align="center"><b>Equipment</b></p>

An extract from "Review of UNHCR's Refugee Education Activities", UNHCR, Geneva, 1997.

## Education

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### Handout 6.1

## Child-to-Child - Critical Issues in Child and Adolescent Preventive Health

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This is a digest of a paper by the same name produced by the Child-to-Child Trust.

### **The Concept of Child-To-Child**

Child-to-Child is a philosophy, an approach to learning, a set of activities, and a world-wide movement of individuals and organisations promoting Child-to-Child through their work.

In Child-to-Child activities, children are playing an active and responsible part in the improvement of the health and well being of themselves, their family and their community.

It is a simple idea but requires radical re-thinking of the way in which children are involved in health and education programmes both at school and in special projects.

### **The Child-to-Child Approach**

At the heart of Child-to-Child programmes is the Child-to-Child approach. The approach is different from "traditional" health education teaching in several respects:

1. It suggests that children contribute to the development and design of the activities;
2. It links what children are learning with the actual problems they face and invites them to contribute to solving these specific problems in their school, home and community;
3. It is not bound by a set amount of time; and
4. It requires the involvement of people outside the immediate learning environment.

Child-to-Child activities involve children in communicating well, co-operating with each other and helping each other. Developing life skills and using peer learning can both be a part of Child-to-Child but they are not synonymous.

Over the years a model of how to implement Child-to-Child programmes have been developed.

This model is described as "the six step approach". As this model suggests, Child-to-Child is a process which aims to link the child's learning with the child's life. It is not a process which can be contained within one classroom-based lesson.

The first step in the Child-to-Child approach is for the children to understand the selected topic.

Activities might include discussions, role plays, reading, writing etc. Community members might be involved at this step. They may be invited to talk with the children, tell stories or initiate discussions on a certain topic. This step is often undertaken in an educational setting such as a classroom.

At the second step children gather information about the selected topic. This might be done by conducting a small survey; by having a discussion with friends, relatives or key community members; or by observation. This helps to make the topic 'theirs'.

At the third step, children bring the information they have gathered together with others and they discuss the topic as it affects them, their families and their community. The children discuss ways in which they might be able to address problems perhaps as individuals, in small groups or as a larger group. It is important that the facilitator working with the children helps them look at information gathered with respect and critically, and helps them to design solutions that are manageable and which communicate clearly and accurately to others.

At the fourth step children take action at school and also in their families and communities. They may be communicating information to others, demonstrating skills to others, working with other children or leading by example.

**Children can take action in different places:**

<b>At school</b>	<b>At home</b>	<b>In the community</b>
<i>Children can...</i>	<i>children can...</i>	<i>children can...</i>
<ul style="list-style-type: none"><li>• Learn together actively</li><li>• Help and teach their friends</li><li>• Help and protect younger children</li><li>• Help to make their surroundings healthy</li></ul>	<ul style="list-style-type: none"><li>• describe and demonstrate what they learn</li><li>• help their families with good health practices</li><li>• teach and help younger brothers and sisters</li><li>• play with children who do not go to school</li><li>• keep the home surroundings healthy</li></ul>	<ul style="list-style-type: none"><li>• pass on messages through plays and songs</li><li>• act as messengers and helpers</li><li>• participate in health campaigns</li></ul>

Because this type of active learning (physically active and/or active inside the head!) helps children to remember what they have learned, it is important that the messages are accurate.

Step five is about helping the children to evaluate the effects of their work on others and on themselves and identify ways in which they can improve their activities.

Step six is the chance for the children to make messages clearer, to reach other people and generally to improve upon what has gone before, so that desirable



changes made as a result of the project become a way of life. It is also the step at which new ideas for new issues to explore further may become apparent.

### **Active methods**

Active health education means using active methods. The most important characteristic of active methods is that they promote active thinking which can help children gain life skills and develop positive attitudes and values. The following methods all help to develop learning and thinking in active ways. Few require additional costs but all require adults who are willing to try out new things and are keen to help children think for themselves: discussions, stories, pictures and flip charts (or boards), demonstrations, surveys, visits and visitors, drama, poems and songs, games.

### **Child-to-Child resource materials and further reading**

#### **Activity sheets and resource book**

Over the years the original *activity* sheets have been revised several times and others have been added. There are now 38 activity sheets. The last was published in 1998 and is on the topic, *Landmine Awareness*, and is the fifth in the group of activity sheets which aim to support people working with children in difficult circumstances. Most of the activity sheets are now bound as the second part of a two part resource book. The first part describes how programmes implement and evaluate Child-to-Child activities.

Many hundreds of programmes throughout the world have begun on the basis of the activity sheets alone. They are copyright free and have been adapted and translated into over 20 languages.

#### **Child-to-Child readers (story books)**

The Child-to-Child readers are also counted among Child-to-Child's core materials. These are divided into three levels and there are now fifteen titles. Each deals with a specific health issue such as teenage pregnancy, accidents, disability, and the stories demonstrate what children can do to help. They also contain ideas for follow up activities.

#### **Books that are linked to the formal curriculum**

To help teachers find ways to incorporate Child-to-Child into the formal curriculum, the Child-to-Child Trust have developed books such as *Health into Science* and *Health into Maths*.

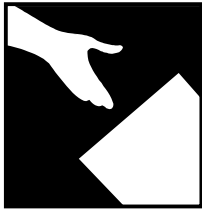
#### **Books for head teachers, planners and policy makers**

The Child-to-Child Trust's publication, *Children for Health* is linked to the 1993 version of *Facts for Life*. Each topic-based chapter contains the 'prime messages' plus ideas for ways that children can learn about and promote the messages at school and at home.

*Health Promotion in our Schools* is a resource book designed for all those who encourage schools to introduce health education and health promotion programmes. It is recommended for use alongside *Children for Health*.

## Education

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### Handout 6.2

## Notes from “Street Children and Substance Abuse; Training for Street Educators”, WHO

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The following text is extracted from the WHO Programme on Substance Abuse - “Street Children and Substance Abuse: Training for Street Educators” WHO/PSA/95.12. Trainers and/or facilitators considering training or awareness raising programmes about substance abuse with young people should consult this document in full. In addition to information about what to include in training sessions, it offers very good training and awareness raising exercises as well as a section on programme planning which looks at Rapid Assessment Methods and types of interventions. There are more suggested readings in the **Further Reading, Videos and Websites** at the end of this Resource Pack.

Training and awareness raising programmes should involve the following:

#### **1. Health and Psycho-social Aspects**

What are the problems facing young substance abusers? Issues arising may include:

- a stressful past;
- lack of accessible resources;
- a hostile and unfriendly environment;
- a need to survive in difficult circumstances.

What are the health concerns affecting young substance abusers?

- There are a multitude of possibilities ranging from skin diseases to sexually transmitted diseases, and including psychiatric emotional and cognitive disorders.

#### **2. Understanding Substance Abuse**

Substance abuse is a behaviour that is influenced by the characteristics of the environment, the user and the substances themselves.

The substances:

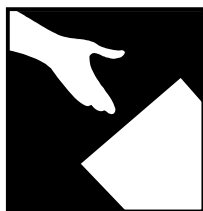
- What is their role?
- what they are;
- how they are taken;
- what effect they have.

The consequences of substance abuse, including:

- Detoxification and withdrawal;
- other consequences for the user;
- consequences for the community;
- protective factors;
- coping strategies;
- other resources.

## Education

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### Handout 6.3

## Poverty, Livelihood, Food and Education: Considerations for Programme Planners

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Potential programme activities could include:

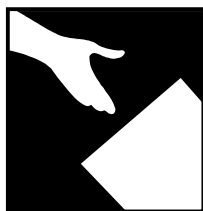
- flexible timing and location of classes in recognition of other demands being made on children. This might have a seasonal component for farming areas, but might also lead to modified class times during the day (for example, extra classes in the late afternoon to permit access by girls who might have had household chores to do until then, or for street children as mentioned above);
- building in to the curriculum the development of practical skills for core livelihood activities, which would have to be context specific: such as farming techniques, livestock rearing, skilled labour, numeracy as applied to basic accounting etc. The question then is whether teachers are the best educators for these subjects or if home-learning with parents is more appropriate. Also, there is a fine line here between providing a 'relevant' education which might be perceived as condemning children to the *status quo* (i.e. poverty) and providing a 'conservative' education to open new employment opportunities for the future but which risks missing children's needs altogether. Perhaps this is something to discuss in the workshop!
- developing school clubs as active learning opportunities in, say, agriculture through school garden projects; or building financial skills through savings schemes; or training in manual skills (such as carpentry, tailoring, brick-making etc.) and selling produce (thereby providing experience in commerce); or, for any of these, having children manage the club -in groups or as individuals on a rotation basis;
- providing briefings (perhaps as packs) for new teachers who are not members of the local community, on what the local livelihood patterns are and the nature of poverty in that area;
- using school gardens to grow crops and then practising preparing them. Since men and women in many cultures take responsibility for different crops (e.g. in The Gambia, men are responsible for ground nuts, a cash crop, while women take care of rice production, the staple food), such early cross-gender practice would encourage a broader understanding of agricultural patterns in the community (a point also worth making here is that, given the effect of HIV on family composition, where children are having to undertake responsibilities which would normally have been adults', the broader knowledge base that children have the easier it will be for them to make this transition):
- including teaching/demonstration on storage and processing of food (to minimise wastage of whatever food is produced);

Action for the Rights of Children (ARC)

- linking current livelihood patterns to the environment and how such patterns may change in the future (i.e. as a discussion with children); or
- building on our understanding of which types of income are dedicated to the acquisition of food, using poverty/livelihood assessments could help identify which income sources are used to support education-related costs. This might reveal scope for developing income-generation projects with an explicit objective of improving school attendance.

## Education

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### Handout 6.4

## Characteristics of a Rights-based, Child-Friendly School

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1. **Reflects and realises the rights of every child in the community** -- co-operates with other partners to promote and monitor the well-being and rights of all children; defends and protects all children from abuse and harm (as a sanctuary) both inside and outside the school.
2. **Sees and understands the whole child in a broad context** -- is concerned with what happens to children before they enter the system (e.g. their readiness for school and for life in terms of health and nutritional status, social and linguistic skills) and, once they have left the classroom, back in their homes, the community and the workplace.
3. **Is child centred** -- encourages participation, creativity, self-esteem and psycho-social well-being; promotes a structured, child-centred curriculum and teaching-learning methods appropriate to the child's developmental level, abilities and learning style; and places high priority on the needs of children over the needs of the other actors in the system.
4. **Is gender sensitive and girl-friendly** -- promotes parity in the enrolment and achievement of girls and boys, reduces constraints to gender equity and eliminates gender stereotypes provides facilities curricula and learning processes welcoming to girls.
5. **Promotes quality learning outcomes** -- helps children master the essential enabling skills of writing and reading, speaking, listening and mathematics and the general knowledge and skills required for a living in the new century including useful traditional knowledge and the values of peace, democracy and the acceptance of diversity; encourages children to think critically, ask questions and express their opinions.
6. **Provides education based on the reality of children's lives** -- ensures that curricular content responds to the learning needs of individual children as well as to the general objectives of the education system and the local context and traditional knowledge of families and the community.
7. **Is flexible and responds to diversity** -- meets differing circumstances and needs of children (e.g. as determined by gender, culture, social class, ability level)
8. **Acts to ensure inclusion respect and equality of opportunity for all children** -- does not stereotype, exclude or discriminate on the basis of difference
9. **Promotes mental and physical health** -- provides emotional support; encourages healthy behaviours and practices; guarantees a hygienic, safe,

secure and joyful environment; where necessary and possible serves as a venue for a critical health services for children

10. **Provides education that is affordable and accessible** -- especially to children and families most at risk
11. **Enhances teacher capacity morale commitment and status** -- ensures that its teachers have sufficient pre-service training, in-service support and professional development status and income
12. **Is family focused** -- attempts to work with and strengthen families and helps children, parents and teachers establish harmonious collaborative partnerships
13. **Is community based** -- strengthens school governance through a decentralised, community-based approach; encourages parents, local government, community organisations and other institutions of civil society to participate in the management as well as the financing of education; promotes child-friendly communities and partnerships and networks focused on the rights and well-being of children.

## Education

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### Handout 7.1

## Reasons Why Girls May Not Be Receiving Basic Formal Education

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1. poverty and hardship (affects boys and girls)
2. preference for boys' education if the family is poor
3. cultural views against female education
4. early marriage or betrothal
5. teenage pregnancy - or fear of it
6. insecurity of travelling to or from school
7. lack of proper clothing, sanitary materials and soap, needed after puberty
8. gender roles requiring girls to undertake home duties during school hours (care of young siblings, fetching water, firewood, food rations)
9. gender roles limiting time for homework (cooking, washing dishes/clothes)
10. lack of female teachers in schools
11. lack of separate facilities in schools (latrines; in some cultures, separate classrooms or schools)
12. low teacher expectations and other study difficulties
13. ineffective schooling (affects boys' and girls' learning achievements and hence motivation, especially where parents are illiterate and tutors cannot be afforded)
14. completion of schooling may seem pointless (affects boys and girls if there is no recognised certificate or opportunity for further study after completing a course)
15. limited employment prospects for school leavers

## Education

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### Handout 7.2

## Notes on UNICEF's Strategy on Girls' Education

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Girls' education is a UNICEF priority because two-thirds of primary school age children denied their right to basic education are girls, and because it is a foundation for progress in development more generally. The UNICEF Global Girls' Education Programme uses a multi-country approach that is guided by the principles outlined in *Girls' Education: A Framework for Action* and is being implemented in over 60 countries. Using innovative strategies to increase girls' access to and achievement in quality education, combined with advocacy, social mobilisation, and diverse partnerships, it is contributing to developing gender sensitive education systems in which both girls and boys have opportunities to excel.

### **1. NATURE OF THE ISSUE:**

Compared to boys, girls are more disadvantaged when it comes to enjoying their right to education. Of the estimated 700 million 6-11 year-old children, 132 million are not in school. Approximately two-thirds are female. Non-schooling obstacles to girls'; education include cultural traditions and practices, policies, work, and poverty. All these factors shape the priorities established by families, schools, communities and nations. Constraints within education include lack of access, poor quality education, systemic and systematic gender biases, cost of education, lack of female role models, and the fact that even in the same classroom, girls and boys have very different educational experiences. The most persistent and obvious gender gaps are in Africa, South Asia, and the Middle East, but national level data hide disparities in all countries.

Gender bias is usually present in all aspects of an education system, including secondary and tertiary education, administration and the policy environment.

### **2. UNICEF POLICY:**

Education is recognized as an inalienable right, and a right that facilitates access to other rights. CRC and CEDAW establish these rights. UNICEF is committed to the World Declaration on Education For All--girls are accorded highest priority because they constitute the largest single group of unreached children. UNICEF supports a comprehensive and systemic approach to basic education and development. Thus, it focuses on developing gender-sensitive education systems rather than separate education projects for girls. UNICEF has developed the Global Girls'; Education Programme which operates under a set of guidelines, consistent with the 1995 Board Strategy Paper on Basic Education, articulated in the document, *Girls'; Education: A Framework for Action*.



### **3. MEASURES ADOPTED:**

In 1994, the Global Girls' Education Programme was initiated, which has seven strategic thrusts: Support to Existing Country Programmes of Cooperation; Advocacy; Partnership; Communication; Knowledge Building; Support to NGOs; and Resource Mobilization. First geographical area focus was Sub-Saharan Africa. Subsequent foci are South Asia and the Middle East. UNICEF plays a leadership role in a loosely organized global partnership of funding agencies on girls' education. This includes the World Bank, Norway, CIDA, UNESCO, the Rockefeller Foundation, USAID, and the Netherlands. In collaboration with Programme Division, UNICEF's Division of Communication has designed a global communications strategy to support girls' education. Under the auspices of the Association for the Development of Education in Africa (ADEA), UNICEF is piloting a programme to support NGOs active in girls' education.

### **4. SELECTED OUTCOMES:**

Close to US\$70 million has been contributed to the Girls' Education Programme. Over 60 countries are applying the Framework. Only 35 have Supplementary Funding. Improvements in girls' Net Enrolment Rates (NER) are already being evidenced. Examples include Senegal, Egypt, and Bhutan. There is a growing global "movement" in support of girls' education. A number of innovative approaches facilitating girls' education are being implemented, including: the Community Schools in Egypt, the TOSTAN programme in Senegal, the COPE programme in Uganda, the mini-escolas in Angola, BRAC in Bangladesh, the Bolsa Escola in Brazil, PAGE in Zambia, etc.

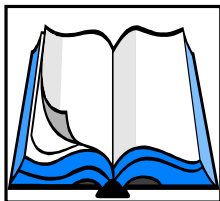
UNICEF is experimenting with new mechanisms for regional capacity development related to building gender-sensitive education systems that are responsive to girls' needs.

### **5. FURTHER STEPS:**

Mobilize much-needed resources, particularly for South Asia, Africa, and the Middle East. Continue to emphasize the need for long-term commitments to girls' education as a part of government and funding agency priorities. Widen the network of partners focusing on girls' education. Focus on girls who are out of school due to child labour.

## Education

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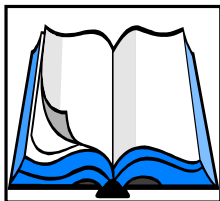
### Readings

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<a href="#">4.1</a>	Extract from “Rapid Educational Responses in Complex Emergencies”
<a href="#">5.1</a>	Extracts from “Refugee Run Education”
<a href="#">5.2</a>	Complex Case Study – Liberian Children’s Initiative
<a href="#">7.1</a>	Girls’ Education: A Framework for Action (UNICEF) Discussion Paper, September 1999

## Education

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### Reading 4.1

## Extract from “Rapid Educational Response in Complex Emergencies”

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This is a discussion document that has been prepared jointly for UNESCO, UNICEF and UNHCR by Pilar Aguilar and Gonzalo Retamal. It was published in 1998. The extract here describes the educational response to the vast numbers of Rwandans who were displaced across the border. It is a tribute to those involved in this programme that education reached so many so quickly.

### **THE NGARA EXPERIENCE 1994**

As a direct consequence of the 1994 Rwanda genocide, population displacement across the border was on a massive scale. In twenty-four hours, 250,000 people crossed to Rusumo to seek safe-haven in the United Republic of Tanzania, and over 470,000 found their way to the Kagera region. At the time, it was the largest refugee population in the world, but soon afterwards the exodus into Eastern Zaire would exceed it in scale. The international community was required to mount a massive effort to try and cope with a displaced population of such proportions.

Close inter-agency collaboration was its main and distinctive feature from the outset. It was probably the only effective mechanism to address the question of education for refugees. UNHCR, UNICEF, UNESCO-PEER and Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) proposed joint support in order to provide an educational programme for the crowded refugee camps in Ngara. The Government of Tanzania agreed and approved A Memorandum of Understanding describes which organisation shall be responsible for providing particular emergency services to critical refugee camps. In the case that interests us here, the main concern was which relief agency would be responsible for providing an education in each camp. The principle of “educational for repatriation” was adopted by all agencies concerned and the main priority was focused towards primary education.

To further explain the Memorandum of Understanding, UNHCR provided the overall co-ordination from which the Education Programme Management United (EPMU) was established, comprising UNESCO-PEER, UNICEF and GTZ. Through an Education Co-ordination Committee, the EPMU with the community services and education NGOs, co-ordinated the education programme. At the camp level, a Rwandan refugee Project Development Officer (PDO) was employed to supervise the operation of the schools in the camp. Each school had a director who, with an assistant called the “responsible”, had the task of managing the school.

An educational needs assessment was carried out by UNHCR and UNICEF early in the emergency; this greatly stimulated community interest and educational

planning. The agencies concerned then planned a phased approach with the following features:

Recreation: Specifically in the Lumasi camp, it provided an opportunity for children, teachers and young people to come together for an agreed purpose, and to undertake some basic activities for psycho-social well-being and healing. Teamwork and organised activities were part of the programme, which also provided some opportunity to plan other parts of the education programme.

The Teacher Emergency Package was adopted to support the first phase of the emergency education programme in Ngara. Initially, UNESCO-PEER sent 300 kits to Ngara in readiness for the opening of schools in the camps. While Rwandan teachers had no familiarity with the proposed kit, the TEP had been translated into Kinyarwanda and adapted as necessary by UNESCO-PEER specialist, including Rwandan educators (for more detailed information on the contents of the TEP. The introduction of the TEP methodology and teacher training always preceded the distribution of kits. Rwandan teachers regarded it as an incentive to resume educational activities. By April 1995, in Ngara/Karagwe forty schools were established in the refugee camps with an enrolment of nearly 60,000 students, all using a shift system, i.e. half the children attended in the morning and other half attended in the afternoon. Children in refugee camps in developing countries are mainly concentrated in the first stages of basic education.

Reintroduction of the curriculum: Delays were experienced in obtaining primary school textbooks, but efforts were made to use duplicated and ad-hoc materials in their absence.

## **THE UNICEF-UNESCO TEP PROGRAMME IN RWANDA**

In July 1994, UNICEF and UNESCO, in the form of its Programme for Education for Emergency and Reconstruction, decided to join efforts to set-up a rapid educational response both inside Rwanda and in the refugee camps. The inter-agency collaboration had already been initiated in May 1994, with the translation and adaptation into Kinyarwanda of the teacher's guide and other educational materials contained in the Teacher Emergency Package, that had already been developed by PEER for its Somali programme.

This early-stage co-operation between the two agencies facilitated the conceptualisation, development and implementation of emergency education intervention. "An unusual, perhaps, unique degree of close inter-agency collaboration was quickly achieved and subsequently sustained, built on team work, shared aims and objectives, mutual support, and complementary of roles".

The reconstruction of the national education system started with the implementation of the TEP – or School-in-a-Box – as a "mobile classroom". The TEP model was, for the first time, tested on a nation-side scale. The strategy devised by the UNICEF-UNESCO emergency education programme, in collaboration with the Ministry officials, was based on a phased approach in order to re-establish the education system.

The first phase aimed at rebuilding the almost non-existent infrastructure in order to re-open schools and start reintegrating teachers and children. UNICEF finally provided 9,000 TEPs to meet the initial needs of nearly 720,000 primary school-children, as well as for the teachers in training. There were more than 11,000

teachers trained in the use of the TEP, which represented about 60% of the former primary school teaching force.

The second phase focused on the normalisation of the education system in terms of provision of textbooks, teacher's guides, and regular school supplies, plus the reconstitution of the infrastructure of educational administration services provided by the ministries and the prefectures.

Awareness campaigns (mine awareness and health messages regarding cholera) were conducted at a prefecture level, with the participation of teachers, local community authorities, and so forth. Specific teaching packages in Kinyarwanda for mine and cholera awareness were integrated into the basic literacy and numeracy core of TEP.

### **TRAINING OF TEACHERS IN RWANDA, 1994-95**

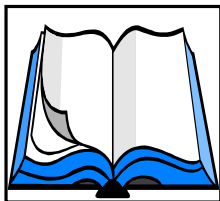
In order to re-open the schools, the government used TEP materials and associated teacher training (of a two-day duration). The first day of training included basic teaching theory and a demonstration of TEP methodology. The second day focused on practical teaching skills for literacy and numeracy using the didactic materials of the educational activities suggested in the TEP, as well as the teacher's guide.

A training-of-trainers system was set-up in each of the communities using a "cascade" approach, in order to respond to the urgent training needs of Rwandan teachers. The cascade approach means that the trained teachers were required, in their turn, to train their colleagues.

A core group of twenty-one national trainers, divided into teams of four or five, were sent out to the eleven prefectures. Each commune was represented by two primary school-teachers in their own communes. Since it was the first systematic activity to take place at a community level, the emerging local authorities were present in all the training sessions, i.e. district and local supervisors, headmasters, church representatives and local government authorities. It was particularly noticeable that less than 10% participating in the training were women teachers.

## Education

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### Reading 5.1

### Extracts from “Refugee-Run Education”

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**Extracts from “Refugee-Run Education - The Somali Refugee Primary School in the Republic of Yemen” by Helena Gezelius, Rädda Barnen.**

#### **BACKGROUND**

As recounted by the Somali refugee teachers:

The year 1991 was the most critical time for the Somali people. It was a time when the whole state collapsed. Subsequently, wars started and spread to all regions of the country. The civil war caused death, destruction and many injuries.

Although elders and intellectuals strove to restore peace, the proliferation of arms, looted from armouries, made this task difficult. People were forced to seek refuge in neighbouring countries: Kenya, Ethiopia, Djibouti and Yemen.

The first arrival of some 3,400 Somali refugees in Yemen was in July 1991. From that time until late 1993, Somali refugees came from the ports of Mogadishu, Bosaso and Merca.

Upon arrival, the refugees were received by government and UNHCR officials. The Yemeni government allowed the refugees to stay, while UNHCR charged itself with feeding and accommodating the refugees.

They were classified as urban, rural or nomadic people. They were of Somali nationality, sharing cultural, linguistic and religious background.

#### **RADDA BARNEN’S INVOLVEMENT**

For more than 30 years, Rädda Barnen has supported programmes in Yemen; when the Somali refugees began arriving, it already had a long-established sub-office in Aden. Informal contacts with UNHCR and representatives of the refugees led to a decision by the Rädda Barnen board to support a social welfare programme that included basic education for refugee children in the Medinat Al Sha’ab camp.

To improve the situation for children affected by war and displacement is one of Rädda Barnen’s main aims; in doing so it is guided by the UN Convention on the Rights of the Child. The approach, when giving support directly to refugees, is community-based social work, with emphasis on the psycho-social well-being of the children.

Rädda Barnen argues that refugee children’s right to education is particularly important, both for their immediate well-being and to improve their future prospects. As refugee children’s everyday lives and relationships are often

fundamentally disrupted, and camp life usually boring, going to school brings stability and routine that help children to regain their sense of belonging as well as contributing to their overall development. For refugee children have few other assets to rely on than their skills and knowledge when they try to make a living, often in a foreign country.

To help plan the programme, the Rädga Barnen office in Yemen asked headquarters in Stockholm for support and Eva Segerstrom, a Swedish social worker with experience of community-based social work among Afghan refugees in Pakistan, arrived on a short-term consultancy. Later a local field officer, whose tasks included monitoring and supporting the school, was employed.

It is estimated that almost 90,000 Somalis fled to Yemen. About a third of them carried Yemeni passports - a sign of generations of close trade links between the two countries. They came from different parts of the country and among them most of the warring clans or groups were represented.

The government of Yemen offered the refugees residence permits, but had no resources to cater for their basic needs. It called on UNHCR to provide assistance. A first camp was established in a suburb of Aden, Medinat Al Sha'ab.

Figures for the number of refugees in the different camps vary between 7,000 and 22,000. This is partly due to the fact that refugees are free to come and go (and some are used to living as nomads).

In October 1992, UNHCR counted 8,560 persons in Medinat Al Sha'ab: 5,527 males and 3,033 females aged as follows: 0-5 years 1,063; 6-15 years 1,431; 16-60 years 5,352; 61 years and older 714. Some of the women arrived with children but without any male relative and some children were unaccompanied.

Many of the refugees were skilled and several had academic qualifications. UNHCR identified 10 medical doctors, 26 nurses, 94 teachers, 117 mechanics, 14 carpenters, 16 electricians and 25 tailors.

## **REFUGEE COMMUNITY INVOLVEMENT**

Rädga Barnen encouraged the three members of the Elders' Camp Committee, who had approached UNHCR to ask for access to schooling for the children, to form an education committee. Soon such a committee, with chairman, vice-chairman, committee administrator, headmaster, administrator and five other members, was ready to start a school.

There were no local Yemeni organisations with the capacity to monitor and support the refugee school; instead, Rädga Barnen dealt directly with the refugees and considered the Education Committee a kind of local NGO.

Eva Segerstrom worked closely with the Education Committee, the Elders' Camp Committee, UNHCR and Medecins Sans Frontieres, which ran health services in the camp. The selection of teachers was a crucial task, particularly sensitive due to the large number of qualified teachers in the camp.

In the long run, the fact that the Education committee was more-or-less self-appointed proved to be a problem. Although it worked voluntarily, some members were appointed to paid positions; this, and the fact that the Committee did not represent all clans in the camp, caused friction. Some refugees argued that the

Koran School, also run by refugees in the camp, alone could provide sufficient schooling for the children, whereas others were simply critical of the primary school's leadership.

One reason was that the headmaster had mis-used the school stamp for his own economic gain, another that he was a member of the Education Committee and therefore considered by many as self-appointed rather than selected on the basis of qualifications. These problems forced Rädde Barnen to become more directly involved.

A crisis arose for the Education Committee when some of its members left for Somalia and needed to be replaced. Those remaining did not approve of the proposed new members; because of their unwillingness to co-operate. Rädde Barnen decided to work directly with the teachers. So the committee ceased to function.

When the headmaster was dismissed, Rädde Barnen asked the Elders' Camp Committee to propose three candidates. It interviewed them, gathered information informally and selected the one who had most support and seemed most suitable for the job. (At the time, it seemed that direct elections would have inflamed clan difference and might have sparked further conflicts.)

The new headmaster has remained with the school. Under his leadership, the group of teachers has developed into a well-functioning team and has taken over the main responsibility for running the school. Once the Education Committee dissolved, Rädde Barnen started to see the group of teachers as its new partner.

Over the years, the school has developed into a kind of community centre and today it leads and participates in activities that go beyond those of most schools.

The teachers make an effort to keep parents well-informed about what goes on and arrange meetings with them as needed. Even the Elders' Committee is sometimes invited to the school. If any problem arises with a pupil, teachers will invite the parents to try and solve it jointly with them. On their part, parents will give their help, as some of them did when they helped to build a school store.

## **SELECTION OF TEACHERS**

Only teachers who could show a diploma were considered qualified candidates. Still, there were 94 applicants for the 10 openings. All of them were interviewed by members of the Education Committee and the Swedish consultant.

Some of the questions asked:

How would you teach pupils without a curriculum?

What would you teach students the first day of class?

Why do you wish to work as a teacher?

If a student asks you a question to which you don't know the answer, what would you say?

What will you do, as a teacher, if a pupil does not obey you?

Physical punishment was not an uncommon answer to the last question. Teachers who proposed this solution were excluded from the list of best possible teachers. The interviews helped to identify those who had altruistic motivations and wanted



to help improve the lives of children in the camp. An important consideration in the selection process was how the candidates proposed to deal with pupils in difficult situations. With these criteria, 10 teachers were selected.

Soon after the 1992/93 school year had started the number of pupils increased, which resulted in selecting four more teachers plus three volunteers. Two watchmen and an office attendant were also hired.

Although several teachers have changed over the years, the core remains the same. The group has proved very strong: it has succeeded in keeping the school running in spite of the many serious problems facing it.

## **TEACHING AIDS AND CURRICULUM**

Teachers of the same subject have worked in groups to produce work plans. When it proved impossible to obtain a Somali curriculum, the Ministry of Education in Aden was contacted for advice on the Yemeni curriculum. Finally, a copy of the Yemeni syllabus was used in modified form and teachers translated parts of it into Somali. Rädä Barnen ordered Kenyan textbooks for teaching English and Somali ones for UNESCO. The teachers have also been helped by staff in neighbouring Yemeni schools.

Using what could be obtained, the teachers translated and made up their own teaching aids. The arts teacher, for example, has involved children in making posters with health messages and a map of Somalia and pre-school teachers have made toys and a "television set" used for puppet shows and story-telling.

In Al Koud some of the teachers formed a Studies Committee that is still active. Its concern is education and child development and it has organised translations, production of teaching aids and carried out various surveys. Rädä Barnen has provided a typewriter, a tape recorder and a loudspeaker and has helped to copy pages prepared by the teachers.

Early in 1993 Rädä Barnen contacted the UNESCO Programme for Education for Emergencies and Reconstruction (PEER) in Nairobi, which had started to prepare primary school packages intended for use in reconstruction in Somalia and by Somali refugees in neighbouring-country refugee camps. A proposed Somali curriculum was being worked out; plans included full sets of teachers' guides and textbooks in five subject for pupils in grades I-IV: Somali, Arabic, Mathematics, Science and Islamic studies.

Rädä Barnen placed an order for teaching materials and later in 1993 the then Director of PEER, Gonzalo Retamal, visited the school. It took until April 1994, however, before the first shipment of books ordered by Rädä Barnen arrived. With them came a trainer who introduced materials for two subject, Somali and mathematics, for grades I and II.

The Yemeni civil war that began in May 1994 meant that the teachers lost all teaching aids and education materials. When they came to the Al Gehein camp, they had to start from scratch once again. At this crucial moment, when so much had been lost and conditions in the camp were tough, the teachers were much encouraged by help from the leadership of a nearby village school. They were lent Yemeni textbooks and copies of the curriculum, so translations and adaptations could again be made.

Rädda Barnen placed new orders for books with UNESCO, which sold its materials on if PEER-led training workshops for the teachers were held. Although the teachers and Rädda Barnen staff in principle had an understanding for this, it was hard for them to accept that they couldn't get books in subjects and grades already taught. A second PEER workshop was held in April 1995.

At the end of the year the teachers relied heavily on teachers' guides and textbooks produced by PEER for the following subjects and grades: Somali and mathematics (grades I-IV); Arabic and Islamic studies (grades I-III) and science (grades I-II). However, problems related to the supply of the materials - and to the quality of some of the training provided - have continued. In addition to complete sets for grades I-IV, materials for the fifth grade are high on the teachers' wish-list.

Subjects taught have varied slightly over the years. For the first term of the 1995/96 school year the following subjects were taught: Arabic, Somali, mathematics and science five 40-minute periods a week in all grades); Islamic studies and English (four periods a week); health education (two periods); geography and history (two periods starting grade II); and physical education, music, drawing and handicraft (one period each in all grades).

The language of instruction is Somali. For the refugees in the camp and for the teachers, plans to return to Somali, once it proves feasible, have remained very much alive.

One sign of this is that every school day starts at 7 a.m. with a gathering of all teachers and pupils: when some Koranic verses have been read, there is an exercise programme that includes stepping into imaginary boats and rowing back home to Somalia. The physical exercises are followed by "today's topic"- a presentation chosen and performed by a pupil or staff member.

Then the pupils divide into classes. Lessons start at 8.00 and usually end at 13.10 (except for pre-school classes). Each class has six to seven 40-minute periods per day.

At the end of the school year, the teachers prepare final examinations for all classes except the pre-school ones. The first examinations to take place were for the school year 1994/1995. Of the 491 pupils who participated in them, 465 passed and 26 failed.

A special Report Card has been designed by a teacher with the school logo at the top. The card has been printed by a professional printer in Aden on stiff paper. Each pupil has one with his or her examination results filled in.

Obtaining written texts in Somali is difficult. Iftiinka Aqoonta (The Light of Education) is one way of improving the situation. This teachers' initiative to start a school journal in Somali has proved a success. The first issue was ready in February 1995 and by the end of that year five had been produced by a group of teachers and pupils. This issue contains an editorial, the pedagogue's corner, children's corner, a religious column, enrich your knowledge, sports, crosswords and other brain teasers. Pupils are encouraged to contribute to this and future issues will also contain health messages from the camp's health clinic. Initially, Rädda Barnen produced 100 copies of each issue; this has increased to 300 as the journal has become very popular reading in the camp.

## **MANAGING THE SCHOOL**

When the school started, the Education Committee and Rädä Barnen jointly monitored the project. A Rädä Barnen field officer visited the camp twice a week. When the school moved to Al Gehein, it was difficult to find a suitable field officer who was willing to travel the two hours to the camp twice weekly. So a new system was worked out that is still in use.

The headmaster and his deputy make up the management team and meet with Rädä Barnen staff on regular dates three times a month and write a monthly report. (Once a month the programme officer visits the camp and twice monthly the management team visits the Rädä Barnen office in Aden.) The headmaster and his deputy are also responsible for paying out allowances (which are called incentives) to teachers and other staff, and for handling and reporting monthly on petty cash expenses.

Most school materials and equipment are bought by the management team, accompanied by a Rädä Barnen staff member, during visits to Aden. Decisions about what to buy are based on proposals by the management and approval by programme staff.

All decisions concerning in-service training courses are based on mutual agreement following discussions between Rädä Barnen and the team of teachers.

At the end of 1995, there were 17 teachers. Most of them remain the same as in Al Koud; only six have changed. (Four have repatriated to Somalia, once died during the Yemen civil war and one was dismissed following three disciplinary warnings.) The management team is the same and so are the three watchmen and the office attendant.

The headmaster and his deputy are responsible for the rules and regulations that govern the school; these have changed over time and are discussed with staff and approved by them. There is a strong emphasis on teachers being in time for lessons and on them giving carefully-prepared lessons. The rules and regulations also oblige teachers to take part in extra-curricular activities and never to use physical punishment.

In addition to a monthly report to Rädä Barnen, the following registers and charts are kept;

General register of students

General register of school materials

Health records of the students

Class registers

Teachers' registers

Register of school documents

School staff register (non-teachers)

Records of examination results

The general timetable (Al Koud and Al Gehein)

Age/sex classification charts (Al Koud and Al Gehein)

Morning programme timetable (Al Koud and Al Gehein)

School activities timetable (Al Koud and Al Gehein)

Rädda Barnen has had very positive experiences in working with the teachers and the management team. The relationship can be described as a partnership founded on mutual trust and dialogue rather than on control and issuing of orders. No question or problem has been left untackled and the commitment and seriousness with which the school is run have been impressive.

## **IN-SERVICE TRAINING**

Right from the start in Medinat Al Sha'ab, a good number of seminars and workshops have been organised by Rädda Barnen for the management and teachers of the school. These have been of great importance, not least as a moral support to teachers working in very difficult circumstances. One sign of this has been the teachers' ability quickly to apply what the training has had to offer.

Workshops have usually been held in Aden. Since the camp was moved to Al Gehein in mid-1994, the teachers have had a more-than-four-hour journey to reach Aden and have been accommodated in a hotel/rest house during workshops.

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The teachers have participated in the following workshops and seminars

(unless otherwise indicated, run by Rädda Barnen):

### **November 1992, 2 days**

Subjects: Establishing level of students; rules and regulations; needed supplies; job descriptions.

### **December 1992, 3 days**

Subjects: Improving school management; supervision; evaluation; effective ways of teaching

### **January/February 1993, 4 days**

Subjects: Community involvement syllabus; aims of the education; role of education committee; rules and regulations of the school; division of responsibilities

### **July/August 1993, 14 days, run by the Ministry of Education**

Subjects: Concept of education; educational planning; educational psychology; general teaching methods; different methods of grading

### **September 1993, 6 days, run by the Ministry of Education**

Subjects: Qualities of the successful teachers; control and management of class; use of school books; preparation of lessons; technical education: mental health; audio-visual aids

### **January 1994, 2 days, run by Medecins sans Frontieres**

Subjects: Basic needs in sanitation, immunisation; the first-aid concept

### **January 1994, 3 days**

Subjects: Rules and regulations, teaching and learning psychology; teaching methods; evaluation

**May 1994, 4 days, run by UNESCO-PEER**

Subject: Cycle One of the Somali curriculum

**January 1995, 2 days, run by the Ministry of Youth**

Introduction of Boy Scouts and Girl Guides

**March 1995, 1 day**

Subject: They psychological well-being of children affected by war

**March 1995, 4 days**

Introductory workshop to the Child-to-Child programme

**April 1995, 4 days**

Subjects: Partnership for a better childhood - how to involve parents in pre-school education

**April 1995, 4 days, run by UNESCO/PEER**

Subject: Cycle Two of the Somali curriculum, elementary science teaching

**August 1995, 5 days, run by Rädä Barnen and the Trauma Committee in Aden**

Subject: Helping children in difficult circumstances

**November 1995, 1 day, Rädä Barnen in collaboration with Ministries of Defence and Education and UNICEF**

Subject: Mine awareness

**January 1996, 3 days**

Subject: How to teach children with disabilities

**EXTRA-CURRICULAR ACTIVITIES**

The teachers have initiated and led various extra-curricular activities for their pupils and others in the camp. Various sports activities were started already in Al Koud and have remained very popular. The school now has four organised soccer teams with boys aged 12-17.

The teams play against each other and neighbouring Yemeni school teams. A camp team with older players has named itself after Rädä Barnen and has recently won two local Yemeni cups. Other sports include basketball and volleyball (girls' and boys' teams), athletics - long jump being most popular - and acrobatics, in which some children with physical disability excel.

Another popular activity in Al Koud was afternoon literacy classes for adults. In fact, many of the 210 participants were young women who didn't attend school. The teachers for the seven classes volunteered their time and Rädä Barnen contributed stationery.

These classes have not been pursued in Al Gehein due to the tough physical conditions, but there are plans to start them again once the camp moves.

The Studies Committee concerned with the making of teaching aids and translations is also involved in studies within the camp

## **FINANCIAL AND MATERIAL SUPPORT**

UNHCR has provided the school with tents and, in the second camp, prefabricated school buildings. Almost all other support has come from Rädä Barnen.

In accordance with UNHCR policy, Rädä Barnen does not pay salaries to the teachers but incentives, at a level similar to those paid by UNHCR itself and other NGOs. UNHCR advised the equivalent of US\$50 per month for the teachers, which has been followed. (This is roughly half an experienced Yemeni teacher's salary. Like all other refugee in the camp, the teachers also receive some material support, including food.)

To begin with, the headmaster's incentive was double that of the teachers', and the deputy headmaster's also much higher. At the end of 1995 the headmaster and his deputy receive almost the same amount as the teachers (10% and 6% more, respectively). The reduction was introduced with the new headmaster as part of revised working methods based on tasks and responsibilities being shared among the teachers. Non-teaching staff receive about three-quarters of a teacher's incentive.

Other Rädä Barnen support has consisted of workshops for in-service training and teaching aids of all kinds, school desks and office furniture, sports equipment, musical instruments and school uniforms. One teacher was provided with an artificial leg.

<b>Rädä Barnen expenditure on Somali Refugee Primary School, 1995</b>	
<b>Yemeni riyals</b>	
Allowances, incentives and Ramadan bonus	2,168,914
Workshops for teachers and case study	561,995
Teaching aids, equipment, educational materials, stationery, school uniforms	1,391,030
Per diem, transport, accommodation	63,910
Car maintenance, fuel, spare parts	26,862
Communication and advocacy	74,970
<b>TOTAL: (US\$ equivalent 38,980)</b>	<b>4,287,681</b>

## **LESSONS LEARNT**

When preparing the report that provided most of the information this publication is based on, the teachers identified the following lessons learnt:

Teaching can take place with few materials

A provisional curriculum can be constructed and used until a regular one is brought in

The community can help bring educational goals to fruition

The school can introduce activities that will have bearing on the community and can become an influential part of it

The school can help in healing psychological wounds of war-affected children

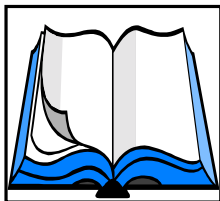
Action for the Rights of Children (ARC)

Rädda Barnen programme staff agree with the above and add that the team spirit with which the school is managed explains a lot of its success: the headmaster, his deputy and the teachers discuss, plan and take all major decisions together.

The experience of this programme confirms that although various teaching aids and physical school facilities are of great value, well-trained, dedicated and hard-working teachers are much more important to the success of an education programme.

## Education

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### Reading 5.2

## Liberian Children's Initiative - A Complex Case Study, UNHCR 1998.

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This case study was developed by Carl Triplehorn and Shahrzad Tadjbakhs, UNHCR, March 1998.

### **LIBERIAN CHILDREN'S INITIATIVE**

#### **Part 1: Narrative**

*"When two elephants fight, it is the grass that suffers"*

*African Traditional Saying*

#### **I. Background**

Seven years of war and instability have had a devastating impact upon Liberia's children and youth. Of Liberia's estimated population of 2.9 million, 1.1 million are living outside of their communities or origin, including 447,000 refugees outside their country. 55% or 1.37 million displaced Liberians are children under 17 years-old. Many of these children and adolescents have never known peace and stability and instead their lives have been filled with insecurity, violence and destruction.

As a result of the Liberian war, many children have been displaced from their communities, forced to become refugees and, at times, separated from their parents. Military recruitment, harmful child labour, prostitution and life in the streets are among the inhumanity to which these children have been exposed. Given their life experiences, returning to families is commonly difficult and sometimes impossible. Without educational opportunities and community and national support, many run the risks of involvement with drugs and crime. Ex-child combatants also are at risk of re-arming themselves.

The physical and psychological stress that war has had on these children varies, yet many clearly suffer from psychological distress. They share uncertainty about their future and insecurity about their society. They also share the common desire to go back to school or learn a trade to help them sustain themselves. However, opportunities for learning are scarce as the country struggles to rebuild its educational and social welfare systems. National and local economies are virtually non-existent.

#### **II. UNICEF/UNHCR Liberian Children's Initiative**

Prompted by their mutual concern to counteract these trends, UNICEF and UNHCR have combined forces to create the *Liberian Children's Initiative (LCI)* to address the rights and needs of returnee and internally displaced children and adolescents. This co-operation builds upon the spirit and operational collaboration that the two organisations have shown in rebuilding Liberia's health, water and



sanitation systems. The most recent example of this co-operation is in Zorzor District in Lofa County, where UNICEF and UNHCR worked together to dig and rehabilitate 30 wells.

#### **A. Objectives**

The LCI seeks to protect the psychological and social well-being of Liberian children and adolescents and their families. It further seeks to provide children and adolescents with the means to be productive and contributing members of their communities and nation through:

- Formal Education, Including Primary and Secondary Schooling
- Strengthening the Ministry of Education
- Informal Education and Support for War-Affected Girls
- Prevention of Family Separation and Reunification of
- Unaccompanied Children
- Economic Support for Education and At Risk Adolescents
- Promotion of Child Rights and Legal Reform

#### **B. Beneficiaries**

The LCI will focus on the Liberians in the six border counties where refugees and internally displaced people are returning. As of March 1998, there are an estimated 232,500 refugees in Guinea, 158,000 in Ivory Coast, and 760,000 internally displaced people outside of their communities of origin. Reintegrating these individuals, families and households back into their communities is vital to the stability and the peace of the country and the region. For this reason, both UNHCR and UNICEF have adopted a community-based approach that does not discriminate between community members and those who have been displaced or refugees. Within this context, the LCI will attempt to protect and assist at risk children, such as ex-child soldiers, adolescents, girl mothers, and child-headed households as they reintegrate into their communities.

#### **C. Co-ordination**

Given the destruction inside Liberia, the rebuilding process will be long and difficult. Nonetheless, Liberia can benefit from UN and NGO structures established during the conflict. UNICEF has been working inside Liberia to support the development of the Ministry of Education and assist schools nation-wide. In Guinea and Ivory Coast, UNHCR has supported school systems for refugee children. Together in Liberia, UNICEF and UNHCR plan to collectively support the rehabilitation of over 150 schools and respectively assist 500 and 130 with materials and teacher training. UNHCR in asylum areas supported an extensive formal education system as well as micro-enterprise development for refugees. UNICEF, inside Liberia, supported the tracing and reunification of unaccompanied children, demobilisation of child soldiers and a program for war-affected youth. Integrating the knowledge and resources of these programs will not only benefit the participants directly, but also encourage the rebuilding and return to normalcy of Liberia as a whole.

### **III. Reintegration Education, Recreation and Support to Girls**

*“I want to go to school through all my life”.*

Junior, 15 year-old “war-affected” boy

Most refugees link their return to their home communities to the re-establishment of education programs for their children. The absence of education, among other deprivations, serves as a disincentive to repatriation and an obstacle to reintegration. According to IRC and ADRA, Liberian families with some 66,000 children attending school in Guinea (42,970) and Ivory Coast (23,020) are tentatively linking their return to Liberia to the start of the new school year.

From a child’s perspective, education is not only an important means of obtaining knowledge, but it is also a primary tool for promoting psychological healing and social reintegration in the aftermath of war and displacement. The daily structure of schooling, when combined with recreation and play, is a crucial means through which young returnees reinsert themselves into the daily life of their communities. UNHACO, for instance, found that 77% of demobilised child soldiers wanted to return to school.

To prepare for this large influx of students, UNICEF, UNHCR and UNESCO are concentrating on the revitalisation of Liberia’s educational system. Part of this revitalisation will be to support the MOE to merge the IRC and ADRA educational structures into Liberia’s system of education. Close UN, MOE and NGO co-ordination will be required to create a standardised and sustainable system. Some identified areas of collaboration include:

- Standardisation of the teacher training curriculum
- Recognition and possible certification of refugee teachers
- Standardisation of equipping and rehabilitating schools
- Identification of modalities for attracting refugee teachers to return to Liberia (the official MOE salary is lower than that in refugee situations outside Liberia)
- Phasing-in of school fees that allow all children to initially
- go to school (refugees and IDPs will have limited financial resources to sustain schools
- Use of accepted MOE Accelerated Curriculum to enable students whose schooling has been interrupted to achieve the level of their age-mates.

Within this framework, UNHCR, IRC and ADRA will work together, in collaboration with the MOE, to train teachers and provide educational materials to an estimated 130 schools in areas of return. UNICEF will nation-wide assist 500 schools with materials and training. Co-ordination and harmonisation of these activities is critical since regional inequalities, illiteracy and lack of education have been highlighted as contributing factors to the war.

In addition, UNHCR will support child-centred activity programmes in communities in areas of return. This will include the provision of Reintegration Activities Kits (recreational equipment and culturally appropriate games) as well as small-scale, community-based assistance to support local youth associations. To the extent possible, sports fields and community capacity-building projects will be developed as part of, or in close proximity to, schools being supported by the LCI.

Finally, UNHCR will support IRC's development of informal education and support-empowerment programmes for girls who have suffered rape, adolescent mothers, and other female children who have been "particularly affected" by the war. These informal efforts are critical, given the large percentage of girl victims, prohibitions against girl mothers attending regular schools, and the need to address these issues in a culturally sensitive manner. Close collaboration and information sharing with UNICEF's WAYS project and SCF's efforts (as described below) is also envisioned.

#### **IV. Protection of Unaccompanied Children**

Save the Children-UK (SCF) has played a leading role in Liberia and in the region to promote tracing and reunification efforts for children separated from their families as a result of the war. Since the beginning of this program, 962 children have been reunited with their parents and over 4,000 unaccompanied children registered. As part of the LCI, SCF would strengthen and expand its already existing infrastructure to reunify children with their families and support services for unaccompanied children. To prepare for the large influx of returnees, they will create an emergency response team to prevent family split-offs and ensure that separated children are rapidly reunited with their families. Once reunified, SCF will monitor the children's reintegration into communities through their community monitor system.

This effort, complemented with UNICEF's WAYS (War Affected Youth Support) project, is extremely important since nearly all unaccompanied children to date have displayed some behavioural problems after returning to their families. In the case of ex-combatants, ex-child wives and ex-street-children, behavioural problems are not just an issue for the children's families but also for the schools and communities in which they attend and live.

#### **V. Livelihoods Programme for Education and Families with At-Risk Children and Adolescents**

*"I will never be a soldier again. I want to go to school but my mother is poor. I want to be a productive farmer. I want to attain college level in agriculture".*

Papa, ex-child soldier, aged 16

During reintegration, children and adolescents are especially vulnerable, as family resources that are otherwise used for food, health care and education, are spent on seeds, shelter and transportation. Indeed, securing a livelihood will be a key concern of most returnees, and many children may not be able to attend school because they will be required to assist the family with farming, trading and other types of employment. Additionally, adolescents graduating from vocational programs are susceptible to remobilisation, crime and drugs unless supported to start a business or become employed.

To address these issues, UNHCR will work with the WFP, the American Refugee Committee and other organisations, as well as with the returnees themselves, to devise livelihood strategies to support their children's education and livelihood development. Part of this effort will involve the development of early reintegration "barter" programmes, whereby teachers may receive food, housing, agricultural assistance and other forms of "in-kind" payment in exchange for educational services for children in schools.

UNHCR will also support the American Refugee Committee to transfer its existing community-based micro-credit programme for refugees in Guinea into Liberia. This longer-term strategy will provide some 3000 loans of \$100 dollars to small self-formed groups with a focus on livelihood issues affecting families caring for unaccompanied children, sibling and single-headed households, ex-child combatants and other at risk children and adolescents in areas of return. UNHCR and ARC will work with UNICEF's War Affected Youth, the LWI and the Liberian Opportunities Industrialisation Centre (LOIC) to identify beneficiaries. ARC Business Extension Agents will also provide follow-up training and monitoring to ensure clients are able to succeed.

#### **VI. Protection and Promotion of Child Rights**

Protecting the well-being of children and preventing the remobilisation of child-soldiers depend upon the general awareness of children's rights and protection. As part of the LCI, UNHCR and UNICEF will promote the extension of the Juvenile Court system that was established in Montserrado by the Association of Female Lawyers of Liberia to three additional counties. In this context, UNHCR and UNICEF will support the training of judges and law enforcement officers on methodology and approaches for dealing with refugees, returnees and minors. Additionally, UNHCR will provide protection training to NGOs to increase their monitoring capacities, and support community-based efforts to address practices that endanger children and limit school attendance of girls. Finally, the LCI will support SCF to continue their role advocating Child Rights through radio broadcasts promoting child's rights issues, and expansion of Child Rights training to governmental officials.

#### **VII. Cross-Border Information Campaign**

*"Lucky Dube says we have to come together as ones".*

Graffiti on the wall of a building in Zwedru Grand Gedeh County, Liberia

An identified problem among refugee returnees is the absence of accurate and timely information of what is happening in their home villages. It is reported that parents take their children out of school to repatriate but, upon returning to their home area, find that the schools are not operating. The children then return to the asylum country but are not able to integrate back into the classes there since they have missed weeks and sometimes months of school. To prevent this, UNHCR and UNICEF will co-ordinate with the other UN bodies to supply NGOs working on both sides of the border with accurate information that can be relayed through the existing school system, community monitors and radio broadcast programs.

## **PROTECTION OBJECTIVES AND MONITORING INDICATORS:**

### **A Framework for UNHCR/NGO Collaboration**

#### **LIBERIAN CHILDREN'S INITIATIVE**

##### **Education Sector**

In an effort to establish a framework for better collaborative approaches to protection of children and adolescents, the following are discussion points and monitoring suggestions for inclusion in implementation of our programmes.

##### **OVERALL OBJECTIVE:**

Ensure the right to education for returnee children, as expressed, inter alia, in:

- Article 26 of the Universal Declaration of Human Rights;
- Article 13 of the International Covenant on Economic, Social and Cultural Rights;
- Article 28 of the Convention on the Rights of the Child;
- Article 17(1) of the African Charter on Human and People's Rights

##### **Possible Means:**

- Through monitoring, ensure that the Plan of Action of the MoE equally affects all communities, including smaller returnee villages in the rural districts;
- Gather statistics of school aged children, and compare to children who are regularly attending schools, providing a break-down of gender, and indicating numbers of returnees/IDPs;
- After a reporting period, gather new statistics to review trend of attendance of all children, and specifically again, providing breakdown by gender, and numbers of returnees/IDPs;
- Throughout implementation of activities, identify root causes of non-attendance, and ways in which obstacles could be addressed;
- Ensure that financial constraints and/or unjustified requests for payment are not blocking attendance of returnee children;
- Work with the families and communities to identify alternatives for payment of registration fees, if required, to ensure equal access to education for returnee children;
- Work with authorities and other NGOs to identify and provide income generating projects to families or schools to cover necessary costs of schooling;
- Undertake passive monitoring on protection issues, such as child recruitment and other forms of exploitation, throughout the implementation of the project;
- In communities where ethnic tension is re-surfacing, monitor the attendance of children of certain ethnic minorities that are not welcome by other members of the community (e.g. Mandingos and Lormas).

##### **Overall Indicators:**

### Action for the Rights of Children (ARC)

- Schools are established and activated, and accessed by all communities;
- Children and adolescents, including girls, in the various communities are engaged in formal and informal schooling;
- Protection concerns for returnee children and adolescents, including cases of recruitment, are addressed.
- Cross border trading undertaken by children, and other forms of labour which detract returnee children and adolescents from schooling, is addressed.

#### **OBJECTIVE:**

Activate repatriation of teachers working in refugee programs in countries of asylum.

#### **Possible Means:**

- Monitor and ensure that experience and training received in countries of asylum are recognised and credited in Liberia;
- Facilitate the task of MoE in the proper certification of teachers repatriating from countries of asylum, possibly prior to repatriation;
- Monitor the schools to ensure that base salaries, if available, are provided in a non-discriminatory manner to all teachers; (i.e. through the IRC DEO)
- Monitor the overall programme of provision of base salaries, to ensure that certain districts, and as such certain teachers, are not discriminated; (i.e. through the IRC CEM and ESC)
- Address the different pay scale of teachers between refugee programs and MoE Liberia through additional incentive programmes;
- Monitor the selection process which identifies teachers eligible for the incentive programmes, to ensure equal availability to returnee teachers;
- Ensure a gender balance in the incentive/mentoring programme by actively identifying women returnee teachers, and/or targeting them for the programme through a more holistic approach in defining “outstanding teachers”.

#### **Indicators:**

- Teachers are returning to Liberia, and are properly certified;
- Where base salaries are available, they are provided to all teachers, including returnee teachers, without discrimination;
- The MoE plan of provision of base salaries includes, to the level possible, the rural areas where returnee villages have been created;
- Returnee teachers, including women, are equally represented in any incentive programme.

#### **OBJECTIVE:**

Ensure a high standard of teaching through a training programme available to all in a non-discriminatory manner.

**Possible Means:**

- Monitor to ensure that returnee teachers, including those working in spontaneous returnee villages, participate in the Teacher Workshops;
- Monitor all schools at the village level to ensure that returnee teachers are identified and placed in the pool for review as “outstanding teachers” for mentoring programmes; If returnee teachers are not included in the final identification for lack of proper training, ensure increased workshops and/or in-service training;
- Ensure distribution of the “mentors” to the returnee village level, so as to properly provide for the on-the-job training of returnee teachers in the smaller villages;
- Encourage the involvement of trained teachers in the returnee monitoring programme implemented by UNHCR and JPC as County Monitors.

**Indicators:**

- Mentors are available in the rural areas/returnee villages;
- Returnee teachers, including women teachers, are increasingly included in the mentoring program as they have been identified as “outstanding teachers” without discrimination.

**OBJECTIVE:**

Support the community based schools in returnee villages by providing needed material.

**Possible Means:**

- Monitor all the schools, through field visits of DEO, to identify schools who are in need of educational material;
- Co-ordinate through CEOs and DEOs to ensure that all schools, to the extent possible but in a non-discriminatory manner, are provided with the needed material;

**Indicators:**

- All schools, including community created ones, have received material enabling them to function.

**OBJECTIVE:**

Pursuant to Article 2 of the CRC, girls have equal access to formal and informal education.

**Possible Means:**

- Review statistics of attendance of girls in schools at closer intervals;
- Assess possible root causes of lower attendance of girls in schools, and raise possible solutions;
- Monitor discriminatory practices affecting the right of the girl child to access to education;

**Indicators:**

- Girls are equally represented in the schools.

**OBJECTIVE:**

Pursuant to Article 28(b) of the CRC, “encourage the development of different forms of secondary education, including general and vocational education, make them available to every child”.

**Possible Means:**

- Establish activities/programmes which provide post-primary education opportunities to returnee adolescents;
- Target vocational programs which would enable the adolescent to pursue the learned activity as a useful life trade;
- Target programmes which would be of interest to girls as well as boys;
- Ensure that boys and girls benefit equally to whatever programmes are available;

**Indicators:**

- An increased number of adolescents are engaged in post-primary formal and informal education.

**OBJECTIVE:**

Increase the health of returnee students and their communities through primary preventive health education.

**Possible Means:**

- Increase cross-sectoral exchanges with the health sector to co-ordinate health education programmes;
- Provide and encourage forms of counselling through the establishment of support groups or clubs, including for girls;
- Provide passive monitoring to identify cases of sexual violence, and identification of types, if any, of harmful traditional practices; Include preventive measures in education programmes.



**OBJECTIVE:**

Provide civil and peace education to children and adolescents, including returnees.

**Possible Means:**

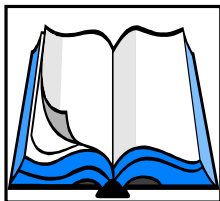
- Work with existing local NGOs who specialise in this field, especially women NGOs, to incorporate culturally appropriate education;
- Develop a manual for use in workshops and seminars, including locally recognisable conflict scenarios for participants to work through using conflict resolution methods and skills;
- Promote and monitor participation of all ethnic and social groups in school organisations;
- Organise debates, dramas, cultural festivals, and shared community projects which foster reintegration of communication and reconciliation.

**UNHCR FUNDING REQUEST LIBERIAN CHILDREN'S INITIATIVE**

<b>Activity</b>	<b>Funding</b>
Reintegration Education, Recreation and Support for Girls	1,750,000
Protection of Unaccompanied Children	270,000
Livelihood Programme for Education and At Risk Adolescents	550,000
Protection and Promotion of Child Rights	60,000
Cross Border Information Campaign	50,000
<b>TOTAL</b>	<b>2,680,000</b>

## Education

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### Reading 7.1

## Girls' Education: A Framework for Action (UNICEF) Discussion Paper, Sept. 1999

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### INTRODUCTION

This paper provides a global Framework for the UNICEF collaborative programme in support of girls' education for the period 1996-2005. The programme is viewed as dynamic, one that will vary over time as conditions change and new practices are incorporated in each of the participating countries. In this regard, this paper must be seen as setting the stage for an exciting programme that will evolve over time. In every country where it is active, UNICEF works closely with a range of partners including governments, multilateral and bilateral agencies, and non-governmental organizations (NGOs). These collaborative activities are conducted under the Convention on the Rights of the Child (CRC). This Framework describes the overall approach that will be used by UNICEF in collaboration with its partners to support girls' education. Under the rubric of this Framework, individual countries will be supported in their efforts to ensure that girls can access their right to a quality basic education.

Because this document is directed towards UNICEF action, its main focus is on universal primary education (UPE) which is a UNICEF priority as determined by its Executive Board in May 1995 and a remaining priority in 1999. Girls' education in its broadest sense may encompass early childhood care and development (ECCD) and adult education. In addition, UNICEF is concerned with the transition to secondary education and, increasingly, with secondary education itself as countries redefine their definitions of basic education. Both adult education and ECCD are viewed as critical *supportive* strategies that may be funded in those situations where they serve this important function. UNICEF makes distinctions among learning, education and schooling.

#### 1.1 Rationale

It is essential that girls' education be made an immediate priority around the globe. In parts of Africa and Asia, girls have a much lower access to "modern" education than boys, and when they do enrol, their levels of completion and achievement are often much lower. The situation in Africa is especially serious. According to UNESCO, in Sub-Saharan Africa the 1990 net enrolment rate for girls was 46% and for boys was 55%.<sup>1</sup> In 1995, the net enrolment rate for girls was 56% and for boys was 66%.<sup>2</sup> Comparable figures for other regions are 56% and 76% for South Asia and 70% and 79% for the Arab States.<sup>3</sup> The gender gaps remain large and persistent, despite some progress over the last three decades.

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<sup>1</sup> UNESCO, *Trends and projections of enrolments by level of education, by age and by sex, 1960- 2025*, Paris, 1993

<sup>2</sup> EFA Secretariat, *Education for All. Achieving the goal: Statistical Document*, Paris: UNESCO, 1996

Since 1990, primary enrolments in general in less industrialised countries have been growing. It was estimated that, in 1995, 110 million children worldwide of primary school age were not in school.<sup>4</sup> While this increase in enrolment is an encouraging trend, two thirds of these children are girls.

A number of factors, including tradition and inherited education systems, have resulted in girls having less access to modern education than boys. Even the girls who, along with their male counterparts, do enrol in conventional primary school are often faced with an education system that is inappropriate for their needs and to their progress. Viable alternative approaches provide insufficient opportunities. Without swift and concerted action another generation of girls will be left on the margins, their rights unfulfilled, and with significant deleterious effects on them as individuals and on the development of the nations in which they and their future children live. This action must be purposeful, systematic and sustained, and must fit within the broader framework of transformation of national education systems.

### **1.2 A UNICEF Response: Focus on EFA Through Girls' Education**

UNICEF has embarked on an initiative to support Education for All (EFA) which takes the education of girls as its point of entry. It is essential to change and strengthen education systems for all children. Organized learning experiences for girls are not the same as for boys. Inequity in treatment exists even within a "good" system, and if education is improved specifically to benefit girls, it will have an impact on the whole system. Thus, indicators on girls' education can serve as a proxy for the overall system. The major features of the UNICEF response are:

- the development and implementation of a plan of action by each country that will support the development of primary education.
- a "compact" approach where government and donors agree to collaborate in implementing the agreed-upon plan through a long-term commitment, with clearly defined principles and agreements between the country and donors and with inputs and responsibilities on each side clearly defined.
- policy formulation and development is essential as appropriate solutions cannot be found without a clearly articulated set of realistically achievable policies to ensure education for all. Key policy issues must address the provision of a good quality and cost effective education which includes reading, mathematics, language, science and "life skills" for all children.
- partnership building is at the core of UNICEF policies. Such partnerships include not only donors and governments, but also professional associations, communities, parents, and non-governmental organizations. In many cases the girls themselves must be engaged in this dialogue.
- community participation and mobilization because, in the final analysis, education is the business of the nation. Communities must have a significant role in the processes that contribute to their own development. Parents and communities have a major influence on what happens to girl children. It is therefore important to sensitise parents and communities to gender bias and include them in the analysis and solution of the problems.
- advocacy in order to build up national and international consensus on the importance of education for all, with particular emphasis on the education of girls, and on the strategies for achieving this.

- “recipient responsibility” which embodies the concepts of ownership and full partnership on the part of the intended beneficiaries in such areas as conceptualizing, planning, managing, implementing, monitoring, and evaluation. This calls for mutuality where responsibility rests with all stakeholders, implying that donors and other agencies have responsibility along with communities and teachers’ organizations, for example. This element links the compact approach to the potential for *sustainable* development because it demands that the nations where this programme is implemented take responsibility for defining, contributing to, and assessing its success.
- the development of a learning environment that ensures the best performance and retention of girl learners in all schools. Such an environment will enhance girls’ life aspirations, their performance expectations, and actual achievement; improve the attitudes of teachers and school administration towards girls; promote improved health; and ensure that the educational content and process are relevant to immediate real life needs as well as to longer term perspectives.
- capacity building at national, provincial, and local levels to ensure that sustainability is planned for and possible.
- an increase in enrolment and completion combined with acceptable levels of learning achievement with a reduction of dropout and repetition rates.
- removing gender bias from all aspects of the curriculum and all processes in the education system, including stereotyping in textbooks and classroom interaction.
- special assistance to the most vulnerable of children who are being denied their right to a basic education, including children who work, children in emergencies, children with disabilities, and pregnant school girls. Appropriate mechanisms to enable pregnant girls to continue their education will be developed.
- commitment to identifying, monitoring, and reporting on measurable indicators in the short run that can serve as “markers” of progress within specific time frames toward long-term goals and objectives. Thus, progress will be measured at regular intervals in a practical and realistic manner.
- activities in ECCD and adult education (particularly for adolescent girls and young women) where these are important *supportive* strategies to girls’ achievement in education.

### **1.3 UNICEF Collaboration**

As a Jomtien partner, UNICEF remains committed to the expanded vision of basic education as articulated in the 1990 World Declaration on Education for All. It recognizes and supports basic education as a fundamental and inalienable right as well as an essential tool for development and empowerment. UNICEF places great emphasis on the relevance and quality of learning. Within the context of basic education, the UNICEF Board has identified its priority as the promotion of universal primary education (UPE), understood as more than enrolment to include completion and effective learning.

UNICEF has begun working with a range of organizations in a long-term partnership that is committed to redressing the current situation of girls’ education. In this regard UNICEF aims to develop and support a **programme** for Education for All in which girls’ education is both the focus and the key strategy, as girls generally form the largest and most disadvantaged section of the school age

community. By placing the emphasis on the most disadvantaged group, UNICEF believes that it will be better able to analyse as well as cater to the education needs of **all** children. This programmatic approach focuses on the goal of UPE through deliberate and conscious efforts designed to improve girls' education to ensure that **all** children have access to and can complete a quality primary education that serves as the educational foundation for life. It is a long-term programme that is concerned with identifying structural and systemic problems and addressing them in ways that will contribute to an improved and sustainable education system. Simultaneously, it strives to bring girls into the system so that they are equal partners in the improved system with their male counterparts.

An improved system is one that accommodates diversity in approaches, providers, and support organizations while ensuring that quality is maintained or raised. An improved system is gender-sensitive. It is one that recognises the importance of and links to other sectors that impinge on the well-being of children. The programme also recognizes that there are circumstances where special efforts have to be made on behalf of and with girls to allow them to "catch up". These special efforts need to be undertaken to make up for historical imbalances. However the long term goal is to ensure the inclusion of girls in the nation's education system. In other words, girls' education should not be developed as a marginal activity outside the main system of education, but must be an integral part of that system.

## **2. THE PROGRAMME**

This section describes how the UNICEF Girls' Education Programme was developed conceptually. It begins with a summary of its main elements and then focuses on the steps that will result in specific activities that enhance the education of girls.

### **2.1 Programme Development and its Main Elements**

In 1994, UNICEF began exploring the possibility of developing partnerships for education activities, especially those that support the girl-child. UNICEF is seeking partners with an interest in *collaborating in a programme to support girl child education on a long-term basis*. The main concerns are to:

- build a solid base for basic education in participating countries;
- collaborate on the basis of an acceptable general programme concept--a programme Framework that would be used by all countries and partners involved in the programme; and,
- achieve solid results that are grounded in a sound monitoring system that permeates the entire programme.

### **2.2 The Challenge: Many Countries - One Framework**

A challenge faced by UNICEF in collaboration with its partners is to take the needs and responses of participating countries with, in some cases, very different characteristics, and weave them into a single, coherent programme while maintaining the identity and integrity of individual country conditions, contexts, and approaches.

In addition, UNICEF is an organization that attempts to work "from the bottom up", basing its overall activities on country needs and within the context of a carefully planned and negotiated Country Programme of Cooperation. As a decentralized

organization, UNICEF initiates its planning and all subsequent activities at the field level and not at regional or headquarters locations. It is relatively easy to plan a coherent programme from the top and instruct offices how to carry it out. A commitment to "bottom up" programming makes the task of maintaining an integrated programme more challenging.

Globally, considerable effort has been directed toward identifying the basic causes that are obstacles to girls' education, researching alternative solutions, implementing a range of activities to enable girls to obtain quality primary education, and contributing to the international knowledge base on the topic. This experience has shown that focussing on girls in isolation or on education alone will not eliminate all the obstacles. What is required is attention to education as a whole, with persistent and targeted actions that address the impact of the education system and society on girls as learners. And, where this impact is negative, making specific and concerted efforts to change it. Thus, it is important to address systemic issues in general, while allowing for specific actions that are directed only to girls in the short run which can serve as temporary or remedial, to allow girls to "catch up" and the system to be reoriented into a girl-friendly environment. Individual country actions proposed for inclusion under this programme must be consistent with the Framework within education.

Consistent with the notion of a *single* programme, there are several items that are common to each set of country activities funded under this programme. Early in the programme a set of common monitoring guidelines was developed. These identify which indicators will be collected *across countries* and how other indicators should be selected and reported on. Common indicators which all participating countries must monitor are:

- Gross enrolment rate disaggregated by gender;
- Net enrolment ratio disaggregated by gender;
- Dropout rates by grade, gender and age;
- Repetition rates by grade, gender and age;
- Primary cycle completion rates by gender and age; and
- Selected indicators of performance and quality.

These last indicators are necessarily country or situation specific. They are very important. In particular, these indicators are the ones that point most directly to the critical education processes and educational experiences that children experience while they are engaged in organized learning. Examples include measures of learning achievement, teacher qualifications, self-esteem, and equitable classroom interaction.

The common indicators listed above are aggregates that allow for some degree of uniformity throughout the programme. Within each country **additional** indicators must be identified for monitoring at different levels. Examples include school, community, district, and regional levels. Receipt of financial support under this programme is contingent upon the identification of measurable indicators specifically linked to the objectives of proposed activities and agreement to collect and report on common indicators at the levels of the nations and the level of UNICEF intervention.

It is recognized that changes in trends in these data may not be visible in three to five years. It is important, however, that processes and mechanisms for monitoring

these data be in place and operating. It is understood that UNICEF support will not be the only factor contributing to improved trends, but UNICEF-supported activities must be a part of overall national efforts.

At the national level, objectives will be country-specific with separate and specific monitoring indicators. These indicators should form part of the country's on-going monitoring system.

### **3. CROSS-NATIONAL ACTIVITIES**

While each project will be designed, managed, implemented, monitored, and evaluated in-country, there needs to be a strategy (or set of strategies) and related set of activities that unite these projects into a coherent, integrated programme. This integration will allow for synthesis of lessons learned and subsequent knowledge building as a result of the increased investment and effort. It will also provide partners with an additional point of contact regarding the programme and its wide range of activities. The rest of this document provides a description of the "overarching" activities that are part of this programme.

#### **3.1 Programme Coherence, Policy Guidance And Technical Advice**

Technical quality and direction as well as day-to-day implementation must be well managed if the programme is to be a success. The major mechanism for general direction of the global programme, particularly in its preparatory stage, is the responsibility of a steering committee. A key aspect of this committee is to guide this programme and to learn from and influence the work of others in the same area. It will link to a global Partnership for Girls' Education. The UNICEF Education Section serves "secretariat" and coordinating functions.

It is anticipated that the role of this committee will evolve over the life of this programme, such that more and more of the tasks will "devolve" to regional and national levels. Nevertheless, there will remain an important role for the committee in terms of policy direction related to global activities and in the synthesis of lessons learned, successes, problems, and failures from this programme to further develop education that fosters girls' learning into the next century. It will also serve an important networking role.

At the level of each region, a mechanism will be put in place to facilitate (1) programme coherence, mutual learning, and regional capacity development, consistent with the major features of the programme outlined earlier in this document, and (2) linkages between countries and the Education Section. This mechanism may take the form of a Technical Advisory Committee, which would meet regularly and have membership that includes representation from selected countries, donor agencies, and knowledgeable "outsiders" along with UNICEF.

At the country level, it is essential that functional mechanisms operate on a daily basis. These mechanisms must address policy, planning, management, communications and advocacy, implementation, and inter-agency coordination. These mechanisms will link to their regional and global counterparts, but to the extent possible these should consist of existing mechanisms rather than the creation of new ones.

#### **3.2 Capacity Building Teams**

One of the most difficult dilemmas to address in the girls' education programme is the tension between the need to build capacity, which is an inherently long-term

process, and the importance of introducing change into education systems in a relatively short period of time. Our concern is to meet the latter need but not to do so at the expense of building a "critical mass" of expertise in the targeted regions.

One approach to this dilemma is to provide short-term technical assistance from teams of experts, Technical Assistance Teams (TATs), primarily based in the relevant region that have a long-term commitment to this particular programme. UNICEF engages several specially selected teams of professionals with expertise in a particular topic, such as learning achievement or monitoring and evaluation, based in the regions, that are willing to make a commitment to participating in this programme. These teams are then responsible for providing advice and assisting in capacity development in a country or region.

The role of these capacity building teams is to provide technical support and to develop in-country capacity. Its members must develop and expand the group of in-country professionals with whom they work, and gradually devolve responsibility to these individuals so that TAT team members are utilized less and less for similar tasks in a given country over the life of the programme.

### **3.3 Monitoring And Evaluation**

In addition to the separate monitoring and evaluation plans for individual country activities, there is a need to monitor and evaluate the overall programme using the indicators of primary education noted earlier (gross enrolment ratio, net enrolment ratio, dropout rate, repetition rate, completion rate, and selected indicators of performance and quality). These data will be gender and age disaggregated.

The monitoring activities will address progress, particularly with an eye to anticipating obstacles and problems and resolving them in collaborative, consultative, and participatory ways before they become incapacitating. They will also serve as a second check on the overall progress of the individual programmes.

A range of evaluative services is proposed and these will be designed early in the programme so that measures of impact can also be identified although many of them may not be measurable in the short run. A formative review, conducted by consultants and managed by UNICEF was conducted 24 months into the programme. This evaluation addressed programme progress, provided guidance on new initiatives, and recommend "mid-course" corrections, as necessary. Similarly, a second evaluation will be considered towards the end of the programme.

### **3.4 Contributions To The Knowledge Base**

UNICEF documents its findings, achievements, and lessons learned from this programme. This is essential to the countries involved, donors, future UNICEF work, and the future well being of the girl child. We publish, both independently and through existing networks, programme innovations, successes and failures, and research findings to make them available to others concerned with girls' education and educational improvement. In addition, one of the regional offices publishes a short, informal newsletter that shares information within the programme. Advocacy materials are also produced.

In addition to providing summaries and/or compilations of already available and new, where necessary, research conducted in separate country-supported activities, UNICEF may support some targeted research on transnational or



"cutting edge" education issues that are of critical importance to several partner countries in the programme. Of course, they will build on completed and on-going country research and are likely to be syntheses of existing knowledge and practice as evidenced in participating countries. Research will be focused on educational issues relevant to the countries. Likely topics include attention to girls' education in relation to emergencies, children's work, child headed households, pregnancy among primary school girls, and HIV/AIDS; all issues that are faced by a number of countries that are engaged in developing a variety of approaches.

The programme will be documented, ensuring that reports, research findings, and workshop materials are kept so that they can be used in the future. This documentation will also serve as an important basis for evaluation activities.

### **3.5 Communications Strategy**

The wealth of information and the experience from a programme such as this can be lost if it is not adequately communicated. It is important that advocacy at all levels be seen as a critical activity within the programme. The Education Section in collaboration with the Division of Communication is engaged in an overall education communications strategy to support advocacy at the global level. Recipient country representatives and institutions will be essential partners in this strategy. In East and Southern Africa close links are maintained with the Sara Initiative which is concerned with adolescent girls. Furthermore, the Norwegian government and UNICEF have embarked on a separate, but related, media activity linked to this girls' education programme.

### **3.6 Reporting**

Each country submits a yearly technical report (YTR). The yearly reports all have a similar structure. Clear, concise financial reporting is also part of the YTRs. The YTRs are submitted through the Regional Education Adviser (REA) to the Education Section along with a regional report that summarizes country activities in the region and reports on regional activities. The REA "packages" the technical reports from a region. The Section prepares an annual consolidated report each year for submission to the funding agency. These annual reports will be shared with all interested parties including countries, donors, and African education institutions.

## Education

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### Further Readings and Websites

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#### **RECOMMENDED READING**

UNHCR (1995): Revised Guidelines for Educational Assistance to Refugees, Geneva, UNHCR.

These guidelines constitute essential reading for all topics. The guidelines provide an overview of UNHCR policies in respect to different types and aspects of refugee education and training. They provide guidance on the design and content of education and training programmes; the management of scholarship programmes; and reporting requirements in respect of education statistics.

Aguilar, Pilar and Gonzalo Retamal (1998): Rapid Educational Response in Complex Emergencies, Geneva, UNECSO, UNICEF, UNHCR.

An excellent booklet, which provides case examples and solutions for a variety of complex emergencies. Particularly relevant to Topic 4.

#### **FURTHER READING**

Working group on Children Affected by Armed Conflict and Displacement (1996): Working paper No.1: Promoting Psychosocial Well-Being Among Children Affected by Armed Conflict and Displacement, Geneva, International Save the Children Alliance.

Knowledge and understanding about the effects of conflict and displacement on children and young people is essential in order to understand how to work with them and to develop programmes which will be relevant to their needs. This working paper provides a brief background and proposes approaches and principles that should guide those working with young people in these situations. This paper supports and develops the material in Topic 2.

Tolfree, David (1996): Restoring Playfulness, Stockholm, Radda Barnen.

Extracts from this book have been used to inform Topic 2. This book is primarily written for policy makers and field workers who are working with children who are psychologically affected by war or displacement. It covers a number of relevant themes including: the importance of play, the role of school and teachers, models of community resilience and guiding principles for programme planning. The second section of the book provides seven illustrative case studies all of which address the different themes in the book and which are based on programmes supported by Radda Barnen.

Molteno, Marion (1996): Starting Young: Principles and Practice in Early Childhood Development, London, Save the Children.

A short paper that summarises the need for early childhood development programmes, the way in which children learn and how to support that learning, and it provides advice and guidelines on designing programmes that bring lasting benefits. Useful reading to support Topic 3 in particular but also Topics 6 and 7.

Ogadhoh K and Molteno M (1998): *A Chance in Life: Principles and Practice in Basic Primary Education for Children*, London, Save the Children.

This booklet brings together educational experiences from Save the Children programmes round the world, and develops from these some general principles which provide guidance in bringing improvements to children's education.

Desta, Feleka (1998): *Uduk Refugees in Ubonga*, Stockholm, Radda Barnen.

A case study by a former coordinator of the Radda Barnen project which illustrates the educational aspects of a programme for Sudanese refugees in Ethiopia. The case study looks at the situation of a small ethnic minority group of largely illiterate refugees, the Uduk.

Gezelius, Helena (1996), *Refugee-Run Education*, Stockholm, Radda Barnen

This case study, a Somali refugee primary school based in the Republic of Yemen describes a community based approach to the development and management of a local school. An extract from this paper appears as Education Reading 5.1.

## **WEBSITES**

### UNICEF

<http://www.unicef.org/pdeduc/education/build.htm>

This UNICEF site presents policies and strategies of the agency on the child's right to education. Some useful information can also be found on girl's education.

### UNESCO

<http://www2.unesco.org/wef/en-conf/dakframeng.shtm>

Information on Education for All, including various legal instruments on this subject are presented in this website.

<http://www.unesco.org/cpp/uk>

A web page on Peace Education.

### OHCHR

<http://www.unhchr.ch/html/menu2/hrissues.htm>

This site is dedicated to human rights issues with links to education including documents by the Special Rapporteur.

### Partnership on Sustainable Strategies for Girls Education

[http://www.girlseducation.org/PGE\\_active\\_pages/CurrentActivities/main.asp](http://www.girlseducation.org/PGE_active_pages/CurrentActivities/main.asp)

Provides information on the UNGEI initiative, designed to contribute to the elimination of gender discrimination and gender disparity in education systems.