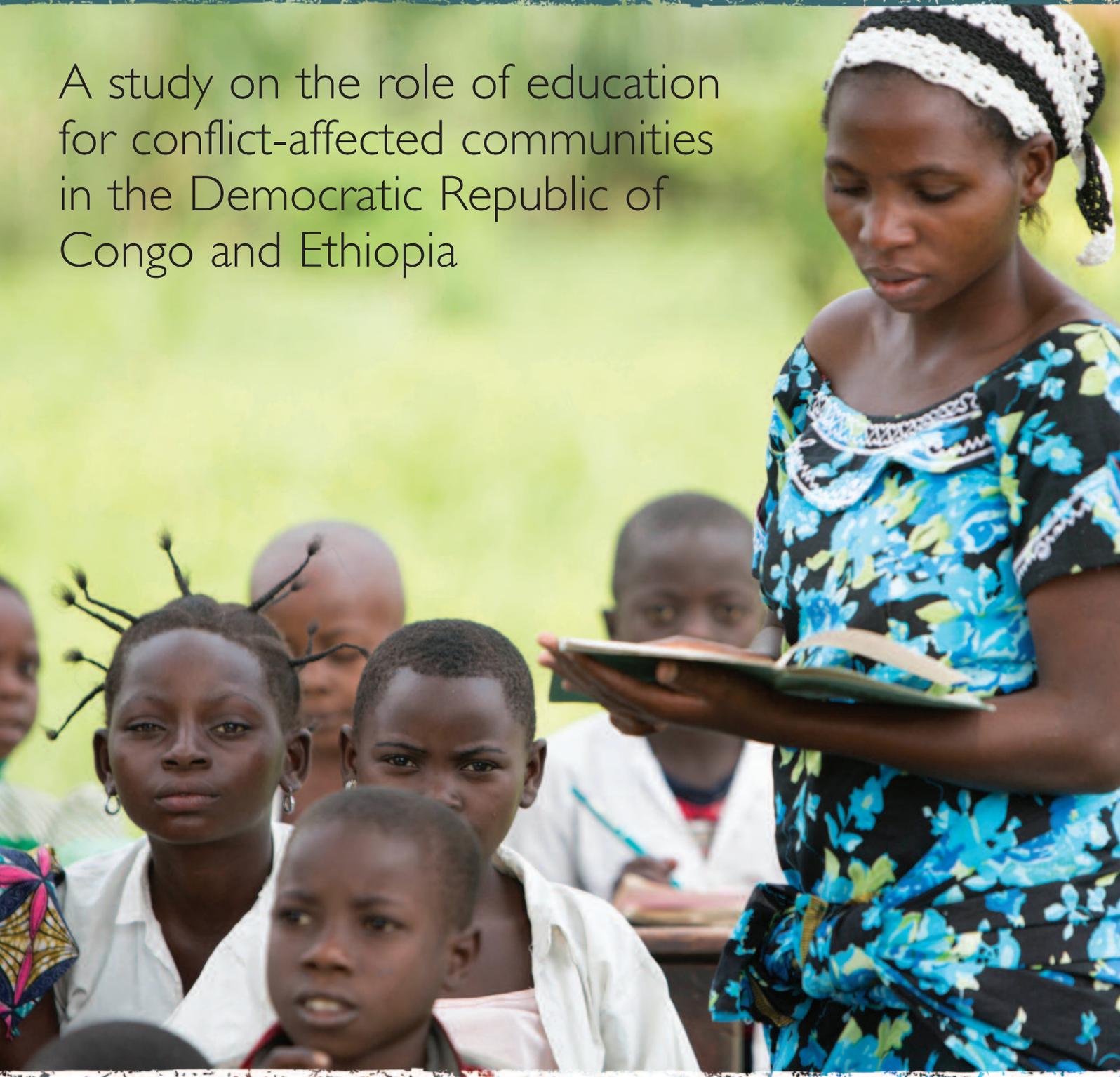


HEAR IT FROM THE CHILDREN

why education in emergencies is critical

A study on the role of education for conflict-affected communities in the Democratic Republic of Congo and Ethiopia



Front cover photo: Children and their teacher in a lesson in their outdoor school in Kombo, DRC. There are 6,183 students supported in the area. Attacks in July and December last year destroyed some of the classrooms. Kombo School are hosting 5 other schools from the area, which means they can't all be inside. Some classrooms are also being used to house IDPs so are out of action for education purposes.

Photo: Jonathan Hyams

Back cover photo: NRC trained teacher, Esdras, with his 6th grade class at a primary school in Masisi, as part of NRC's Education programme for children displaced by conflict, in Masisi, North Kivu, DR Congo.

Photo: Jonathan Hyams

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The Norwegian Refugee Council (NRC) is a humanitarian organisation which provides assistance, protection and durable solutions to people who have been forced to flee their homes.

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CONTENTS

Acronyms	4
Foreword	5
Executive Summary	7
1. Preface	11
2. Background to the case studies	13
3. Methodology	19
4. In emergencies, communities prioritise education	21
5. Education protects children in emergencies	33
6. Education supports other sectors: helping meet vital needs	41
7. Education builds resilience: helping children and communities cope with crisis	45
8. Education transforms communities: potential for stability and unity	49
9. Education for the future: prosperity and opportunity	53
10. Conclusions and recommendations	59
Appendices	63
Appendix 1: Breakdown of interview and focus	63
Appendix 2: Focus Group Guides	66
References	69

ACRONYMS

ABE	alternative basic education
CAP	consolidated appeals process
CFS	child-friendly space
DRC	The Democratic Republic of Congo
DDR	disarmament, demobilisation and reintegration
DRR	disaster risk reduction
ECCD	early childhood care and development
ECHO	European Commission Humanitarian Aid and Civil Protection Office
EFA	Education for All
EiE	education in emergencies
ETB	Ethiopian Birr
FGM	female genital mutilation
FPE	free primary education
GMR	Global Monitoring Report
HAP	Humanitarian Action Plan
IDP	internally displaced person(s)
MONUSCO	United Nations Stabilisation Mission in the Democratic Republic of Congo
NGO	non-governmental organisation
NRC	Norwegian Refugee Council
PTA	parent teacher association
SGBV	sexual and gender-based violence
SMC	school management committee
STI	sexually transmitted infection
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
WASH	water, sanitation and hygiene
VST	vocational skills training
YEP	Youth Education Pack



FOREWORD

In 2012 the European Union was honoured with the Nobel Peace Prize for its achievements in spreading peace on the European continent. The EU decided to turn this award into a tool for bringing more peace worldwide, by dedicating it to those who are the most vulnerable in war and conflict: children. Based on the conviction that every child, everywhere, should have the opportunity to reach their potential and grow up in peace, the EU Children of Peace initiative was born.

Half of the children out of primary school worldwide live in conflict zones. This means they are not only impacted by war today, but also harmed for life. Through the EU Children of Peace initiative we are bringing attention to this situation and supporting a severely neglected sector: education in emergencies. The projects supported through the EU Children of Peace initiative are benefiting conflict-affected boys and girls in Asia, Africa and Latin America in very practical ways: rebuilding or improving schools and child-friendly spaces, and providing school material and uniforms to facilitate children's return to the classroom, as well as providing psycho-social support to help them cope with the traumas they have suffered. These and many other activities are helping children to be protected from conflict and grow in an environment where they can learn, play, cultivate their talents and find a sense of normality.

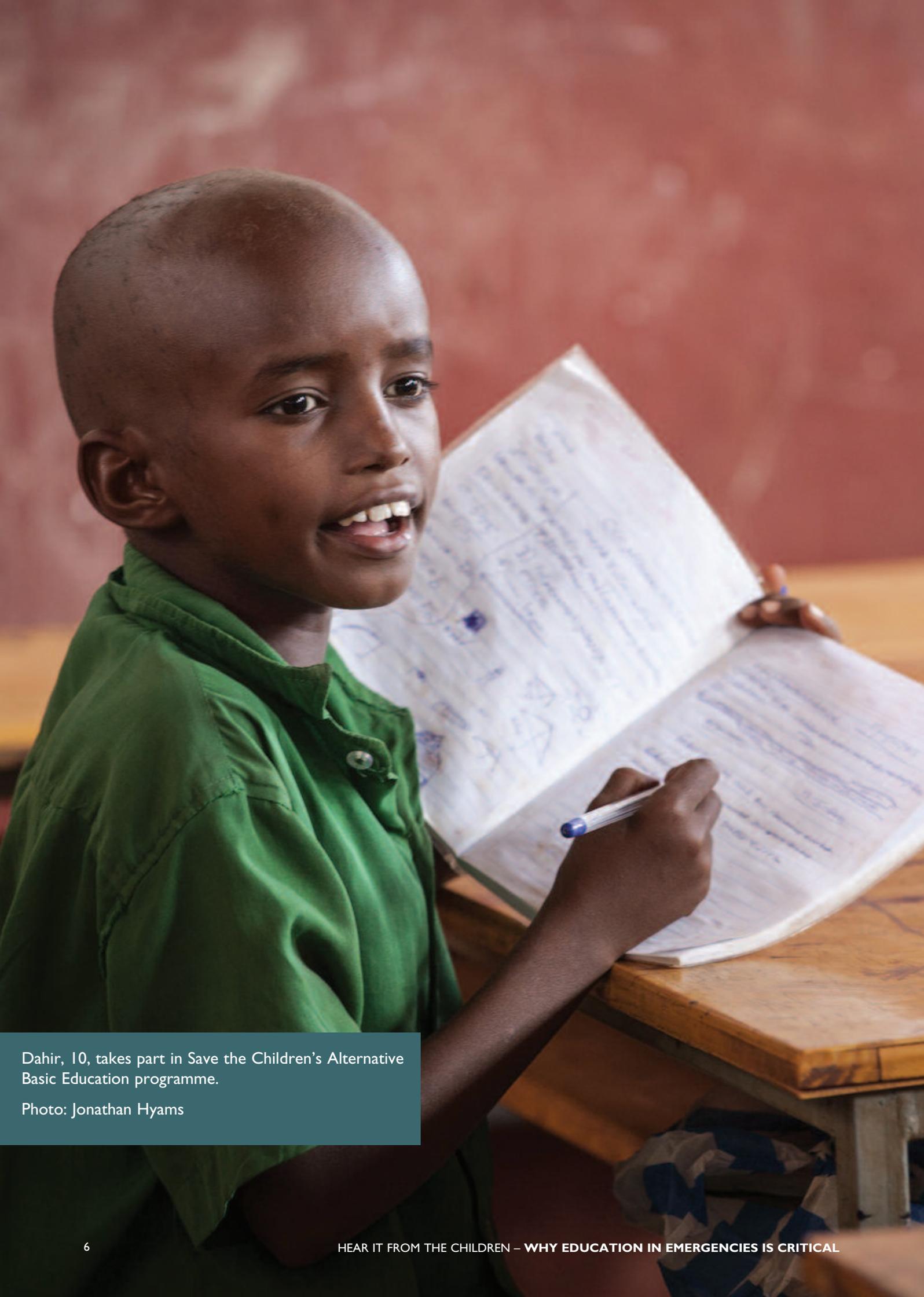
The European Commission's Humanitarian Aid and Civil Protection department ECHO is dedicated to delivering assistance to those most in need, as a concrete expression of the solidarity of EU citizens.

Our responsibility to do so effectively includes listening and being accountable to those we aim to assist. I welcome the present report which illustrates how, in a humanitarian emergency, children, their parents and communities prioritise access to education.

The EU Children of Peace projects in Ethiopia and DRC covered by this report demonstrate that beyond providing life-saving skills for coping in emergencies, access to education can be an important platform for other vital services, including health; and a way for communities to rebuild physically and socially after the devastation of conflict.

Following the successes of the Children of Peace projects carried out in 2013, the EU renewed and doubled its support for the projects that are to be implemented in 2014. The initiative will continue in the years to come, as the legacy of the EU's Nobel Peace Prize and a lasting symbol of Europe's commitment to peace and prosperity.

Kristalina Georgieva, EU Commissioner for International Cooperation, Humanitarian Aid and Crisis Response



Dahir, 10, takes part in Save the Children's Alternative Basic Education programme.

Photo: Jonathan Hyams

EXECUTIVE SUMMARY

“With education I think I will have a future that won’t have to involve guns and fighting. This is my dream, that I can look into my future and see that I have options and choices. Without school you have no choices in life, you are just trying to survive.” – 13-year-old boy, Democratic Republic of Congo

Millions of children are affected by conflict every year. Worldwide, children represent half of the 42.5 million people who are refugees or who have become internally displaced, in part as a result of conflict or violence in their countries.¹ Nearly 50 million primary and lower secondary age children who live in conflict-affected countries are not in school.² Living in conflict, many of these children have experienced more crisis, violence, and death in their young lives than most adults in peaceful countries will know in their lifetimes.

It is the responsibility of humanitarian actors and donors to listen to these children, their parents and their communities in order to understand their needs and respond with aid that is accountable and effective. With this principle in mind, Save the Children and the Norwegian Refugee Council undertook a study to capture the views of internally displaced persons and refugees on their priorities in and after an emergency. This study reflects the voices of more than 250 children, parents, teachers and community representatives in two locations currently served by education projects supported by the EU Children of Peace Initiative: Masisi, North Kivu, Democratic Republic of Congo, and Dollo Ado, Ethiopia.³

Their answer is clear: education is key

Their message was startlingly clear: children, parents, and leaders in communities deeply affected by conflict consider education a number one priority. A father in DRC declared, “Education is the most important thing. Without education we are nothing. When they bring education they are helping the parents as well as the children”. A leader in his community noted that, “if a child is studying he is protected and more peaceful, and we need our children to be peaceful for our future”. While in Ethiopia, a child explained, “Without education, we will have no future”.

The findings of the study highlight the remarkable contribution that education is making to the lives of

these children, their families and communities on a daily basis. Not only is education a clear priority of those affected by conflict, who described the high intrinsic value of education, but it also appeared to provide many added benefits in the domains of protection, resilience, recovery, stability and economic progress.

Key findings

Communities prioritise education: A community prioritisation exercise undertaken as part of the study provides a snapshot of how people receiving humanitarian aid rank their needs. Of the basic services like health, water, food, shelter, psychosocial support, and education, 30% of those surveyed ranked education first – more than for any other need. A child who chose food as a priority explained, “I chose food, because without this you can’t go to school”. Underscoring this strong demand for education, internally displaced and refugee communities were found to have invested their own very limited resources in trying to secure it. A leader described how his community had banded together to buy land for a school, and then “built the school with local materials and UNHCR sheets. The conditions were very bad...but this is how much we want it”. Living in contexts where possessions have been easily lost or destroyed, the children noted the value of learning as something that they take with them and cannot be taken from them. A 14-year-old boy explained, “whatever happens, my knowledge will always be with me, and with that I can continue my life”.

Education is life-saving: The timing of an education response is crucial to enable education to fulfil its role, yet education is often delayed. According to parents, it is in the first three months of a crisis that children are particularly exposed to acute physical and psychosocial risks. The immediate protective, life-saving function of education was emphasised by everyone consulted. Leaving children without school for three months, said parents, is

tantamount to implying that these children do not matter. The classroom is a safe place for children who are especially vulnerable during a crisis. When children are in class their parents can attend to securing other basic needs. All those surveyed agreed: education cannot wait, it must start as soon as possible after an emergency. A community leader in Masisi gave the following analogy: *“If you have a goat and it falls into a hole, will you wait three days for it to die before you try to help it? No! You will go straight away! It is the same with education – if you wait three months, many of these children will go with the armed forces or face violence, and they too may die, just like the goat”*.

Education protects: Children and parents strongly value the protective role of education. Amongst the refugees in Ethiopia and the displaced persons in DRC, school was perceived as the safest place a child could be. In Masisi, more than 90% of the boys consulted said that being in school made them less likely to be recruited by an armed group. One boy asserted, *“the militia don’t come here – they can’t make you carry bags for them while you are in school,”* while another claimed that being out of school led to his own abduction: *“when the militia took me, I wasn’t in school because my parents had died. I was in the village – this is where they take you”*. In Dollo Ado, schools provided protection for large numbers of unaccompanied children arriving in the camps. In both places, children in schools were better protected from sexual and gender-based violence. Knowledge learned in school also offered protection. Respondents valued the life-saving health and hygiene messages, as well as learning to think critically, and to gather and process information.

Education builds resilience: *In the schools visited for this report, education was helping children to gain practical skills useful for contending with future shocks such as drought and conflict. In Dollo Ado, a community leader explained, “In future, before the drought comes, the educated children will know how to save water and food. They will help the community change our lifestyle. So the children who learn will help their community to better survive”*. In Masisi, a parent noted, *“obviously it doesn’t stop all the bad things from happening, but it gives them the skills to cope with what happens”*. In schools in both locations, children were building psychosocial resilience to aid their recovery from the extreme distress many experienced. They were starting to play, learn, talk and laugh again, imagining futures for themselves, and overcoming traumatising events that had caused them to be withdrawn and aggressive. A 15-year-old boy explained, *“Before I came to school I had the spirit of*

an assassin because of what they did to me, but here I have started to become like a normal person again. The taste of study made me want to be like I was before. I am so happy to be here”.

Education supports other sectors: Education, in addition to its innate benefits, was described as helping people to get more from other types of assistance. Children revealed how school was the place where they have first learned about toilets, hand-washing, clean water and disposing of harmful materials. They were, in turn, becoming agents of change, conveying good practices to their families. A parent described how their children *“come home from school and share all this knowledge with their little brothers and sisters, and even with us”*. Teachers have become important sources of information on a range of issues affecting the community, and are able to ensure that life-saving practices are taught directly to children in a way tailored to their understanding and specific needs. Education and other services have been shown to be mutually reinforcing: education helped the children get more from other services, and improved health and hygiene helped them learn more in school.

Education transforms communities: What children learn in school appeared to be affecting their approach to violence. They understand that fighting and killing are destructive, and that they can solve problems in non-violent ways. A 15-year-old boy claimed, *“school teaches us to respect everyone, and that if someone annoys us we should respond calmly – and even if they hit us we shouldn’t get into a fight. This will help me have a longer life in this place”*. Moreover, schools were found to be assisting in bringing together different factions of the community. In DRC, people from different groups displaced by inter-ethnic clashes were rebuilding their homes around the school where their children play together. Teaching, playing and learning together was perceived to support the development of more cohesive communities. While in the midst of the desert of Dollo Ado, parents *“feel happy and proud when they see all the children moving through the community together in their uniforms – they say the uniform is green just like a green land!”*

Education improves livelihoods: In both locations, access to basic education and vocational skills training were found to be instilling in young people aspirations for brighter, more prosperous futures. One girl explained her plans: *“people who haven’t studied can only work in the fields, but the teachers and directors and nurses have all studied”*. A teacher observed that among those with a small business, *“the ones who make a profit have normally*

studied because they understand how to read and write and add numbers – in work this is the base for everything else”. Parents considered education especially important for having viable options for their children’s livelihoods following displacement, as one mother explained: “we have already lost our fields when we had to flee, so our children won’t be able to live from the fields like we did – educating our children is now the only thing we can do for their future”.

Recommendations

The refugees and displaced people interviewed for this study were acutely aware of the potentially life-saving role of education and its practical benefits for their children and communities in terms of protection, resilience and economic prospects. They testified to the risk that waiting to provide or resume schooling poses for their children: that many will never return to education and some may instead be lured or forcibly recruited by armed groups.

In stark contrast to the way people affected by conflict in Dollo Ado and Masisi prioritised access to schools, education is one of the most underfunded sectors in humanitarian response. Just 2.4% of humanitarian funding through the Consolidated Appeals Process was allocated to education in 2013, meeting only 34% of funding requirements.⁴

Education in emergencies can bring many direct benefits to people affected by conflict, and is a vital component within overall humanitarian responses. Education in emergencies can change many children’s lives for the better, and improve prospects for breaking cycles of violence and rebuilding lives, communities and peace. It is therefore vital that education in emergencies is fully integrated into immediate and longer-term humanitarian responses to conflicts, and funded accordingly.

The findings of the study provide the most important reason why taking global action to guarantee education for children affected by all emergencies should be an urgent priority: children, parents and communities are asking for it. Save the Children and the Norwegian Refugee Council call on donors, governments and humanitarian actors to increase accountability to affected communities, listening to and acting upon their clear and articulate request for education in emergencies.

We call on humanitarian donors and policy-makers to:

- **Include education from the outset of an emergency.** Education should be integrated from the first stages of planning and response to guarantee that adequate resources are allocated to early education interventions, thereby facilitating a more orderly transition for children out of protracted and devastating crises, into phases of early recovery, and ultimately rehabilitation and development.
- **Improve accountability to affected communities.** Resources and priorities need to be aligned with what beneficiaries demand, and donors must continue to prioritise funding in accordance with their needs and wishes, as well as with international standards.
- **Increase the levels of humanitarian funding to education, commensurate with the scale of needs, and progressively contribute to reaching a minimum of 4% of global humanitarian aid to education.** The clearly expressed prioritisation of education as a fundamental need by conflict-affected populations, contrasted with the current low levels of funding, shows a serious gap that must be addressed.
- **Ensure predictable funding is committed to the continuity of education for children affected by conflict and emergencies in line with funding allocated in the first-phase of a humanitarian response.** Following a first-phase response, education funding needs to be predictable to ensure that it does not stop when children and young people need it most.
- **Ensure better linkages and integration between humanitarian and development donor policies,** in order to minimise the divide between humanitarian and development funding for education, and prevent children’s schooling from falling into the gap.
- **Ensure continuity after education in emergencies programming, including through development assistance,** to enable children who complete primary school to access secondary education; to enable those who complete courses to evidence this with appropriate and accredited certification; and to enable those who learn a vocational trade to practise it.

We call on humanitarian actors to:

- **Improve accountability to affected communities.** Resources and priorities must be aligned with the needs children and parents identify. Humanitarian needs assessments must include education from the very beginning.
- **Improve integrated and cross-sectorial delivery of assistance,** to capitalise on the benefits of education as a platform to reach beneficiaries with life-saving interventions and information on health; water, sanitation and hygiene; and nutrition and livelihoods support. Education should not be seen as a competing sector, but as a complementary part of all humanitarian responses.
- **Use funds to maximise the protective function of education.** Education has been shown to play a critical role in protecting children in crisis-affected contexts. Children are most vulnerable in the immediate aftermath of a crisis, and education offers them vital protection in this period. Education must start as soon as possible, in the first stages of a humanitarian response.
- **Invest in further research into factors that combine to protect schools from attack** – examining why certain measures seem to work better than others, and how can these efforts be strengthened in the future.

We call on governments to:

- **Take urgent steps to guarantee free, compulsory access to a good-quality**

education for children who are displaced in conflict-affected regions, and commit to securing quality, accredited education provision for all refugee children, regardless of their ethnicity, nationality, or likely duration of stay in the host country. Funding must be equitably allocated to these regions to ensure families do not shoulder the burden of supplementing inadequate or non-existent teacher salaries and to ensure teachers receive adequate salaries.

- **Adopt measures to protect education from attack, including endorsing and adopting the Lucens Guidelines on the non-use of educational institutions during armed conflict.** Legal, defence, military and education experts have drawn up these guidelines with the aim of reducing the use of schools and universities by parties to armed conflict in support of their military efforts, and to minimise the negative impact that armed conflict has on students' safety and education. The guidelines are for those parties involved in the planning and execution of military operations.
- **Prioritise the protection of children's education,** encouraging non-state armed groups in their territories to sign up to the 2010 Deed of Commitment for the Protection of Children from the Effects of Armed Conflict, and to work with communities and local authorities to ensure schools are increasingly considered safe zones for children.



Photo: Jonathan Hyams

Somali children walk home with their new text books from Bulsho Child Friendly Centre where they are enrolled in Save the Children's Alternative Basic Education programme.

I. PREFACE

There are many compelling reasons why children's education needs in emergencies should be considered an important priority, particularly in the midst of conflict. Conflict-related emergencies affect many young lives on multiple levels. Children may never have had access to school, or the schools that were once there may have been destroyed; teaching forces are depleted and damaged; parents lack resources, and gender inequalities can dominate.⁵ Children may have been displaced in their own country or another; they may be unaccompanied or in charge of their households; or, particularly in situations of armed conflict, they may be associated with armed forces and armed groups.

In many chronic crises, fresh outbursts of violence, environmental disasters, health epidemics and repeat displacement are regular features of life. If education is forced to wait months to start or resume after each acute incident, far too many children may miss out entirely. When access to education is not prioritised in both rapid onset and long-term crises, entire generations of children can be deprived of learning and all the associated benefits. Periods of waiting represent an unacceptable gap in children's development.

Yet education remains the most underfunded sector in humanitarian response, receiving only 2.4% of humanitarian aid from the Consolidated Appeals Process in 2013.⁶ On the ground, this means that many children who need a good quality education are simply not reached: children in conflict-affected countries are likely to remain out of school. Global leaders have recently called on the international community to urgently address this underfunding,⁷ and avert the grave impact that it will have on children's futures. The international community has set an initial target to ensure global humanitarian funding to education reaches a minimum of 4%.

Crucially, children, parents and communities in humanitarian emergencies continually stress education as a priority need. In most emergencies, they stress that the immediacy and continuity of education are essential for keeping children safe and ensuring they maintain hope for the future.

With a view to providing greater evidence on community perspectives on the importance of education and the need to afford greater importance to education in humanitarian decisions, Save the Children and the Norwegian Refugee Council commissioned a study to illustrate the particular value of education for conflict-affected children in two locations – the Masisi territory of North Kivu Province in the Democratic Republic of Congo (DRC), and Dollo Ado refugee camps in the Somali borderlands of Ethiopia.

THE EU CHILDREN OF PEACE INITIATIVE: THE LEGACY OF THE EU'S NOBEL PEACE PRIZE

“We want all children to enjoy the constant protection of their rights. Each and every girl and boy in the world should have the opportunity to develop their talents. Promoting education is also giving peace a chance to be a lasting peace. We want ‘children of war’ to become ‘children of peace’.”

José Manuel Barroso, President of the European Commission

In 2012, the European Union was awarded the Nobel Peace Prize for a contribution spanning six decades to the advancement of peace and reconciliation, democracy and human rights in Europe. The EU decided to use the money to fund four projects under the ‘EU Children of Peace Initiative’ in recognition that one of the best ways to help and protect children in violent conflict is to give them the chance to learn and get an education. The work of Save the Children and the Norwegian Refugee Council in Ethiopia and the Democratic Republic of Congo makes up one of these four projects, reaching more than 14,000 children.⁸



Mohamed, 13, takes part in Save the Children's Alternative Basic Education programme for Somali refugees in Heleweyn camp, Dollo Ado; which will ensure that children who have been unable to access education are able to catch up via a consolidated curriculum.

This education in emergencies project will ensure that over 5,400 children between the ages of 11 and 14 have access to quality basic education. For many this will be the very first time that they have been given the opportunity to learn in a safe, protective and nurturing space.

Photo: Jonathan Hyams

2. BACKGROUND TO THE CASE STUDIES

“The Congolese people are always suffering...but with education we have hope for the future.” – Teacher, DRC

Masisi, North Kivu, Democratic Republic of Congo

The DRC has been wracked by a series of complex conflicts for decades. Early incidents of unrest in 1993 were then exacerbated by the 1994 genocide and civil war in neighbouring Rwanda. In 1996, war broke out. Since then, some estimates suggest that more than 5 million lives have been lost. A peace accord was signed in 2003, but with more than 40 different armed groups involved at various points, high levels of conflict have continued to cost lives and displace thousands of people in the Eastern Kivu regions. Alongside this, the DRC experiences widespread poverty and insecurity, health epidemics and natural disasters.

The DRC ranks joint bottom (with Niger) on the Human Development Index 2013.⁹ Nearly 2.5 million of the 65.7 million people who live in the DRC are displaced, and 59.2% of the population lives on less than \$1.25 per day. There are on average eight doctors and six nurses per 10,000 people, and 7.6 million school-age children are believed to be out of school – nearly half of the school-aged children in the country.¹⁰

Local context

This report focuses on the Masisi territory of North Kivu. Estimates from August 2013 suggest that there are more than 1 million internally displaced people in North Kivu. The Masisi territory experiences recurring violence and ongoing insecurity, forcing children and families to flee villages on a regular basis.

Challenges to accessing education

In this difficult context, the challenges to accessing education abound. Children and parents explained that their problems centred on issues relating to war, displacement and poverty. Displaced children in every focus group said that when they were displaced because of fighting, their families would lose everything, so would have no resources to send them to school. Children whose parents had



Masisi, North Kivu, Democratic Republic of Congo

been killed were left with no one to pay schooling costs (books, uniform, etc). Other children had been taken by force to fight or work with armed groups, and had not been allowed to attend school. Child mothers said they were unable to come to school with their babies, or had to work to support them.

Some parents told how their children’s schools had been burnt during violence, and how there were too many children in the camps for the limited places available. Others explained that they were unable to pay the required contribution to teachers’ salaries,¹¹ leaving their children unable to attend. Given the widespread expectation that parents will shore up teacher salaries, parents find themselves having to choose which of their children they can afford to educate. In general, they opt to send the older ones, before they lose their chance to attend school entirely.¹²

Challenges to delivering education

For education staff, the challenges to delivering education fell into two categories – personal and institutional. In terms of personal challenges, the majority of teachers were themselves displaced and living in the camps. They said that they therefore faced the same problems of finding food and shelter as their communities. They made long and sometimes dangerous journeys to school, walking up to 10km in the rain without proper waterproofs or boots. They would risk encountering armed groups who can be hostile to teachers, making them carry loads, asking for money, or adopting an aggressive manner. On an institutional level, many teachers are not paid by the government, and are teaching classes full of internally displaced children who cannot contribute to teachers' costs. Teachers also struggle with little training, trying to educate troubled and vulnerable children with few resources, while dealing with their own grief and lack of stability.

What the EU Children of Peace Initiative is supporting

The Norwegian Refugee Council is implementing education programmes through the EU Children of Peace Initiative. The children benefiting from this programme have experienced severe conflict and violence. Many have been displaced on multiple

occasions. Throughout this research they repeatedly told the researchers that without this intervention, they would not be able to attend school.

Through this programme, school vouchers¹³ have been given to nine schools, benefiting 3,330 children, many of whom are internally displaced persons (IDPs). Catch-up classes¹⁴ have been provided for 2,847 children who missed periods of schooling (of whom 2,332 have now been successfully reintegrated into the formal education system). Child-friendly space¹⁵ (CFS) activities, including vocational training for older children and early childhood education for younger children, have benefited 6,858 children. Fees for the national primary exam (known as the TENAFEP – test national de fin d'études primaires) have been paid for 362 students, enabling them to receive their primary school completion certificates. In addition, six classrooms and two CFSs (each with five classrooms, also used as school classrooms in the mornings) have been built, along with 24 latrine cubicles. Two football pitches and two playgrounds have been rehabilitated, and 6,026 children have received student kits, 149 teachers have received teacher kits, and nine schools have received education and recreation kits. Teachers, CFS facilitators, Parent Teacher Association (PTA) members and school directors have been trained in child protection (82), peace education (77) and disaster risk reduction (DRR) (100, including child and community participants).



Gakuru, 12, attends NRC's Education programme at a primary school in Masisi, for children displaced by conflict, in Masisi, North Kivu, DRC.

“There were lots of bullets and no education.”

– Somali parent on his country of origin¹⁶

Dollo Ado, Somali Region, Ethiopia

Since the overthrow of President Siad Barre in 1991, southern Somalia has endured ongoing fighting between rival warlords. The rise of armed groups hostile to the government from 2006 has added another dimension to already high levels of insecurity. Drought hit in 2010, producing what the UN officially determined were ‘famine’ conditions, the first for more than 20 years. With access to many areas impossible due to conflict, the major relief operation launched by agencies proved to be too late for many thousands of children within Somalia. The situation at the time was described as “the worst humanitarian crisis in the world, with a child dying every six minutes.”¹⁷ It is estimated that 258,000 people died between October 2010 and April 2012.¹⁸

Local context

Bokolmayo, the first refugee camp 90km from the town of Dollo Ado, was set up in 2009 following a sudden influx of refugees fleeing an escalation in conflict and worsening living conditions, exacerbated by the drought. By July 2011, in the aftermath of the 2010 drought, aid agencies including Save the Children had declared the situation an emergency. That summer, as many as 30,000 refugees were arriving each month and another three camps were established.

The latest UN figures (accessed in October 2013) suggest a total of 198,995 refugees (53% women and girls)¹⁹ live in five camps in the Dollo Ado area. Refugees continue to arrive, with more than 1,000 people crossing the border each month, mostly individuals rather than families. In both August and September 2013, more than 30 unaccompanied minors arrived. There is some migration back into Somalia and some families attempt to migrate for the rainy season each year to continue planting and harvesting crops. Up to 95% of the population arriving in the camps have never received any education. The Education Cluster estimates that more than 1.8 million children are not in school in south and central Somalia alone. Only a few of the refugee children – those from the towns – can read and write. The girls have never been to school and most “never thought that they would have a chance to go to school”, one school official said.²⁰



Dollo Ado, Somali Region, Ethiopia

Challenges to accessing education

The refugee population in the camp is young, with 67% aged under 18 years.²¹ An estimated 15 to 20% of primary-aged children in the camps are currently accessing education services.²² The majority of the camp population is from rural pastoral and farming societies where there is limited opportunity for education. Most of the children who attend Save the Children schools in Dollo Ado have been living in the camps for more than two years without education. They were instead helping their families fetch firewood, looking for food or trying to earn a little money.

Gender has implications on school attendance in Somalia with some parents fearing their daughters will have problems walking to school or that if they attend school their daughters will reject cultural values. Girls are often nervous of sitting in the classroom with boys and there are very few examples of female role models outside the home.²³ Among those boys and girls who do attend, the majority go to Koranic schools, where children study religion and learn to recite the Koran. Save the Children education staff estimate that 90% of

children attend these schools – with some children saying they don't have time to attend Save the Children schools, Koranic schools, and to perform other activities. There are strong positive links between the ECHO-funded programme education staff and some religious leaders who sit on the project's school management committees (SMC), and who are closely involved in promoting education to parents.

With such a large young population, coupled with increasing demand for education, the real challenge now is the limited number of spaces and schools. The ECHO-funded project has enrolled 5,400 children, but staff are now regularly having to turn away children who arrive at the school. Continuity of education programming is also a problem. Some children live one to two kilometres from the closest school. Parents are concerned about their safety on the journey to school, particularly during the rainy season when travel can be difficult.

Challenges to delivering education

Dollo Ado is surrounded by desert, with high winds and a lot of dust. Many of the classrooms are semi-permanent structures and the teachers have covered the open walls in plastic sheeting to provide some protection from the wind. There is a shortage of classrooms, and the necessary shift system, where schools operate a morning and afternoon shift to expand enrolment, means that some children are forced to attend in the afternoon when it can be very hot. There is limited shade in the play areas.

Teachers also struggle with a lack of resources,²⁴ including sanitary kits for girls, which are crucial for keeping them in school.²⁵ The teachers themselves are volunteers from the refugee population, and are paid a small incentive but face significant economic pressures. The majority have only completed primary education and have had very limited teacher training. In a challenging context, the teachers urge that they “*need more training so that we can deliver better education to the community*”.²⁶

What the EU Children of Peace Initiative is supporting in Ethiopia

Save the Children has been working in the camps around Dollo Ado since the start of the refugee crisis in 2009, focusing on early childhood care and development (ECCD), alternative basic education (ABE) and child protection. Save the Children has child-friendly spaces in all the camps, where children can access services like recreational play – including story-telling. The ECCD and ABE schools are also built within the child-friendly space.

With ECHO funding, Save the Children provide ABE for children aged 11 to 14 years in Hilaweyn and Bokolmayo camps. The ABE programme is specifically designed for older children who have had no primary education – 95% of the children enrolled have never been to school before.²⁷ There are 5,400 children enrolled into the entry level of the programme – nearly 24% of the 11 to 14-year-olds in the two camps. The schools are built in the child-friendly spaces (four in Bokolmayo and three in Hilaweyn), allowing a platform for other service provision such as counselling for children with trauma and school feeding programmes.

The children have a condensed curriculum that lasts three years and would allow them to join Grade 5 of Primary School upon graduation. The community has embraced the programme. The programme is particularly relevant for the older children who feel ashamed to sit in primary school with 7-year-olds when they are 14.²⁸

To ensure community ownership, PTAs and SMCs have been formed with representatives from the refugee community leaders, religious leaders, youth, parents and local government. Newly established girls' clubs and girls' education committees address parent and community concerns. They are raising awareness in the community of the value of educating girls and are visiting girls who are absent from school. Now, girls comprise 42% of the students enrolled, a huge increase on the rate seen in other schools in the camps (at the start girls' enrolment was 22%).²⁹

HUMANITARIAN FUNDING OF EDUCATION: A DANGEROUS GAP

Education is consistently underfunded when it comes to humanitarian appeal requests. In 2012 only a quarter of the funding requested for education was received, totalling just 1.4% of all aid contributed through humanitarian appeals, leaving a funding gap of USD \$221 million. In 2013, just 34% of funding requirements through the Consolidated Appeals Process was met, totalling 2.4% of aid contributed through the Consolidated Appeals Process, with a substantial shortfall of \$239 million³⁰ Indeed, in the period 2006-2013, the average percentage of funding requirements for education as a total of humanitarian aid committed through the appeals process was 4%, whilst the average percentage of funding received for education for the same period was only 2.3%. With 28.5 million children out of school due to conflict, this means that millions of children are not being reached on the ground.

In Dollo Ado, this funding gap is part of the reason why only around 5% of the Somali refugees arriving in the camp have ever been in

school, and why only an estimated 15 to 20% of the primary school-aged children in the camp are currently able to access basic education. Of the \$478.5 million of donor contributions, commitments or pledges to the emergency response in Ethiopia in 2013, only \$4.6 million is explicitly earmarked for education projects. More than \$1.1 million of this has been provided through the EU Children of Peace Initiative.³¹

In 2012, the Education Cluster in the DRC needed almost \$69 million to meet the education in emergencies needs in the country – but only obtained \$4.4 million, a tiny 6% of what was required, making education the most underfunded emergency response sector in the country.³² As a result, projects supporting more than half a million conflict-affected children, young people, teachers and school officials were left with no funding – within this, that's an estimated 506,529 Congolese children not reached with crucial education provision, not to mention youth, teachers and other school staff.³³



Photo: Jonathan Hyams

NRC trained teacher, Lucie, leads a class at Lushebere Primary School as part of NRC's Education programme for children displaced by conflict, in Masisi, North Kivu, DRC.



Farhan, 11, crossed the border with his mother and 3 younger siblings (2 brothers and 1 sister aged 4, 1 and 5) but now she has left them to return to Somalia. His step-mum has arrived from Hilaweyn Refugee Camp to make sure they are reunited with their father who is currently sick and living there. Back in Somalia Farhan was responsible for looking after his younger siblings and wasn't able to have a normal child's life. He couldn't play or go to school. Now that he is a registered refugee in Ethiopia he hopes to go to school and get a good education.

Photo: Jonathan Hyams

3. METHODOLOGY

This study is based on a desk review of available literature on education in emergencies, and field research conducted with affected populations in the Masisi region of North Kivu, in the DRC and the Dollo Ado refugee camps in the Somali region in Ethiopia.

Save the Children facilitated the field research in Ethiopia, while the NRC facilitated the work in the DRC. The research was carried out through broad consultations, focus groups and semi-structured interviews with populations affected by displacement, along with interviews with experts in education and other sectors and with humanitarian coordinators.

In both locations, researchers focused on leading group discussions and interviews with children, parents, teachers and community representatives involved in and/or reached through both projects. Researchers asked questions relating to the type of education assistance demanded by populations affected by displacement and the reasons why this is called for; the obstacles and opportunities to accessing education and to delivering relevant, sustainable education in emergencies programmes; and the perceived impact of the education projects on the lives of children and families.

When working with children, interview and focus group techniques were adapted to ensure a child-friendly approach, through the creative use of drawings, simple visuals, games and objects. A 'do no harm' approach was adopted in all interactions with children. For child focus groups and interviews, participants were selected to ensure a fair representation of each gender and a variety of ages. Girls and boys with different levels of engagement with the project were consulted, including harder-to-reach children, children associated with armed forces and armed groups, young mothers and out-of-school children. Where appropriate, focus groups with children of different ages/gender were conducted separately.

In the DRC, research was conducted in Goma and in villages surrounding Masisi in North Kivu between 11 and 25 September 2013. Focus groups were conducted with 19 groups of children (170 participants); seven groups of parents (42 participants, some with children who were benefiting from the projects, others whose children were out of school); eight groups of teachers and school directors (70 participants); and three groups of community leaders (15 participants).

In Ethiopia, research was conducted in Addis Ababa and in the Hilaweyn and Bokolmayo camps in the Dollo Ado area between 15 and 28 September 2013. Focus groups were conducted with seven groups of children (38 participants); three groups of parents (24 participants); two groups of PTA/SMC (24 participants); three groups of volunteer teachers (eight participants); two groups of teacher supervisors (three participants); and one of community leaders (three participants). Travel restrictions meant that fewer focus groups and interviews were conducted in Ethiopia.

A list of interviews and focus groups conducted in both countries, with a full gender breakdown, is given in Appendix 1 alongside Focus Group Guides in Appendix 2.

It should be noted that this report is limited in scope. It aims to complement existing education in emergencies evidence with the voices of conflict-affected communities. The study was conducted over a limited time frame, and does not intend to provide comprehensive detail on all issues of interest and relevance. This report does not include analysis of the reasons why education is so often not included or prioritised by donors; nor is there in-depth analysis of the complex intersecting and contextual factors that combine to protect education from attack in certain locations. Additionally, the report is not an evaluation of the projects in question, but rather an examination of the potential benefits of education in emergencies, as delivered in two specific projects.



Migisha, 13, is one of the Congolese children attending NRC's Education programme at a primary school in Masisi, for children displaced by conflict, in Masisi, North Kivu, DR Congo.

Photo: Jonathan Hyams

4. IN EMERGENCIES, COMMUNITIES PRIORITISE EDUCATION

“There were no classes but...I knew the children needed to keep on learning.” – School Director, DRC

There is a growing awareness that significant changes are needed to improve international assistance in terms of effectiveness and accountability, including to beneficiary populations.³⁴ Listening to and acting on the voices of affected communities is a cornerstone of accountability and trust. In the two locations analysed for this report (and, indeed, in many other emergency contexts, including post-earthquake Haiti³⁵ and among Syrian refugees³⁶, the voices of children and parents are clearly demanding education.

The importance that communities attach to education was a prominent point among the community groups surveyed. They went to lengths, particularly in the DRC, to establish make-shift education opportunities for children, either before or during the emergencies there. These communities view education as a lifeline, and often strive to set up a form of education or school themselves in an emergency. However, maintaining these efforts in crises is difficult because of reduced local capacity and fewer resources.³⁷

One camp-based school director in the DRC said that he had been working as a teacher when he had to flee. On arrival at the camp, he decided to start a school “because there were no classes, but I knew the children needed to keep on learning”. After struggling without resources, “NRC came and helped us build this school and they continue to support us”, he said.³⁸ A parent also demonstrated this great commitment to education, saying,

“...in our village, before we had to flee, as parents we ourselves made three classrooms out of sticks and banana leaves – and we started to educate our children there. Each year we added a new classroom, all made from these types of materials. But then we had to flee, and the school was burnt.”³⁹

In Lushebere camp, the community leaders explained that community members were so dedicated to providing education, that they had together bought the site for the school for US\$1,700. One of the leaders told us that

“...so many members of the community gave the little that they had to contribute to this, then we built the school using local materials and leftover UNHCR sheets. The conditions were very bad – even when community members gave bits of sheets to help protect the children from the storms and the rain, it was still so wet, and all full of mud. Then NRC came and talked with us to build a school with walls made out of planks and a tin roof, so now our children can study even when it’s raining.”⁴⁰

Another leader continued: “the quality was low, and it was so hard because they had no materials or funds – how can we do this properly on our own? But this is how much we want it!”⁴¹ Today, this school is one of the EU Children of Peace project schools, serving several hundred displaced children and benefiting from this legacy of parent and community commitment to education even in the most difficult of times.

By contrast, literacy rates in Somalia are very low, with 95% of the children attending schools funded by the ECHO project saying that it was their first opportunity for education. Living in a harsh desert environment, punctuated by strife, education has not been an option for most families. Until now, most children attend only the Koranic schools, but enrolment in formal schools is increasing⁴² and attitudes on education are changing. Parents and community leaders reiterated that without education they are “like a blind man”.⁴³ There is a growing sense that education changes people’s lives.

There were some instances of parents making sacrifices to help their children get a good education. Parents pay 5 to 20 Ethiopian Birr (ETB) (equivalent of up to US\$1) for after-school mentoring; others pay approximately 500 to 600 ETB (equivalent of up to US\$30) to send their children to the small private schools set up in the camps.⁴⁴ Other children have come to the camp specifically to gain an education. One 14-year-old girl said:

*“When I left Somalia I went to stay with my Aunt in Dollo Ado. I left because of the fighting. When I lived in Dollo Ado I was attending the Koranic School and doing housework in my aunt’s house. I had never been to school before. I left Dollo Ado and came to Hilaweyn three months ago so that I could attend school”.*⁴⁵

There are no community-run schools, but parents proudly tell of what their children have been teaching them or of how their children demonstrate how they write their names.⁴⁶ Some of the volunteers or older children go home to teach their siblings who are not in school.⁴⁷

Analysis of community prioritisation

Humanitarian organisations that are focused on delivering education responses, and that are leading on humanitarian education needs analysis, consistently assert that communities view education as a key priority. Quantifying such prioritisation is difficult, however, given the existing challenges of ranking sectors based on community needs.

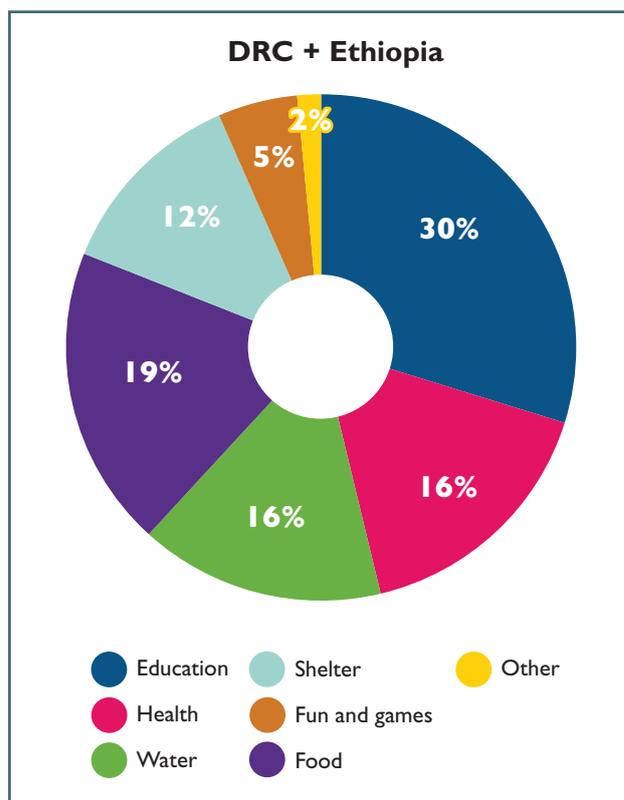
As part of this report, a community prioritisation exercise was carried out with 255 participants (children, parents and community leaders) across both countries. Participants were given images representing different needs that children, families and communities have in an emergency (health, water, food, shelter, education, psychosocial support⁴⁸ and other needs). They were asked, individually, to select the three most important in order of priority. Preferences were then weighted in order to facilitate a collation of data illustrating the importance that participants gave to each need.⁴⁹

The data presented here contribute to building evidence that education is a top priority for the majority of beneficiaries interviewed. These findings emphasise the need for donors who wish to improve accountability to affected populations to pay greater attention to education in emergencies.

Communities choose education over other basic services⁵⁰

In total, when all preferences were accounted for across all respondent groups and both countries, education was the most highly prioritised sector, at 30%, followed by food at 19% (Figure 1). It should however be noted that the collated data masks significant differences in the data from each country, and differences between the priorities of children and adults. The figures below show these differences in detail.

Figure 1: Community prioritisation



“I choose education, because this will give me a future”

– 11-year-old boy, DRC⁵¹

Children

When data is disaggregated by age and by country, it is clear that children prioritise education in both locations. Of the 255 respondents, 170 were children, of whom 132 were participating in the exercise in the DRC and 38 in Ethiopia.⁵² In the DRC, education was the most highly prioritised need, at 35%, followed by food and health both at 17%. In Dollo Ado, education and health were prioritised jointly, with 26% each, followed by food at 20% (Figure 2).

Figure 2: **Children's prioritisation**

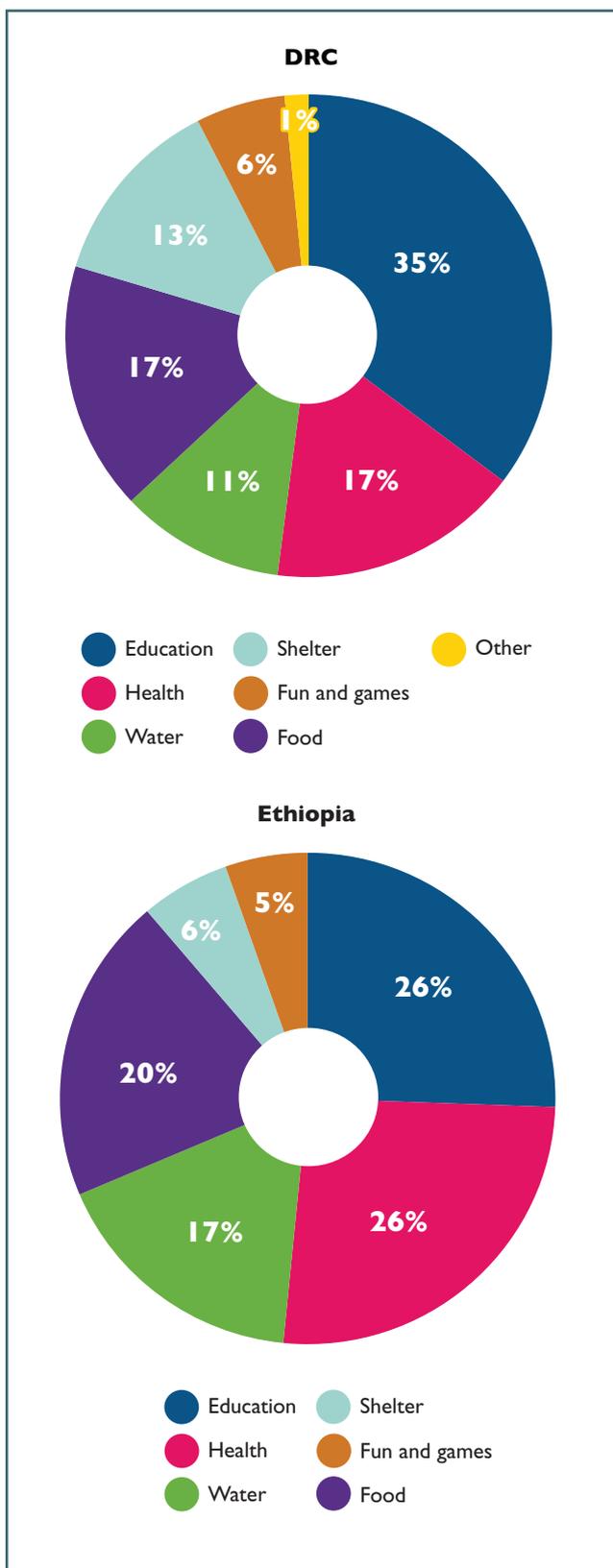
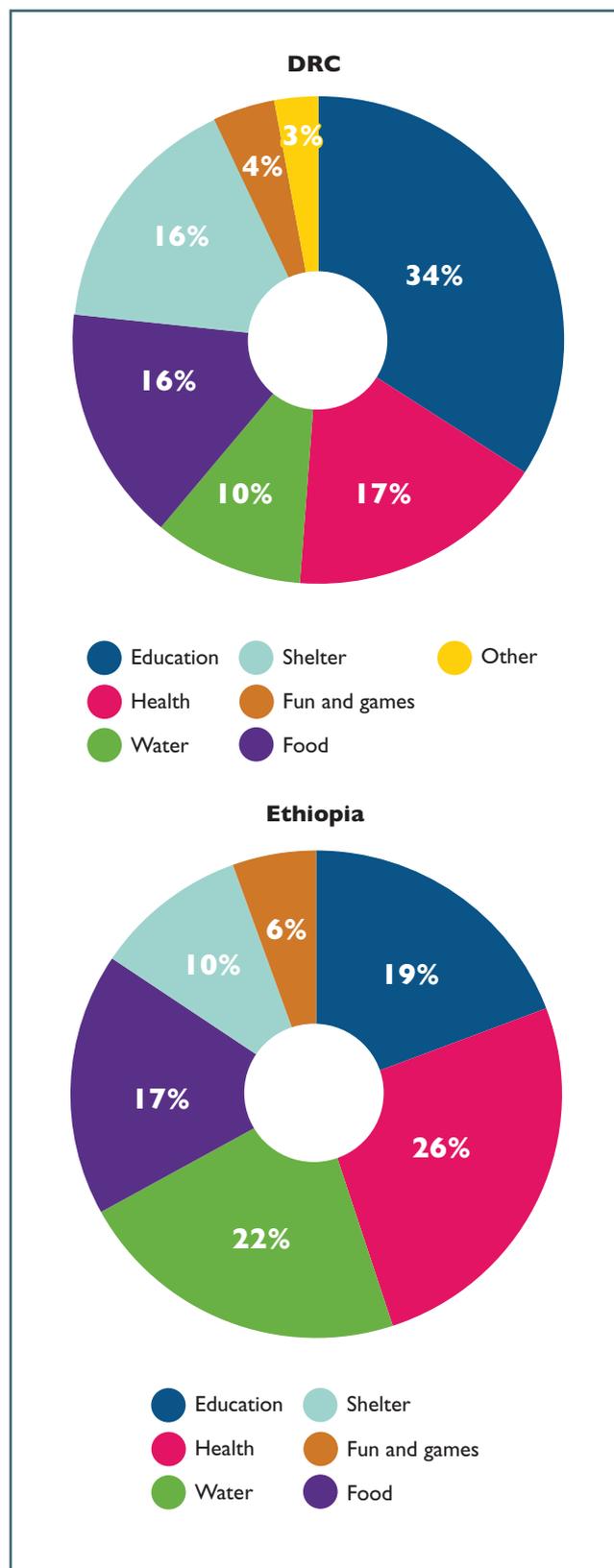


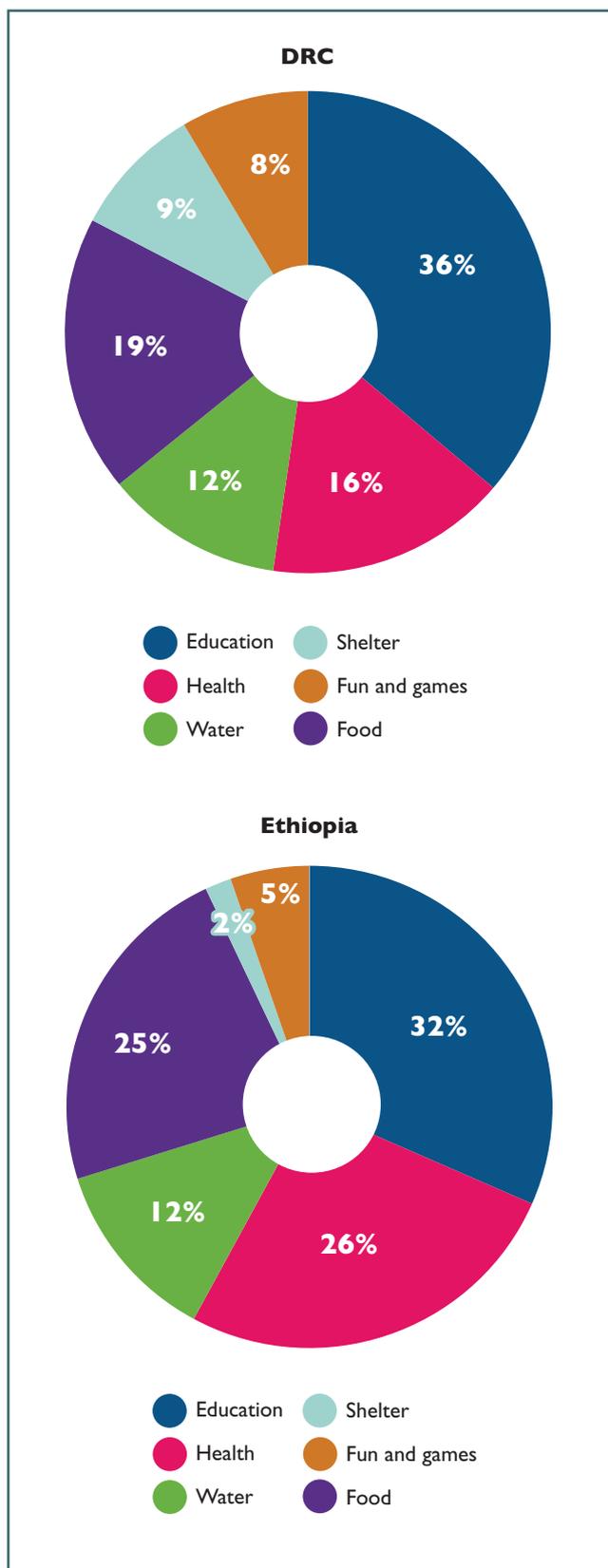
Figure 3: **Girls' prioritisation**



Girls made slightly different choices from boys (Figure 3). In the DRC, 70 of the 132 child respondents were girls, and in Ethiopia 19 of the 38 were girls. In the DRC, girls and boys both prioritised education above all else, but girls

demonstrated a stronger preference for shelter than boys did, emphasising that it contributed to their protection. In Ethiopia, girls prioritised health first and education second, whereas for the boys, education was their top priority.

Figure 4: **Boys' prioritisation**



When asked why they chose as they did, children in the DRC emphasised that education gave them more hope for the future. They made many comments such as: “education is what allows you to have a future”,⁵³ “education will help you forever, not

just today”,⁵⁴ and “whatever happens, my knowledge will always be with me, and with that I can continue my life”.⁵⁵ Their responses also reflected the belief that “education will help us with our whole life”,⁵⁶ explaining that it would help them meet their other needs in the long term. One said: “if you study you can, for example, learn how to make water clean by boiling it for a long time”.⁵⁷ The children also highlighted the protective role of education. Several girls noted that “education and shelter are our biggest protections – but even in your house they may come and rape you, but not at the CFS”.⁵⁸

For those whose first choice was not education, their rationale for choosing as they did was either survival (“I need food to live”⁵⁹ “...without health services you will die if you get sick”⁶⁰); or because lack of these things would negatively impact on their ability to attend school (“I choose food, because without this you can’t go to school”⁶¹ “You can’t go to school without eating”).⁶² When asked why they chose as they did, more than half the children who prioritised food said that they did so because food enabled them to study.

“I choose food, because without this you can’t go to school.”

– 17-year-old girl, DRC

Children in Dollo Ado also replied that education is important for their futures. They made comments such as “school is making the future better”⁶³ and “we will have something to pass onto our children”.⁶⁴ Children, and particularly girls, also highlighted the role that education allows them to play in their communities. They spoke of the importance of being “a role model for other girls”⁶⁵ and “to become important in society”,⁶⁶ adding “I can help my family in the future”.⁶⁷ As in the DRC, children who prioritised healthcare, food and water said that they did so for survival. Interestingly, some children in Dollo Ado also described the importance of food, water and healthcare in terms of allowing them to attend school. Among those who prioritised food, 12% said that it was because food enabled them to learn.

Children in Dollo Ado who were not attending school also placed a greater value on education, with 83% giving education as one of their three priorities and 25% selecting education as their most important priority. They reasoned that, “without education a good life is not possible”, “if you can’t learn, you can’t get anything else”, and “without education we will have no future.” These children also described the value of learning, with one child

commenting that “[other children] are very happy in school because they have lessons and they get to learn”.⁶⁸ Another child commented that he was embarrassed because when his friends looked at any writing, he was not able to read it like them.⁶⁹ Out of school children who don’t attend or are not enrolled in project schools can play in the CFS adjacent to the schools. One such boy said: “when we play here we feel part of the school even though we can’t go to the lessons”.⁷⁰ Another said: “I come early so that I can see [the other children] in the classes”.⁷¹

Parents and community leaders

Parents’ choices appeared to have been influenced by the location, context and traditional cultural value given to education. In the DRC, food and education for their children were parents’ highest priorities, at 28% and 27% respectively. Water and shelter came next with 13% each, followed by health with 12%. In Dollo Ado, however, water and food were clear priorities for Somali respondents, with 34% and 21% respectively. Education remained in the top three priorities, with 15% – a significant finding for respondents from a country with one of the lowest school enrolment rates in the world.

“Education is the most important thing – without education we are nothing. When they bring education they are helping the parents as well as the children.” – Father, DRC⁷²

In the DRC, 15 community leaders (including camp management committee members, church pastors and local authorities) participated in the exercise. Education was the top priority for most participants (32%). Water and shelter followed at 20% and 14% respectively. In Ethiopia, only three community leaders were available to participate in the exercise, and so their choices cannot be considered representative – but we include them here nonetheless for illustration. None of the three community leaders included education in the top three priorities, focusing instead on water, food and shelter.

Figure 5: Parents’ prioritisation⁷³

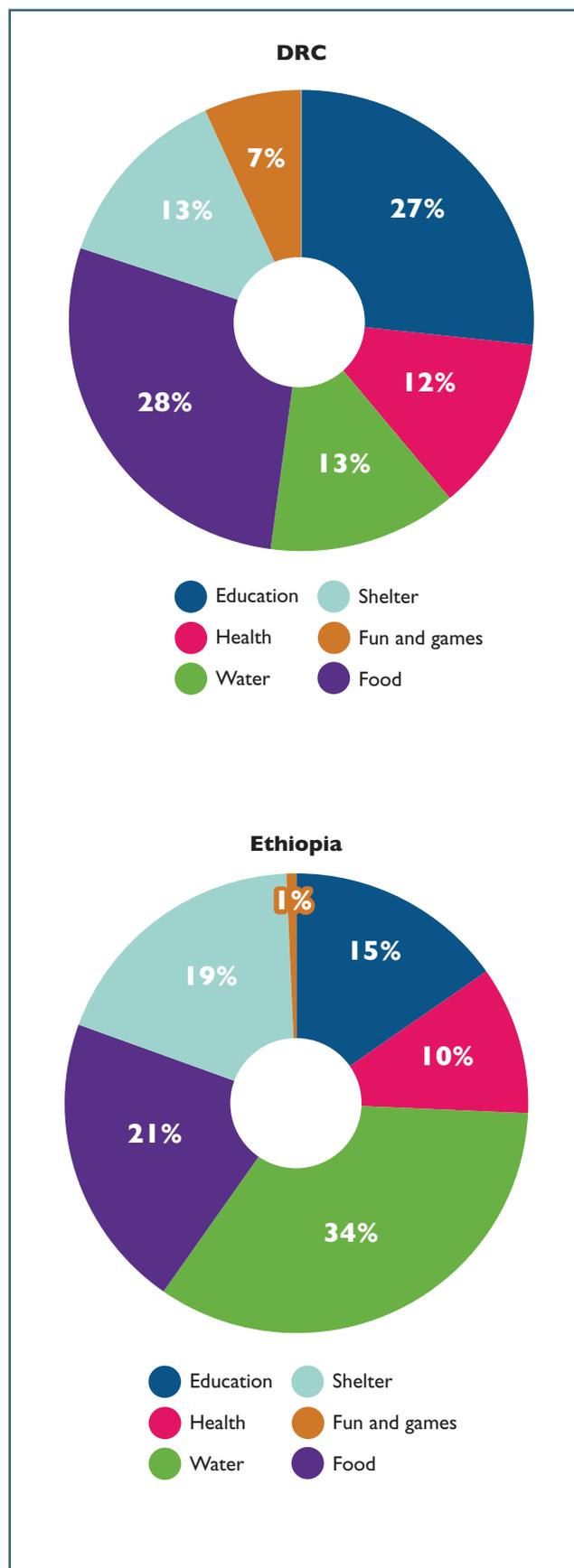
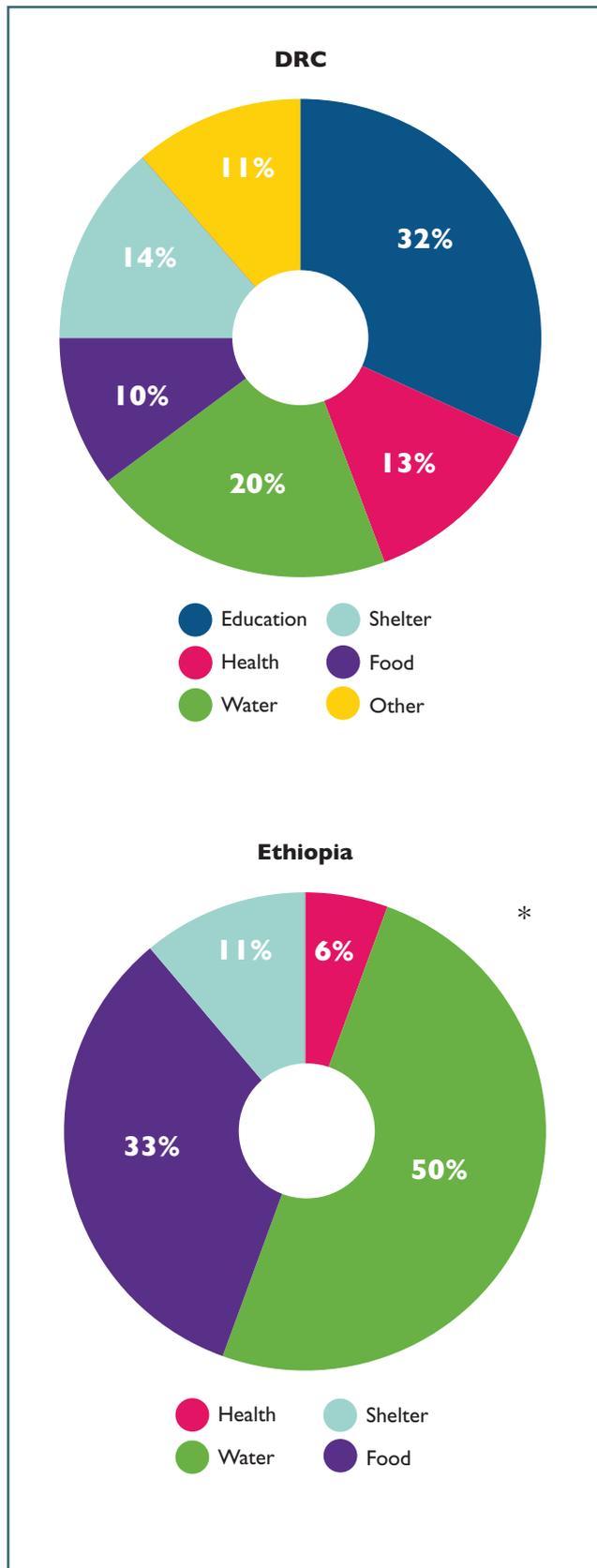


Figure 6: **Community Leaders' prioritisation**



*Dollo Ado sample cannot be considered representative of community choices given the limited consultation. The DRC sample consists of 15 community leaders.

What accounts for this difference in prioritisation between the two locations?

Of course, many complex intersecting factors shape individual choices and priorities in life, and a thorough analysis of these is beyond the scope of this report. It must also be noted that this survey was conducted among beneficiaries of ongoing assistance in other sectors – thus, the results should be interpreted in light of what needs are currently underserved, rather than prioritisation of needs in absolute terms. Nonetheless, two factors – location, and the cultural/social legacy of education – were identified as contributing to the different priorities.

In the DRC, parents and community leaders have seen the impact of education on individuals' well-being, protection and prospects in their own generation, as well as among their children. One of them noted: *“When I look back at my childhood and think of my friends, many of the ones who did not study are now with the armed groups, or have become a victim of the conflict, or have no way to make a living – but those who studied are the ones who think clearly, use their resources well and find bits of work more easily”*.⁷⁴ They have also seen how education is providing immediate physical and emotional protection for their children (*“My child is in danger because he is not in school,”* one mother said)⁷⁵. Parents have made considerable sacrifices to send their children to school. One father said that when his two brothers were killed, *“I took in all seven of their children, on top of my own. I went and worked breaking stones with two friends to earn \$500 so that my brothers' children could continue in school. Now my body is damaged and a little bit broken from this hard work, but at least the children are in school”*.⁷⁶

“When I look back at my childhood and think of my friends, many of the ones who did not study are now with the armed groups, or have become a victim of the conflict, or have no way to make a living – but those who studied are the ones who think clearly, use their resources well and find bits of work more easily.”

– Father, DRC

A community leader added that because they see the importance of education, *“the mums will trek all the way into the forest, where they risk being raped, to buy cheaper bananas that they can then sell, and use the money to send their children to school”*.⁷⁷ It is a well-documented fact that a mother who has been to school is more likely to invest in sending her own children to school.⁷⁸ Several mothers in the DRC were a testament to this, telling stories of the little education they had received as girls, and how it had left them with a determination to see their own sons and daughters progress further. Other parents told of carrying loads of up to 60 kilos for long distances of 10km, carrying planks, cultivating others’ fields, and doing other forms of manual labour in order to earn the few extra dollars needed to send their children to school. A community leader concluded, *“this is bad for their health, but they do it because education is so important to us”*.⁷⁹

When asked why they chose as they did, parents in the DRC repeatedly spoke of preparing their children for a better future. *“The life and the future of the child is school,”* one father said.⁸⁰ *“They will always have knowledge in their head, whatever happens,”* said another, making a connection with children saying they felt *“protected and more peaceful”* with the need for *“our children to be peaceful for our future”*.⁸¹ Community leaders’ responses also emphasised the future and protection, saying that *“if a child doesn’t study he will have to live like a bandit,”*⁸² and *“school is the only safe place for children to be”*.⁸³

Location and the legacy of education

The land in North Kivu is fertile, and although problems of malnutrition and hunger are widespread, parents see that education helps their families to make the most of the natural resources available to them. *“If you’ve studied, you are more likely to be able to find other things you need and know what to do with them,”* said one father.⁸⁴ *“Education will help children meet their food and shelter needs,”* one mother said,⁸⁵ while another said: *“We are already used now to making the best of it and finding our own food, but the thing that weighs heavy on us is education – this needs to come from outside.”*⁸⁶

Where other needs were prioritised above education, more than half of the reasons given were related to enabling or making it easier to access any education that was provided.

In contrast, in Dollo Ado, the severity of the hot, dry and dusty landscape makes the provision of

water, food and shelter by international agencies absolutely vital for survival. Without these, as one parent summarises *“we can’t live here”*.⁸⁷ This harsh location, and, according to parents who had recently started sending their children to school, the lack of a cultural and social legacy of education, may have contributed to a lower prioritisation of education. Many parents are from rural pastoral communities and have never had access to education. Almost three generations of girls have had very little access to education in Somalia. This supports the importance of educating girls – mothers are significantly more likely to value education and send their children to school if they themselves have been educated.⁸⁸

Nonetheless, even in this context, education is rapidly growing in importance, evidenced by the growing demand for education. Parents are emphasising the value of education *“for the future life of our community”*.⁸⁹ One commented that the lack of education was *“an important reason for leaving Somalia”*.⁹⁰ Across the two camps, 5,400 children registered for ABE within three months of the population being informed and the programme opening – some of them travelling up to 2km to reach the school. Here the team leader describes the first day of registration:

“The crowd of children registering [for] ABE was enormous – children pushing to get to the front. Even those aged seven, who are too young, were lying about their ages because they wanted to go to school. Last week, we were registering for VST [vocational skills training]: again the children are lying about their age. It is very difficult to turn them away – whenever we open centres we know that our capacity is not as big as the registration”.⁹¹

Parents surveyed see education as valuable for the future because it enables their children to progress beyond their parents (*“without education, the children and the parents would be the same”*).⁹² Without education, another parent says, *“you would be taking away our future”*.⁹³ Parents also recognise the value of learning and of *“increasing in knowledge”*.⁹⁴

Parents also appeared to be getting more involved in their children’s education: as members of parent teacher associations or school committees, and through community awareness-raising. In Bokolmayo, parents have cleared a playground and helped to put up plastic sheeting around the temporary school structures. Each week, teachers meet with parents to discuss issues relating to the school. Already the teachers are noticing a change

in engagement: “At the start, when we did home visits to talk and ask questions, the parents wouldn’t say anything. And now if we don’t communicate, they will call us over and ask a lot of questions about the students’ learning and their needs”.⁹⁵

The community leaders and religious leaders are working to create positive perceptions of education.⁹⁶ As a result, the community is also becoming involved. Volunteers help raise awareness of school meetings and tea talks by walking through the camp with megaphones; others have assisted with registering the children for school, and the community led the volunteer teacher recruitment. The community leaders have seen the value of education: “Look at this hill, it is very high. If someone gets to the top of the hill, what he sees we can’t see. The more you learn the more you can see; the more you can contribute”.⁹⁷

Should education be a first-phase response? The community view

It is sometimes argued that education in emergencies is not a priority in the first three months after a crisis – that this is a time to focus on sectors such as food, water and shelter, and that communities themselves prefer to wait for these things to be established before they start to think about education.

“Waiting for three months to come and do education is sacrificing these children.” – Mother, DRC⁹⁸

“You can’t just bring food and forget about education – as people we are more than what we eat.”

– Father, DRC

As part of our survey, we asked children, parents and community leaders at what point after a crisis they thought it appropriate to start providing education opportunities. This component of the research focused on seeking the opinion of beneficiaries on the timings of education within periods set in traditional humanitarian responses, based on current practice in humanitarian responses in the regions affected, as well as in other crisis contexts. Communities discussed various periods: first phase of a humanitarian response (defined in interviews as ‘three months’), or waiting until conditions have changed to restore education.

Education, they said, is vital, and must be part of first few months of an emergency response, along with food, shelter, water and health. “Just because we say we need food,” said one father who had selected food in the prioritisation exercise, “it doesn’t mean we don’t want education – food and education must come together”.⁹⁹ Another, who had made a similar choice, said: “you can’t just bring food and forget about education – as people we are more than what we eat”.¹⁰⁰ Parents recognised that when education is interrupted and not promptly resumed, many children, particularly girls, do not go back to school at all.¹⁰¹ This suggests that from the perspective of beneficiaries, education is a fundamental part of all humanitarian responses.



Photo: Jonathan Hyams

Agizo, 10, attends NRC’s Education programme at a primary school in Masisi, for children displaced by conflict, in Masisi, North Kivu, DRC.

In both locations, children, parents and community leaders firmly rejected the argument for waiting [for education to be restored]. In Dollo Ado, many children have had to wait up to two years to access education since arriving in the camp. Parents, children and community leaders said that they would have liked things to have been different. Children have faced the trauma of conflict and of a perilous journey across Somalia into Ethiopia, sometimes on foot. At the height of the drought, many children got lost on the way, some reached Ethiopia alone, others died of hunger and thirst. With this context in mind, parents stressed that from the very onset of an emergency and from the moment of arrival in the camp, education can help children to recover from trauma, adapt quickly to a new environment, and socialise with others. Parents describe how, as a result of their experiences, their children “can be wild when they flee,”¹⁰² but that the safe space of school enables them to feel protected, socialise with peers and settle down. At the same time, the children are assured that their basic needs will be met and that they won’t be overlooked in the chaos of the camp.

In the DRC, 95% of the children consulted wanted education to begin as soon as possible after they were displaced. They argued that if they had to wait three months, they risked losing the entire school year or forgetting what they had already learned. One child explained that she wanted education in order “to feel like life is like it was before I was displaced.”¹⁰³ Another insisted that “if you wait, we will have to stay at home, and this is too dangerous for us.”¹⁰⁴

98% of parents in the DRC said that education must come straight away

For parents in the DRC, developmental gaps from interrupted education were a concern,¹⁰⁵ but more pressing for them was the protection that education offers (see Chapter 5). Because of this, 98% said that education must come straight away. In the first three months after displacement, they explained, children are at their most vulnerable to risks of forced or voluntary recruitment, sexual violence and compounded trauma and psychosocial issues. One mother said that “you have to act fast with education to prevent our children wanting to take up arms or join the militia – when they have suffered and aren’t in school they can start to think like this.”¹⁰⁶ A teacher said: “In these early times the children are facing more risks.”¹⁰⁷ A community leader looked astonished at the thought that anyone would argue for postponing the start of education:

*“If you have a goat, and it falls into a hole, will you wait three days for it to die before you try to help it? No! You will go straight away! It is the same with education – if you wait three months, many of these children will go with the armed forces or face violence, and they too may die, just like the goat.”*¹⁰⁸

Parents added that, with the repeated displacements they face, waiting too long for education means “our children wait, then are displaced again, then wait, then are displaced – when will it be safe enough for education to start if you take this view?”¹⁰⁹ They also explained that it helped them when their children could go to school immediately, leaving them less worried about their children’s safety, and leaving them freer to work, look for food, or deal with the many difficulties and practicalities of camp life.

Continuity of education and funding for education

“You must continue education, because the displacements continue”

– Teacher, DRC¹¹⁰

As well as demanding education straight away, communities emphasised the importance of continuity of education in emergencies. Evidence shows that the average stay in a refugee context is 17 years; thousands of children will therefore spend their entire childhoods living in camps.¹¹¹ Years spent living in displacement contexts like Dollo Ado can often be seen as wasted, with young people living in limbo, unable to envisage or plan for a future.^{112,113} A lack of education, or education for just a few months at a time, exacerbates this problem, according to survey respondents. Continuous funding for education is rare, but in a refugee camp setting it is vital to allow school management, parents and children to plan ahead.

Continuity of education is a challenge in both camp and non-camp settings. In the DRC, the complexity, duration and unpredictability of the violence means that many communities are not in a position to sustain education programmes without outside support. Young people and education staff emphasised the importance of continuing to invest in long-term post-vocational training, offering support with the materials and equipment (such as sewing machines and tools for cooperatives) that young people need to continue their trades.

The discontinuity of funding impacts teachers and students. One teacher explained that the government was still not able to pay all teachers or support all schools, particularly in the conflict-affected areas: *“I want to ask the donors and the NGOs not to leave us or forget us right now”*.¹¹⁴ Another said that if education funding were to stop, children and parents would be left disillusioned and disappointed, saying *“parents believe their children can go to school now, you can’t take that away”*.¹¹⁵ One teacher described the impact that disrupted funding has on the children affected:

“It would be even worse for how the children feel if this has to stop – for example, I persuaded a girl who was in prostitution to come here to the CFS, and I told her it would be good for her – and here she feels supported. But, if it goes away, she will be let down and disappointed and she will say you cannot trust the people who say they will give you education, and she will go back to prostitution”.¹¹⁶

“The emergency,” he concluded, “hasn’t stopped – so education support cannot stop.”

– School Director, DRC

One school director, whose school is currently supported through humanitarian funding, said he has seen enrolment increase from 108 pupils last year, to 600 at the start of this academic year. Each child, he said, has their own story to tell, and the majority would have to leave once again if funding stopped. *“The emergency,” he concluded, “hasn’t stopped – so education support cannot stop.”* As outlined in other sections of this report, a lack of funding will not just interrupt children and young people’s education, it will potentially have a negative impact for the rest of their lives, potentially exposing them to further danger, recruitment into armed groups or early marriage.

IN FOCUS: THE INTRINSIC VALUE OF LEARNING

“At school I can learn! This makes me feel good!” – 15-year-old girl, DRC¹¹⁷

There is a danger of assessing schooling purely in terms of its instrumental value.¹¹⁸ Learning has an intrinsic worth for children and their parents, and in both locations, learning was central to children’s enjoyment of school. Recognising and valuing this in an emergency is an essential component of being accountable to parents and communities. Students can and do succeed academically despite displacement, violence, conflict and transitory situations. In many instances, learning can be the vehicle to overcoming adversity, providing meaning, purpose and the skills that children need to navigate the challenges they face.¹¹⁹

Children in both locations insisted that they valued learning in and of itself, not simply as a means to an end. *“Learning new things makes you happy,”* a 13-year-old girl in the DRC said.¹²⁰ *“I feel better in my heart when I am learning,”* another girl there said.¹²¹ *“When you study, you feel proud”*.¹²² Another child in the DRC added that when she started school *“lots of joy entered into me because I love to study and I love my pens and my*

*uniform!”*¹²³ There was also evidence of high achievement in the DRC schools. When 362 final year primary school students took the national school completion exam, the success rates were high, with an average pass rate of 85% across the six participating schools, compared to 79% on average for the Masisi Inspectoral Zone. One project school achieved a remarkable 100% pass rate, and another 98%.¹²⁴

In Dollo Ado all groups of children gave learning as a key reason why they were happy to be in school, with girls particularly stressing that they were developing skills for their future, learning ways they could serve their communities, and *“become role models”*.¹²⁵ Parents in Dollo Ado said that the children going to school are happier and more motivated,¹²⁶ coming home to continue practising their reading and writing,¹²⁷ and *“rushing their mothers because they want to go to school in the mornings”*. This enthusiasm had also affected the older generation – although the majority of them never had the chance to attend school, their children *“are learning, so I am very*

happy as a parent”.¹²⁸ In the midst of the desert of Dollo Ado, “parents feel happy and proud when they see all the children moving through the community together in their uniforms – they say the uniform is green just like a green land!”¹²⁹

The importance of what is learned

“We teach them to love their country, not destroy it.”

– Teacher, Neema Primary School, DRC¹³⁰

What and how children learn in school – the environment, the content and quality of the education they receive – is essential in determining whether their schooling will help transform values, attitudes and behaviours, or simply exacerbate and feed a cycle of violence and future conflict through a lack of sensitivity to community dynamics and underlying causes of conflict.^{131, 132} When a conflict-sensitive, peace-oriented approach to learning is adopted, as in both the DRC and Ethiopia project schools, positive critical thinking and self-reflection can be promoted.¹³³ When combined with school-level codes of conduct for students and teachers, sustainable teacher training and active partnerships with the community, learning can challenge the use of violence to solve problems and act as a catalyst for peace-building at community level.¹³⁴

In both locations, children reported that their way of thinking had changed dramatically as a result of learning. Children in every school visited spoke of learning to respect others, both in their immediate family, and in the community more broadly. This in turn had translated into an ability to solve problems without resorting to violence, with one displaced boy in the DRC saying, “school teaches us to respect everyone, and that if someone annoys us we should respond calmly – and even if they hit us we shouldn’t get into a fight. This will help me have a longer life in this place”.¹³⁵ A teacher in Dollo Ado confirmed that “if children argue they now have non-violent

ways of resolving the arguments”.¹³⁶

Another boy told of how learning had given him a new regard for life itself, saying, “at school I have learnt that we all have ‘le sang’ [blood] which is life in us, and that this is important in every person and that we should protect that and not let people get killed”.¹³⁷

More than 80% of parents consulted in North Kivu confirmed that they had seen changes in their children since they started learning about respect and peace at school. One mother said that “there is something about learning that changes their mentality and makes them more peaceful – we see this with lots of children”.¹³⁸ Parents in Dollo Ado also said that learning is “stopping the children wanting to fight” by creating more peaceful attitudes.¹³⁹ Teachers in all schools emphasised this element of the education they provide. One teacher in Dollo Ado said: “The children are from violent areas in Somalia. We are trying our best to help them move on from our past. Every day, they learn from us about how we can live peacefully and resolve conflict peacefully”.¹⁴⁰ Teachers in North Kivu made similar observations:

“Here they learn to follow rules, and behave in a certain way – almost all of the children here have experienced war directly, several times, so there is the risk that they begin to think that this is normal. We teach them about all the consequences of war – we ask them ‘is this good?’ They say, ‘no, it is not’”.¹⁴¹

These children are then “less easily manipulated into fighting”¹⁴²; because of their experience of learning, they know that even though there is war, they are still required to behave in a certain way, show respect and maintain boundaries.

An education officer in Hilaweyn camp concluded that learning is providing a foundation for the future: “Children in Somalia see their elders and peers fighting and violating the society. When the children learn it changes them: they can give up these bad habits and become advocates for another way to get their rights.”¹⁴³



Somali children walk home with their new text books from Bulsho Child Friendly Centre where they are enrolled in Save the Children's Alternative Basic Education programme.

Photo: Jonathan Hyams

5. EDUCATION PROTECTS CHILDREN IN EMERGENCIES

“Coming to school is the biggest protection we have.”

– 18-year-old girl, DRC¹⁴⁴

In emergencies and conflicts, children and young people face heightened risks of abduction, trafficking, forced recruitment into militia, armed forces or criminal gangs, becoming involved in child labour or being subject to rape and gender-based violence.¹⁴⁵ Learning environments can promote the physical protection and the psychosocial well-being of students, teachers and other education staff.¹⁴⁶ In both locations, every child and every parent spoke of the protective role of education.

In the DRC, parents and children told of lives saved and restored as a result of children being in school. In Dollo Ado, child protection staff said: *“Education is full of child protection: children coming to our centres to get education can also be observed – those who have been abused, those who are experiencing the stress of difficult situations, those unaccompanied, those that go missing.”*¹⁴⁷

This section will examine how knowledge itself offers protection in such volatile and insecure locations. It will study the issue of attacks on education, and explore how education in the DRC and Dollo Ado contributes to protecting children from: recruitment and re-recruitment into armed groups; sexual and gender-based violence (SGBV); early marriage; risks particular to being a separated child; and environmental and reputational hazards – risks children face on a daily basis in both contexts.

Protection through knowledge

Knowledge itself is an essential protection tool for children. In addition to the life-saving health and hygiene messages learned at school, knowing how to read, write, do basic maths, think critically, and gather and process information is vital in a dangerous environment.¹⁴⁸

In Dollo Ado, school is used as an opportunity to teach children about their rights and about identifying the risks they face related to child labour, abuse, exploitation, and child separation.¹⁴⁹ School children join the Child Club, where they discuss

child protection issues. Children are encouraged to talk about these issues and teachers tell them about the services available. Teachers and staff believe that the take-home messaging is working: *“Whatever we tell them in the school they take to the parents. We have heard cases where the parents are stopping beating the children – because the children have been taught caning is not good and the children have told the parents”*.¹⁵⁰

In the DRC, several children explained that their knowledge was not only giving them options for the future, but helping them to protect themselves in the present day. One child told us: *“Now I’ve studied, it helps me see when things are dangerous – and if you’ve studied you can express yourself better, and that makes you safer, especially if militia ask you a question”*.¹⁵¹

Parents with some children in school and some out of school shared their experiences that children’s risk awareness and general ability to be alert and make sensible decisions increased when they attended school. One parent said: *“The children... have knowledge, and so they can spot danger more easily and go the other way, but the ones who haven’t studied walk straight into it”*.¹⁵²

Protecting education from attack

In both contexts, education can and has come under attack: teachers are targeted, students can be forcibly recruited and attacked, and schools are used for military purposes.¹⁵³

In 2012, the United Nations country task force for DRC documented 33 incidents affecting schools and hospitals, the majority of which took place in North Kivu (16).¹⁵⁴ Six schools were looted or damaged in arson attacks by armed groups. The focus schools in North Kivu have also been targeted by militia activity, most recently in November 2012. Then, at one primary school in the Masisi territory, *“[militia] came and took all the school documents and all the pens and books”*.¹⁵⁵ and in another, also in November 2012, *“the militia came and used our*

benches for fire wood”.¹⁵⁶ A school director explained that in the past, militia used to respect the school terms, and attack villages less frequently during term time. But that changed:

*“On 25 November 2012, they attacked our school in term time – they came in the night, and they occupied my office, using the school as their base for one month, so we could not have classes. They also burnt the desks. But it is unusual for anyone to actually be killed or forcibly recruited in school at the present time because they still have some remnant of respect for school, and this is why they come at night when people are not there”.*¹⁵⁷

Although some teachers and school directors said that it is very difficult to prevent the militia from occupying or damaging schools, “because they come to your office with weapons”,¹⁵⁸ and “it’s not possible to negotiate with them”,¹⁵⁹ others had found a way of negotiating with the militia to preserve the school’s safety and status as a place of stability and peace. One school director explained why he himself had gone and sought out militia leaders:

*“We try to sensitise the militia about the importance of education. I arrange meetings to talk with them about the value of education, and I say to them, ‘these are your children too’. I try to find some of the militia leaders who send their own children to school. This is a good method of protecting the school, and since I have been doing this we have had no more attacks since November”.*¹⁶⁰

A project worker explained that the success of these negotiation methods varied, depending on the particular militia group concerned, and spoke of community strategies to restore peace to the schools:

*“The community then tries to make a big fuss about this, to make sure that the message gets out that the community does not accept this. Another time, in Walikale territory, the local community sent representatives directly to the militia groups and negotiated with them and they agreed to leave the schools in that area alone. Despite everything, they do have some respect for community leaders and for education”.*¹⁶¹

She qualified these remarks by explaining that this always depends on the nature of the group, and that these strategies are always more effective when the relevant militia leader has received some schooling. Several school directors confirmed this, noting that even in the militia, the legacy of education for the

few who received it is producing an unexpected peace dividend, making these commanders more amenable to negotiating the protection of education.

Reducing and preventing child recruitment by armed groups

In Somalia, many young people were involved in armed groups, and children are at risk of being ‘bribed and tricked’ into working for armed groups.¹⁶² In Dollo Ado, parents worry that if a young man does not have opportunities or income “...he will end up killing”.¹⁶³ It is not known if there is active recruitment within the camps. However, armed groups do have connections there, and there have been arrests among young refugees who have previously been recruited or trained. Some of the young people in the VST programme had previously been forced to undergo military training with armed groups.¹⁶⁴

Community leaders and teachers believe that education helps protect children from recruitment by ‘warlords’ and prevents children from becoming involved in armed groups. The VST programme, undertaken by Save the Children in Bokolmayo camp, is seen as an important means of protecting young people from recruitment by armed groups because it offers alternative ways of generating an income: “If the children are educated they are less likely to take a gun or to join them. The people who are not literate sometimes join them and take up fighting.”¹⁶⁵

Nobody knows exactly how many children associated with armed groups are active in the DRC today.¹⁶⁶ In some cases, they have been recruited against their will, in others they have felt that joining an armed group was their only option for survival. Although more than 33,000 of these children have been demobilised in the DRC since 2004, the recruitment of minors continues.¹⁶⁷ The most recent data available from Watchlist documents 1,593 children recruited in 2009.¹⁶⁸ According to the UN, in 2012, 578 additional children, including 26 girls, were recruited into armed forces and armed groups in the DRC. Around 80% of these cases were in North and South Kivu.¹⁶⁹ However, many people argue that these statistics underestimate the real extent of the problem.

In this context, education was consistently cited as the best form of protection against recruitment into armed groups. More than 90% of the boys consulted in the DRC believed that being in school made them less likely to be recruited by armed groups, whether they were taken by force or enrolled voluntarily.



Muhoza, 12, attends NRC's Education programme at a primary school in Masisi, for children displaced by conflict, in Masisi, North Kivu, DRC.

In their experience, armed groups had not come to school to forcibly recruit children.¹⁷⁰ One boy said: "They have never come here to my school – and if they do we are many here so we can protect ourselves".¹⁷¹ Another added that "they don't come to the school to take boys".¹⁷² Another boy described how school also protected them from being used for non-combat labour by armed groups: "The militia don't come here – they can't make you transport bags for them while you are at school".¹⁷³ Another child said that he believed he would never have been forcibly recruited had he been in school. "When the militia took me I wasn't at school because my parents had died," he said, adding: "I was in the village – this is where they take you".¹⁷⁴

One child told the story of how school helped him avoid forced recruitment: "I was reporting in school one morning and the militia came and they took five boys, my friends, from my village by force. This was one year ago and they still haven't come back...but they couldn't take me because I was in school"¹⁷⁵. A project worker explained that as a result of this, parents feared for their children's safety in the school holidays, when forced recruitment is believed to be more common.

There are also many incidents of children and youth enrolling voluntarily with armed groups in the DRC, largely because they believe that they have no other viable options for their survival or future. School changes perceptions of future options, as one boy explained, "when you study you don't want to go with the armed groups".¹⁷⁶ More than 60% of parents consulted also believed that children who were not in school were more likely to become involved in

armed groups. According to one father, "a child who doesn't study might take up arms because he will see no other way of making a living – but the child who studies sees a different future – we know so many children who couldn't go to school who have gone to the armed groups".¹⁷⁷

Another father choked-up as he told of his son:

"My child was at school before, but when they burnt down our house we lost everything and fled here. I wasn't able to send him to school when the school year re-started. It was at this point, when I told him I couldn't send him to school, that he decided to go and enrol with an armed group. He said if he couldn't go to school there was no other future for him".¹⁷⁸

It seems clear, from the testimonies of recruitment and re-recruitment told by children, parents and teachers, that in these areas, school is considered to be a safer place, and that armed groups are less likely to target or seek out children in schools. Respondents suggested that reasons for this may include a fragile remnant of respect for education among some group commanders, the impact of community-led negotiations, and, for some groups, the negative impact that attacking a school has on the reputation of the group. Similar testimonies were provided by survivors of sexual violence, who also talked about school being a safe place (see below). However, there needs to be further in-depth research into the intersecting and often complex factors that contribute to protecting schools from armed attack and sexual violence in some locations more than others.

IN FOCUS: PREVENTING RE-RECRUITMENT AND ENABLING RECOVERY FOR CHILDREN IN THE DRC

For children who have been associated with armed groups, but who have escaped or been released, the disarmament, demobilisation and reintegration (DDR) process is not straightforward. Many children may be tracked down by the armed groups they have left and forcibly re-recruited. With few options for viable alternative futures, the children may choose to return. Those children interviewed for this report said that education played a key role in building a new future and protecting them from re-recruitment, and they explained that armed groups rarely came to look for escaped children in schools. One child told his story:

*“I was in the militia and I wanted so badly to leave, so I asked for an authorisation to go for four days – with that, I took the opportunity to escape. They came looking for me and I fled again to the mountains until they left. School is the only safe place for me now, because even if they find me here it is hard for them to take me. Once when I was still with them they found someone who had escaped in a school, but they couldn’t get permission from the commander to take him back, because the commander had studied a little, and he said no, we can’t take him from the school”.*¹⁷⁹

Children formerly associated with armed groups often experience severe psychosocial difficulties. Education has proved critical in rebuilding the lives of those surveyed. One child explained:

*“Before I came to school I had the spirit of an assassin because of what they did to me. But here I have started to become like a normal person again. The taste of study made me want to be like I was before. I am so happy to be here – being in school has enabled me to get over that time in the militia by developing knowledge”.*¹⁸⁰

Another child said that,

*“...returning was difficult because the military spirit was still in me – but bit by bit school has helped me become normal again. There it was a terrible life, but I managed to escape, and now being in school helps me because it makes me feel like I was before. I am catching up what I missed, and school has given me back the rhythm of life I lost”.*¹⁸¹

Parents also believed that education was instrumental in helping these children to recover emotionally. One parent compared the stories of two children he knew:

*“When they escaped from the militia, one went to school but the other didn’t. There was a total change in the one who went to school – he’s no longer violent or brutal, and he plays football with the other boys – he is returning to normal. The other boy is mainly drinking and smoking drugs to forget. You don’t see this in the children who go to school”.*¹⁸²

Theodore’s¹⁸³ story, DRC

I used to go to school, but one day in 2011 we were travelling on the road and there we met men from the militia. They made us (me and my friends) carry lots of heavy bags. But when we got to the destination for the bags, they wouldn’t let us go, and they took us into the forest – this was in June last year and I didn’t escape until August. In

those two months they taught us to do many bad things. It was an awful time. One day they asked me to guard someone that they told me they were

going to kill that evening. I didn’t want them to kill him because he hadn’t done anything wrong. So when I was supposed to be guarding him, and the militia were asleep, I let him go. When they saw that he had gone they were very angry with me and they locked me in a cage and said they will kill me instead. There was another boy guarding me, who was taken at the same time as me and is from the same village. We had already said before that if we had the chance to flee together, we would do it. So he let me out and we fled together that

same night. We came back to my village and I found my family, but a few days later my mum died from an illness. This was in 2011 when I was 13.

When I saw my dad I had so much joy because where I was before I suffered so much – they beat me and made me do bad things. My dad was so happy to see me and he hugged me.

He sent me back to school and it was such a joy because I felt like I was building a future again. But then a year ago I had to stop because my dad had no more money. Instead of doing nothing though, I am coming here to the CFS – and here I learn

carpentry. I am learning a trade for my life. I think it's helping me for my future, and I feel good here with my friends.

The CFS is helping me recover from what happened to me – it's good here because they teach us how to do good and how to treat people well, but there with the militia they only taught me how to do bad. I have lots of examples of good people here, not the bad I had before. When I'm older, I would like to work for my government to help my country on the right path.

Protection from sexual and gender-based violence and early marriage

An estimated 39.7% of women in the eastern DRC are reported to have suffered sexual violence in their lifetime, most commonly rape.¹⁸⁴ Although many cases remain undocumented, in 2013 UNICEF provided support to more than 9,650 child victims of sexual violence in DRC.¹⁸⁵ In 2012, the UN Secretary-General to the Security Council recorded 185 girls known to have been raped or subjected to other forms of sexual violence.¹⁸⁶ The majority of these girls were aged between 15 and 17, but in 11 cases the girls were under 10 years of age. More than half of the attacks took place in North and South Kivu.¹⁸⁷ Boys can also be subject to sexual violence in conflict. Although data on boys' experiences is hard to gather, in the DRC boys and men account for an estimated 4 to 10% of the survivors of sexual violence who seek treatment.¹⁸⁸

More than 90% of the girls interviewed identified rape as one of the principal risks they faced in the community and at times of conflict – but these same girls reported, without exception, that attending school protects them from rape and other sexual violence. One girl explained:

*“In the village or the camp, girls can be raped. The armed groups can come and rape you, or make you go with them to be their wife. When I'm at school I feel protected from this because they don't come here”.*¹⁸⁹

Another said: “we are safer here because men don't come to the CFS to rape you”.¹⁹⁰ An 11-year-old girl who had participated in catch-up classes in one

DRC primary school recounted that,

*“...sometimes the militia come to the village and rape girls and take them away by force. One day I was at school and the militia came and took three girls who didn't go to school away with them. I was safe because I was in school. These girls never came back”.*¹⁹¹

The normalisation of sexual violence in the community puts girls at risk not just from the armed groups, but also from boys and men within their own and neighbouring communities. Girls told us that they feel particularly exposed when at home alone, or when in the fields collecting food or wood. Being in school reduces the time they have to spend in these situations. One girl said: “If your parents send you to a far away field to get food, the bandits there can come and kill you or rape you – but in school there are no bandits”.¹⁹² Another girl added:

*“If you have to go to the fields to get food or to the forest to get firewood, they can rape you – this has happened to so many of us. But now our parents can't send us so far deep into the woods because we participate in the CFS so we have less time to go on long journeys collecting things for them. So the CFS protects us”.*¹⁹³

At home alone, several girls said that they are regularly approached by boys in the community:

“If you stay at home, the boys can ask you to marry them, and if you say no they can rape you by force – this happened to my friend Sarah because she wasn't in school after her dad was killed.

School helps because you are in a safe place for a lot of your time".¹⁹⁴

Through school, boys have also been taught that they should not rape girls in their communities. Some boys said they now knew that "you can't rape girls";¹⁹⁵ another explained that "before we came to the CFS we were more likely to want to rape if we saw a beautiful girl, but the CFS has changed our thinking and we don't want to do this any more".¹⁹⁶ Teachers pro-actively sought to teach children about healthy relationships, each other's rights, and the impact of sexually transmitted infections (STIs), as one explained:

"There are older boys in our classes – and when we teach them this it will help them to both fight against rape and also not to participate in it. It is a deterrent for these boys, because before they didn't know that they could catch these infections and that there can be consequences for them also if they rape a girl. Now I have seen many boys understand this. Also the boys and girls are more respectful of each other now they know about rights – before the boys would boast I had sex with this one or that one, but now that doesn't happen as much".¹⁹⁷

Although children in the DRC did not mention the issue, teachers also reported that education is helping to reduce the rate of early marriage in their communities. They explained that as a result of both the sensitisation work they do in school, and a growing love of learning, the girls begin to want to stay in school, and are therefore protected from early marriage.¹⁹⁸

In Dollo Ado, girls are at high risk of gender-based violence, early marriage, forced marriage and female genital mutilation (FGM). The child protection workers are dealing with rape cases "almost every month" and there have been many cases of girls being raped when collecting firewood outside the camp. Education provides the space for the issues to be raised with children in the school and, through the PTA and SMT, with the community. Through joint 'tea talks', the child protection team is working closely with the ECHO education projects to mobilise the community around these issues. The tea talks are attended by 150 to 300 people from the community and are an opportunity for the community to begin discussing the issues.

Teachers and PTA parents are playing a role in identifying girls at risk of early marriage, or finding girls who have recently undergone FGM: "We have cases of the teachers and PTA identifying children who have experienced FGM – they see that the girl has

*stopped coming to school or is having problems and contact us"*¹⁹⁹. These girls are referred for medical treatment. The volunteer teachers and PTA have been given training on early marriage and FGM, and are beginning to take child protection messages back to the community, which may contribute to prevention as well as protection.

Protection from abuse and for unaccompanied minors

In Dollo Ado, approximately 30 unaccompanied minors arrive in the camps each month; more than half are girls. Child protection workers surveyed believe that education is particularly important for unaccompanied children arriving in the camps, in that it immediately provides them with a secure environment. In this context, teachers and child protection staff are better able to monitor children who have been put into foster families or reunited with their own relatives.²⁰⁰

Physical abuse, neglect and emotional abuse are primary issues in an emergency setting such as Dollo Ado.²⁰¹ With such a large camp population, child-friendly spaces and schools provide a quick way to identify children at risk of abuse or abandonment, or of finding children who have been abused. The child protection staff members believe that their jobs would be very difficult without schools. Most parents agree to send their children to school, but they would not immediately see the value of play or of a child-friendly space, as one staff member points out:

"[Without the schools] we would have difficulty finding the children at risk – the camps cover a very large area and very many people. It would take you a week to understand just one family. Instead, when the children can come to school, we can more easily identify those at risk".²⁰²

The role of teachers was seen to be particularly important in providing holistic protection for children and giving them a safe place to come to. Children in all of the focus groups said that school is safe because the teachers "welcome us" and are "here to look after us". Even out-of-school children noted the school "is safe because of how the teachers treat the children".²⁰³

Teachers also play an important role in identifying problems and referring children. Teachers have been given training in child protection and they help increase the visibility of the child protection staff in the camp.²⁰⁴ According to child protection staff in

Dollo Ado, teachers are invaluable: *“They are directly focusing on the child and giving them the opportunity to participate and express themselves and their views. If you interviewed every child you still would not get this much participation!”*²⁰⁵

Protection from environmental and other hazards

*“If you look around the camps, the environment is so harsh. Education is a way of keeping the young children safe. They spend time in the school and they are safe because it is a protected area.”*²⁰⁶

In the refugee camp environment, child-friendly spaces and schools provide vital protection from what can be a harsh environment for children. Outside of school, children in Dollo Ado were frequently wandering around the camp, into the market, or out into the surrounding river or bush areas. Parents and teachers highlighted the risks in the camp, including vehicles, older children throwing stones, abuse and hazardous materials. Last year, two children aged three and four died in one camp when they fell into an unprotected pit latrine. Community leaders emphasise the protective nature of the child-friendly space: *“On Saturday and Sunday [when schools are closed] we hear more stories of children getting into harm – they are not in school so they are jumping out of trees or getting into fights”*.²⁰⁷

Children, and particularly girls, repeatedly said the school made them feel safe. One boy explained: *“It is very secure because there isn’t any war near the school”*.²⁰⁸ Another girl said: *“I like it [school] because there is a very good fence”*.²⁰⁹ Another boy told us how he comes to the CFS because *“we feel safe when we are here. It has a fence so no one can move you and no one can harm you. If you go outside, someone might throw a stone or beat you. But here there is a door and a watchman”*.²¹⁰

In the DRC, it also emerged that being in school protected children from damaging, false accusations from the community. Numerous children told of their fear of being accused of stealing, causing trouble or engaging with prostitution and not being able to defend themselves. They and their parents explained that if something goes wrong, or goes missing in a community, the first response is to accuse a child who has been at home alone all day, and this may lead to the parents being arrested by local police, regardless of the lack of evidence.²¹¹

When the school may not be a safe place²¹²

The challenges to ensuring safe school environments in conflict contexts are well documented.²¹³ Schools can be places where physical and sexual violence, corporal punishment, discrimination and other forms of abuse can occur. These issues were not encountered in the schools visited for this study and a thorough analysis of the occurrence of these issues in other schools is beyond the scope of this project.

When asked about times that they may not feel safe or protected at school, one girl in the DRC explained that in a previous school, one of her friends had been made pregnant by a teacher and had to leave. The girl was asked how she would deal with such a situation if it arose. She replied that it had not happened, but that *“if I think a teacher is giving me bad attention I would tell the school director, and he would fire the teacher”*.²¹⁴ A school director confirmed that *“we are very strict about this type of thing – physical and sexual violence – and there have been times when these things have occurred. But now we train all the teachers in this and apply the law very strictly”*.²¹⁵



Amina, 11, has taken on the role of the mother in the family and cleans and cooks for the house. She finds it difficult to study after school because of her responsibilities but thinks that despite the difficulties the prospect of receiving an education means that their lives are better now.

Photo: Jonathan Hyams

6. EDUCATION SUPPORTS OTHER SECTORS: HELPING MEET VITAL NEEDS

“...the school is the most important piece of the jigsaw for us because this is where we can focus intensively on children who can actually receive and repeat our messages.” – WASH and Public Health Specialist, DRC

The potential for education to help deliver other services is increasingly being realised, particularly within refugee camp settings. Teachers are becoming sources of information on a range of issues important to the community,²¹⁶ and schools are often sites for inter-agency and inter-sectorial collaboration. They are used to host meetings and to provide a space where stakeholders from a variety of sectors can reach children with coordinated multi-sector activities.²¹⁷ Through targeted integration with other services, children reached in schools often become key change agents in their families and communities, spreading important messages on disaster risk reduction (DRR), protection, health, and water, sanitation and hygiene (WASH).

In this way, the needs of children, a particularly vulnerable group recognised as requiring particular attention in crises, are being met holistically through joint health, protection, nutrition and education activities.²¹⁸ Teachers can also ensure the referral of at-risk students to clinics or to child protection programmes.²¹⁹

In Dollo Ado, equipping children with life-saving and life-changing knowledge that they can share with their families is precisely the focus of multi-sector collaboration. Children attend clubs to learn about sanitation, health, the environment, and HIV, and then inform the community about hand-washing, good nutrition, communicable diseases and staying clean. Across all sectors, children are sharing information with parents who did not have the chance to attend school themselves. As one child said, “our parents are illiterate so we tell them about what we learn when we go home”.²²⁰ The school is also a meeting point for parents and the community, and parents regularly come together to talk about issues affecting children in the school.²²¹

Water, Sanitation and Hygiene (WASH)

Through school, children can be made aware of key public health risks and the community can be mobilised to adopt measures to ensure hygienic conditions within the camps and host communities.²²²

Parents in Dollo Ado see the school as a valuable place where children are ensured “clean water and toilets”.²²³ Education workers argue that the availability of clean water raises attendance figures.²²⁴ Children do not just have access to these items in school – they also learn information that protects them outside of school. In Dollo Ado, children in every focus group described how they have learned about toilets, clean water and how to dispose of harmful materials at school. Children are also taught to wash their hands, use soap, clean their teeth and comb their hair.²²⁵ These messages are delivered through assemblies and through the school hygiene club, which meets each Friday. Each morning, teachers check the children are clean and healthy. If the child repeatedly arrives at school without washing, a parent from the PTA will visit the child’s home to discuss the importance of hygiene with the parents.

Similarly in the DRC, almost all children named school or the child-friendly space as the place where they had first learned about hand-washing and toilet hygiene (81% first learned about this in school); about not drinking dirty water (83%); not eating unsafe food and how to identify it (71%); not playing with mud (68%); washing regularly with soap (90%); cleaning dishes and clothes (67%); and cleaning and cutting nails and hair (70%). Smaller numbers of children also talked about learning not to play with used razors, to cover food and to sweep out their houses. Those who did not learn these lessons at school, learned them from their parents or from people in the camp (including WASH and public health sensitisation activities in markets and homes). Parents confirmed that they had noted a difference

between the hygiene habits of their in-school and out-of-school children, saying that those in school washed more often, kept their clothes cleaner and avoided unsafe water and food.

A WASH and public health specialist in the DRC explained the key role that schools play in keeping the community safe from health risks. He said that his programmes would be less effective

*“... if we couldn’t do our work in schools, because we would be limited to house-to-house work and campaigns in markets. This is okay, but the school is the most important piece of the jigsaw for us because this is where we can focus intensively on children who can actually receive and repeat our messages”.*²²⁶

Children in both locations were indeed actively sharing the hygiene messages they received at school with their parents and siblings, with girls in Dollo Ado saying that “we teach our families about hygiene and using toilets”²²⁷, and children in the DRC commenting that “I tell my parents and my friends to wash their hands after going to the toilet – they didn’t know this before I told them”.²²⁸ Parents in the DRC report that their children “come home from school and share all this knowledge with their little brothers and sisters, and even with us”.²²⁹ One father said: “When we sit down to eat, my other children reach out to take the food with dirty hands, but my child at school intervenes and says ‘no, wash first!’”. Another mother said: “My child at school even says to his little brothers and sisters ‘if you don’t go and wash yourself you can’t sleep here tonight!’”.²³⁰

Health

There is a well-established link between education and health. In countries with large proportions of children not in school, the under-five mortality rates tend to remain high.²³¹ Young people between 15 and 24 years-old who have completed primary education are less than half as likely to contract HIV as those who have not, as they appear to incorporate life-saving protection messages learned at school into their daily lives and so reduce their own risk.²³²

Research in Ethiopian refugee camps has underscored the importance of schools as sites for learning about health.²³³ School lessons and clubs can provide children with important information on communicable diseases such as cholera and HIV,²³⁴ and a range of studies has shown increases in healthier sexual behaviours as a result of education.²³⁵ In the DRC and in Dollo Ado, children

told of their increased understanding of HIV and AIDS and of STIs.

Schools are an ideal location for carrying out health surveys and vaccinations. In Dollo Ado, vaccinations of the children and entire communities take place at school several times each year. It can be hard to locate all the children in the camp and so out-of-school children may not get the vaccinations.²³⁶ In the DRC, many children have also received vaccinations for the first time as a result of being in school. Teachers have also referred sick children to health clinics, as teachers are often the first to identify illness.

Basic education also had a positive impact on children’s ability to respond to illness, either in themselves or in their family, as the literacy they acquire is enabling them to read the labels on medicine for the first time, ensuring that they take the right quantity of treatment.²³⁷

As with WASH, a health specialist underlined the importance for them of working through schools:

*“Our work is easier in the schools, because in this environment the children are better placed to absorb information – these children at least have an idea of learning and they learn what we have to tell them much better and more effectively than out-of-school children. And then they go home and tell their parents or relatives. We also work with PTAs for health education, so this is another way in which the schools give us a good link into the community”.*²³⁸

Nutrition

In crisis situations, including food insecurity, education can provide a vital platform for an integrated emergency response, particularly during the first three months after an emergency.²³⁹ Children can be taught to store, prepare and consume food in a safe manner,²⁴⁰ and can at times be supported nutritionally with food within the school. This, in turn, has a beneficial impact on their education, improving attendance, retention and cognitive abilities. If children are malnourished, they score 7% lower in maths tests, and are 19% less likely to be able to read aged eight.²⁴¹

The school-feeding programme in Dollo Ado ensures that the youngest children’s nutritional needs are met,²⁴² and, particularly in Bokolmayo, children are served hot porridge as well as dry food containing extra nutrients through links with Save the Children’s Blanket Supplementary Feeding (BSF) programme. For some children, the school meal is

the only proper meal the children receive each day. Camp management staff emphasise that school feeding is particularly important in the first three months after children arrive, because they are frequently suffering from malnutrition. By contrast, children who do not eat at school often “get tired and cannot concentrate”.²⁴³ There are no official school-feeding programmes taking place in the focus schools in the DRC, but pupils receive porridge, biscuits and sweets. In a context where 75% of the population do not have enough to eat,²⁴⁴ it is not surprising that several children identified these as their favourite things about coming to school.²⁴⁵

School teachers are also taught to recognise the symptoms of malnutrition and can refer children to the nutrition programmes before their condition becomes more serious.

Livelihoods

In the DRC, it was also clear that education was benefiting work on livelihoods. This section focuses not on the vocational training that students are receiving in both locations as part of the education programmes (see Section 9, *Educating for future prosperity and opportunity*), but on the experiences of livelihoods professionals and how education programmes make their work more effective.

Parents working in agriculture explained how “it was education that helped me understand that the land here is very fertile, and how to manage that – so now I can work on that and make a living even though I don’t have a job”.²⁴⁶ A school director added:

“Here, agriculture is the main way of life – but people don’t have the knowledge of how to rotate crops or do their agriculture well so that they can make money. Education gives them the base to do this, because we teach them these things, and also about caring for cattle and poultry. Sometimes we even have school gardens where they can learn to grow things”.²⁴⁷

A livelihoods specialist explained this further:

“We do work with youth, with young workers, training them to run small agricultural and food businesses, and to work better with the food. We find that the ones who have been to school have a better aptitude for our trainings – they are more flexible to learn. The youth who haven’t been in school want results so much more quickly – it’s

hard for them to even complete a one-month training. They have no patience – but the ones who have been in school have this. So everyone should go through education so that they can succeed when they do our livelihoods and professional training programmes”.²⁴⁸

Parents agreed with this. They said that when children are educated, “it’s easier to train them in a trade”, and that those who had studied school would be more responsible with the money they ultimately earned.²⁴⁹

Of course, this great potential for using education as a platform for a more integrated emergency response for children and families should not be carried out at the cost of, or seen as a substitute for, a good quality education in and of itself. It is, rather, a valuable opportunity to enhance the work of other sectors, while also improving the quality of education programmes.



Photo: Jonathan Hyams

Zawad, 15, is receiving carpentry vocational training at Lushebere as part of NRC’s Education programme for children displaced by conflict, in Masisi, North Kivu, DRC.

IN FOCUS: EDUCATION'S MULTIPLIER EFFECT FOR GIRLS

Education's role in increasing outcomes across all sectors is particularly significant for girls – and educating them has been shown to play a central role in breaking cycles of poverty and inequality.

This is especially important in Dollo Ado, because in Somalia it is rare for girls to be educated: UNICEF reports that only 15% of school-age girls attend school. In EU Children of Peace Initiative-funded schools in Dollo Ado, 42% of enrolled Somali refugee children are girls. With a strong focus on inclusive education for girls, the schools in Ethiopia and the DRC are seeing high enrolment and retention of girls, bringing the hope of poverty reduction, and better health and well-being outcomes.²⁵⁰

In Dollo Ado, community leaders understand that “if we educate girls, they will educate their children in the future, and it is they who think of how education supports their family later on”. This advances the cycle of positive holistic outcomes for children across multiple sectors.²⁵¹

Girls in the focus countries also explained that they are better able to access health services in emergencies because of the education

programmes, saying “they taught us to tell them straight away if we are raped, so they can take us to the hospital and we can get the treatment we need”.²⁵² In the DRC, girls explained the harsh choices they must sometimes make, and how education can mitigate some of the risks inherent in these choices: “They taught us about HIV and using condoms – this is necessary because sometimes we have to go with men to get money to feed our babies”.²⁵³

In addition, education is changing perceptions of girls' role and value. A 12-year-old boy said that at school “we are learning that boys and girls are equal”.²⁵⁴ Because of this, according to one community leader, girls' access to and participation in livelihoods is increasing. Through access to education, a brighter future is being created for girls in Masisi territory and in Dollo Ado. They are able to better understand the risks of the contexts in which they live; they have better access to similar services and opportunities as boys; and girls have greater literacy and experience of issues around the camps, without which they could be placed at significant risk.



Photo: Jonathan Hyams

Fartun, 11, takes part in Save the Children's Alternative Basic Education programme.

7. EDUCATION BUILDS RESILIENCE: HELPING CHILDREN AND COMMUNITIES COPE WITH CRISIS

“I know many children who don’t go to school and who have so many problems. But the one in school knows how to think, and this is the start for overcoming problems.” – School Director, DRC

Resilience is a process that, in the face of adversity, allows people, communities and institutions to respond to and recover from crisis, and to maintain or improve their function in spite of difficulties.²⁵⁵ The role of education in promoting community resilience is becoming increasingly understood. Education strengthens resilience because it provides children with the wherewithal to think critically and laterally, even in crisis. It provides the physical and social space for children to recover from their experiences, and the opportunity to prepare and plan for the future, and education encourages a culture of learning and innovation beyond the classroom. Education is crucial for keeping children safe during crises and for encouraging learning from crises, to prevent them in the future. The academic success of children and young people who live with risks has been shown to correlate with factors related to their resilience: their ability to find a purpose in life; to seek identity and well-being; to develop control and competence; to connect with others; to be accountable.²⁵⁶ It should also be noted that while understanding about resilience and the consequent implications for education is growing, resilience itself is not a set outcome; rather, it is something that should be defined locally and linked to locally relevant outcomes.

This section will focus on two key aspects of education and resilience: firstly, education and resilience through DRR, or education’s capacity to lessen exposure to, and the impact of, stresses and shocks; secondly, education and resilience through psychosocial well-being, or education’s ability to promote emotional health.

“It helps make the community strong if the children are educated, because the ones not educated can’t change things for the future in the community.”

– Child at school in Bokolmayo, Ethiopia

Being educated can help insulate individuals from vulnerability to shock, crisis or conflict.²⁵⁷ If enough citizens become resilient to economic, political or environmental shocks then that nation at large and its government may be less fragile.²⁵⁸ The starting point should be a context-specific understanding of how adversity affects students and schools, to ensure that education is relevant and that it does not collude or ignite the risks students already face.²⁵⁹ It is important to note that a variety of risks are likely to interact in a given context, with conflict and natural hazard stressors both increasing threats. In this context, DRR teaching and awareness can equip children and families to cope with current crises and support innovative solutions for future shocks.²⁶⁰

In the DRC, parents found that “studying helps children face the difficult things in life, and find solutions to the hard times”.²⁶¹ Parents noted that “obviously it doesn’t stop all of the bad things from happening, but it gives them the skills to cope with what happens”.²⁶² A school director confirmed: “I know many children who don’t go to school and who have so many problems. But the one in school knows how to think, and this is the start for overcoming problems”.²⁶³

An important component is “helping children understand where they have come from”.²⁶⁴ In the case of Dollo Ado, this involves teaching children the causes of conflict,²⁶⁵ the reasons why they are living in a camp, what drought means to them, and about life beyond the camps.

Resilience to conflict and future displacement

Conflict resilience challenges norms in order to reduce the acceptance of violence.²⁶⁶ Community leaders in Dollo Ado believe that education will provide resilience to conflict by promoting more positive social interactions and teaching children to “use a pen, not a gun”.²⁶⁷ Education can teach

children about negotiation, compromise and conflict resolution.²⁶⁸ The children will see how “education brings you out of violent situations”.²⁶⁹ Teachers and parents held similar beliefs in the DRC, and had begun to witness changes in their children, who have been exposed to violence from a young age. One parent said: “When children go to school they resolve their fights better, without being violent – I see this in my children, this is the difference between the ones in school and the ones not in school”.²⁷⁰

Education can play a particularly important role in building resilience in refugee and displaced children. They face multiple possible futures, and need to acquire skills and self-reliance that will be useful to them in a variety of potential contexts.

In Dollo Ado, a humanitarian worker explained that children who have received education know the effects of a disaster or crisis and are better able to make decisions about their futures. Parents felt that “you can survive better with education. You can survive anywhere in the world that you have to move to”.²⁷¹ In the DRC, many children had already been displaced several times and were very aware of the possibility of future displacement. They valued their education as something that could not be taken from them. One child said: “If I have to flee again, all the things I have I will have to leave, but I will always bring the knowledge I have in my head – with that I can start again”.²⁷² Another said: “If I have an education, I will always have the hope of rebuilding my life, even if I am displaced again”.²⁷³ Another child told of his increased practical resilience, saying “because I am learning carpentry, if I have to flee again, I will be better able to survive in the new place and even make a shelter for my family”.²⁷⁴

At the societal level, providing education services to foster this resilience in children who have been affected by conflict and violence can also help to halt repeated cycles of violence. For example, the World Development Report 2011 found that more than 90% of the conflicts in the 21st century were in countries that had already had conflicts in the last 15 years.²⁷⁵ Creating resilience to future conflict stressors in children is essential to reducing the likelihood of repeat conflict in the sites of some of the world’s worst current violence.

Resilience to drought

There is clear evidence that education can reduce vulnerability to climate shocks, through teaching communities to assess potential risks and prepare for disaster. A recent cross-country analysis of disasters between 1980 and 2010 reported that

countries with higher proportions of women with secondary education registered fewer fatalities due to natural disasters. Resilience to weather-related disasters such as floods and droughts has also been linked to education of women and girls.²⁷⁶

This is particularly important in Dollo Ado, which witnessed a rapid influx of refugees in June and July 2011, when drought affected large parts of western Somalia. Parents, teachers and community leaders believe that education is building the communities’ self-sustainability and capacity to respond to future disasters: “In future, before the drought comes, the educated children will know how to save water and food. They will help the community change our lifestyle. So the children who learn will help their community to better survive”.²⁷⁷

Older children can respond well to resilience and DRR teaching and take home messages, enabling them to prepare for crisis.²⁷⁸ In Dollo Ado, children discuss how to contribute to the community in future, through mobilising the community rather than waiting for outside assistance.²⁷⁹ Community leaders argued that education will also enable them to connect better with the rest of the world in future crises, collecting and sharing information with support structures, as well as donor organisations. Refugees in other parts of Ethiopia have benefited from education by learning to build and use irrigation systems that have increased their resilience to drought and given them greater economic flexibility.²⁸⁰

In the long term, education can develop children’s potential, enabling them to participate actively in reducing risks and addressing environmental stressors in their societies, both during displacement and upon integration into a host society, during their return or reintegration into their societies of origin, or resettlement to a refugee-receiving country.²⁸¹

Education and psychosocial resilience

Conflict and violence can have a profound impact on children cognitively, emotionally and behaviourally in all stages of their development. In an unstable emergency setting, education can support psychosocial well-being by providing safe, structured daily routines, and positive interactions with peers and adults.²⁸²

The vast majority of children who have fled Somalia, or who have been displaced within the DRC, have been exposed to violence and lawlessness. Many have witnessed other children being killed, seen women being raped, experienced sexual violence

themselves, or lost one or both parents in the conflict. It has been argued that lessening the psychosocial impact of traumatic and deeply disturbing events for a child is one of the strongest reasons for supporting organised activities such as schooling in times of crisis.²⁸³ In this context, schools can provide an important sense of normality and routine that is crucial to enabling children to see beyond the horrors of conflict.²⁸⁴ Good quality schooling can provide a safe haven, giving children assistance in dealing with psychosocial trauma and enabling them to develop coping strategies.²⁸⁵

Well-being in these contexts is supported through peer-to-peer and community-based learning, teacher learning, student-led clubs and other cultural and extracurricular activities that foster social interaction, teamwork, and respect for others.²⁸⁶ Schools can also provide a space for children to partake in play, recreation and story-telling activities – which promote healing and build psychological resilience by providing skills and competencies to deal with challenging situations.²⁸⁷

Teachers in both locations have been trained in psychological support, to help them understand the impact of violent and distressing events on children. In Dollo Ado, it is common to see children suffering from severe psychosocial distress in the first few days after they arrive.²⁸⁸ Many of the children suffer nightmares and sleep disorders, some getting up and running from their homes in the middle of the night.²⁸⁹ In both locations, teachers and parents frequently describe children who are unable to play with other children, cannot talk, will not interact with adults, frequently become confused, or run away. More commonly, children become absent-minded or upset in class, thinking about their previous experiences. In this context, school appears to have had a particularly stabilising effect on children, reducing symptoms of trauma by enabling them to seek comfort among their peers and to focus on the future.²⁹⁰

Children in every focus group in both locations talked about education's ability to restore happiness to their lives after distressing events. One father in Dollo Ado said that before, *"my children... were always afraid. They hear a lady being raped or see a man's dead body on the side of the road"*.²⁹¹ Now though, children in the camp say that they *"get happiness"* and *"forget all about the fighting"* because of school.²⁹² In the DRC, children said *"even though bad things have happened, I feel joy because I am at*

*school,"*²⁹³ and *"at the CFS, I forget the bad things that happened to me – the prostitution, the rape, the stealing,"*²⁹⁴ and *"I have joy when I'm here with my friends"*.²⁹⁵ Parents reiterated that children who attend school *"have something to think about and focus on, so bit by bit they forget the atrocities – but the child who is not in school just re-lives what he has experienced over and over again in his head"*.²⁹⁶

In both locations, teachers and education staff say children who previously would not interact with people in the camp are now becoming sociable, playing and speaking with other children in the class.

In Dollo Ado, teachers described two children (one boy and one girl) who have been living in the camp for several years and who couldn't talk or interact with other children or adults because they were suffering from such severe psychosocial distress.²⁹⁷ Since attending the child-friendly space, and later school, they have become more sociable and able to express their needs. A teacher supervisor described a student who used to *"say nothing"*: *"recently, I saw a teacher giving an exercise on the blackboard, asking the children to add 125 plus 75. This same girl stood up and worked out the answer in front of all the other children. This is a great change!"*²⁹⁸

In the DRC, parents repeatedly recounted stories of children in school who had stopped speaking but would start to greet people again, and children who were visibly distressed but would become calmer and cry less.²⁹⁹ Teachers provided numerous specific examples of individual transformation they had witnessed in their classrooms, including one teacher from Neema Primary School who said:

"I had a child who came last year, and he was so very traumatised. His mum and dad had been killed in front of him, and he was only 13. I was so moved by his story that I cried. We helped him come to school even though he has no means to pay anything, and I have followed him closely this year. Before, he would cry all the time. He would be in class physically, but mentally he was not there. Now he has been in school for a year, and although he still remembers what happens, he is starting to have friends and he goes for little walks with them. I also see him playing, and he is able to concentrate in class now".³⁰⁰

Another teacher from a DRC primary school told us that he had a 14-year-old student

“... who wouldn't speak and was always on his own – he always had his arms crossed and he would hit anyone who tried to talk to him. This was because the militia had come and burnt his house down and he had lived through terrible things, and he thought the militia were coming for him all the time. Now he is talking nicely with other children and playing, and he has completed the school year”.³⁰¹

These accounts illustrate the ability of education to impart hope in the midst of acute suffering. This is partly because of the important intersection that education can so well capture, between developing individual coping mechanisms and providing supportive services and institutions in the resilience process.

Psychosocial resilience at the community level

“First we have to build the children. The children will be able to participate in the community and that will make it a stronger community.”

– Teacher, Ethiopia³⁰²

Education contributes to the psychosocial resilience of communities in states of emergency³⁰³ by providing support for children and their families and by giving new opportunities.³⁰⁴ Fundamental to this must be an approach that honours local assets and leadership.³⁰⁵ In Dollo Ado, community leaders say that education is facilitating socialisation of the community, enabling children and families to settle into life in the camp, and creating a strong community structure.

The new schools in Bokolmayo and Hilaweyn camps are a focus for community activity. The community is invited to the schools' opening ceremonies and prize-givings, with a camp management official explaining that, “the schools are entry points to the community and give the community a chance to come together and for different people to meet”.³⁰⁶ One parent expressed the value of education in building community resilience with a simple gesture – holding up her hand and saying, “one finger I could break; four fingers I could not break. Education makes us like this [showing four fingers] because we come together”.³⁰⁷

Fractures and exclusion within communities can weaken this psychosocial resilience. In the DRC, children repeatedly said that when they were not in school they felt like outsiders in the community, but that when they enrolled they experienced an increased sense of belonging and connectedness with others. The concept of ‘being like the others’ was raised by children in five different focus groups, and they told of their happiness of finally feeling equal to other children when they started going to school.³⁰⁸ Several children had felt excluded linguistically when they did not attend school because “the other children mocked me in French³⁰⁹ and I couldn't understand so I got angry”.³¹⁰

In Dollo Ado, children with disabilities are often excluded from community activities. The EU Children of Peace funded schools, however, are providing inclusive education for children with disabilities. In Bokolmayo camp, one school recently began a class for 18 deaf students with a volunteer teacher. Deaf children in the community have never before had the opportunity to learn, and have experienced significant stigma. But by mixing in school, they are becoming accepted by the other children.³¹¹ Teachers also say that before the school opened, the children would discriminate against children suffering from trauma, but that now they included those children, and those with disabilities, and were “helpful in the community”.³¹²

In both locations, children who attended school felt that they were able to make a better contribution to their communities, enhancing their self-esteem, sense of purpose and value, which in turn contributes to an individual's resilience to crisis.³¹³ Girls in Dollo Ado say they can help other refugees because “we can do things for ourselves” and can also “show the other refugees how they can live”.³¹⁴ They are also able to support their out-of-school friends. Some boys who were unable to attend school said that they were taught “some English and some Somali reading” by their friends in school.³¹⁵ In the DRC, children said they can “help our families with the things we learn”.³¹⁶ Another child explained that “education helps me help others – I try to teach them the things that I learn, and also it makes me know how to care for them better”.³¹⁷

8. EDUCATION TRANSFORMS COMMUNITIES: STABILITY AND UNITY

“Those who have studied can help search for solutions to the fighting here.”

– displaced young boy, DRC

In and after conflict, education can present an opportunity to rebuild more peaceful attitudes, lives and communities. But this opportunity must be seized rapidly and carefully if the potential impact of education to “enable a man to help his community find peace and leave war behind”, in the words of one interviewee,³¹⁸ is to be realised.

In times of conflict, education has great potential to contribute to community stability and unity; or where used negatively or is neglected, to exacerbate fragility and divisions.³¹⁹ In a global context, where drivers of conflict are reported to be rising, conflict prevention and resolution efforts are said to be decreasing,³²⁰ and children themselves are increasingly actors in both conflict and conflict prevention,³²¹ the role of education is critical, particularly in the aftermath of an emergency.

Research demonstrates that there is a positive, significant relationship between several primary education indicators (enrolment, attainment and skill levels), and conflict susceptibility measures, including democratisation, representative forms of government, political and voter rights, and civil liberties.³²² A World Bank report demonstrates how a lack of education can also prolong and exacerbate conflict.³²³ For conflict-affected youth across most of the countries surveyed, a lack of education had deprived them of a normal childhood, leaving them at higher risk of engaging in conflict and violence.³²⁴

Longer-term comparative studies on the positive correlation between education and stability are needed to analyse further causation. But evidence from the field in both the DRC and Ethiopia suggests that education has the potential for creating building blocks for more peaceful futures.

In one camp in the Masisi territory of the DRC, the provision of education has created a community. After the fighting between armed groups, families, children and young people had fled and not returned to the area. But when the NRC built a

school, people came from the camps and settled next to the school. “We see that the school is a stabilising influence on a community – having the school here has created a more stable settlement with the school at the centre,”³²⁵ one community leader said. A parent confirmed that “education being there changes our way of thinking and general behaviour, and makes the village more stable”.³²⁶ A teacher from the same school reiterated this:

*“In November last year it was very bad between the armed groups. It was awful and people fled. But lots of the children who were so damaged in that time are now in this school. Just having this school built here was like a sign of peace and stability for the village, and gradually the children started to come, the families started to return”.*³²⁷

How schooling affects behaviour

“Without education, there will be no peace. If the children are not in school, the country will not get peace.” – Parent, Ethiopia³²⁸

In the DRC, children – including those formerly associated with armed groups – explained that education was helping them turn away from violence and anti-social behaviour. They repeatedly made comments such as “if you are in school you can’t do bad things,”³²⁹ and “when you are at school and you go home you have to study and do your homework, so you don’t have any time to get involved with bad stuff like militia and fighting”,³³⁰ Parents in the DRC concurred that when their children were occupied and in school, engaged in constructive activities, they got into less trouble in the camps, and were less involved in criminal and militia activity.

Teachers in the DRC spoke about how education was able to reduce a propensity to violence in individual children, particularly children formerly

associated with armed groups. One teacher said:

*“Education reduces violence in these children – when they arrive they have complicated behaviour that they acquired with the militia. We give them counselling, advice and training. One of these boys was in my class all year last year. At the start he was really troubled, but we sat him down, me and the school director, and we counselled him, and we visited his mother at home to help her know how to help him. We treated him as much as possible like the other children. Now, he has got his primary certificate and has started his first year of secondary school, and the whole village says that he has completely changed because of learning”.*³³¹

Other teachers told of children who used to carry weapons but do so no longer, and former child-soldiers who “stop wanting to fight”,³³² or who had “wanted to go back to armed groups and fight, but do not want to do that any more because of school”.³³³

In Dollo Ado, parents argue that a major benefit of school is taking children away from the market, where they can be “tempted by drugs and alcohol”.³³⁴ With little to do, the children were previously wandering about the camp, sitting in the market, throwing stones at vehicles and people, cutting the water supply, sometimes stealing from the market shops and often fighting among themselves or occasionally with the police.

Now, busy with school, parents and education staff note that “the children don’t even have time to throw the stones”³³⁵ and “there has been no more cutting of the water pipes”.³³⁶ When the school opened in May 2013, there were regular fights between children, and teachers had to take several children to hospital. Now, there are very few fights,³³⁷ and the students are “more peaceful, and less likely to get involved in conflict”.³³⁸ Teachers and parents gave many examples of the impact of school on individual children’s behaviour: “After a few weeks at school, [a child] said ‘teacher, I used to be a fighter but after today I will not fight anyone again’”.³³⁹ The teachers are even seeing changes in the way children play, with one teacher reporting that “before, the children used to make toy guns and shoot at each other. Now we see them making houses and animals out of the mud in the ground”.³⁴⁰

Parents have also noted the impact of schooling within the home, repeatedly commenting that their children fight less and are happier at home. One mother said: “I have two children in school, boy and girl. They sit better than before. Now, the understanding in the family is good. There is no violence at home. The

*behaviour of the boy has changed – before he would be violent at home”.*³⁴¹

Another parent reported: “My child said to me ‘before, when we were in Somalia we used to shoot each other. But I have learned from school that this is not a good thing. I will never stop my education, even if we go back and there is still fighting’”.³⁴²

Community cohesion

“There are many young boys from rival tribes who now play together in the child-friendly space.”

– CFS facilitator, DRC³⁴³

Good quality education has been found to play a formative role in the way children perceive the world and the people around them, and makes an invaluable contribution to building greater community cohesion.³⁴⁴ Social cohesion brings diverse groups together despite their differences. An individual’s sense of belonging and attitude to an overall group is influenced by that person’s perception of how well they fit into the group.³⁴⁵ Schools which engage with a diverse cross-section of fragmented communities can help create a sense of belonging by fostering respect and equality, thereby contributing to a more cohesive community. Social cohesion helps children to form social connections and combines the interests of different groups under one school roof.³⁴⁶ It can also help children, young people, teachers and parents to deal better with differences and create a more integrated community.³⁴⁷ This matters because, in highly volatile contexts with low levels of community cohesion, small incidents can escalate, resulting in higher levels of violence.

For children, friendship can be the first step towards understanding and peaceful co-existence. In the DRC, children in more than two-thirds of the focus groups spoke about their friends from different tribes. Teachers confirmed that when they first arrive in school, children tend to gravitate to others from the same tribe; but as a result of their training they are able to integrate the children and help them build friendships among different ethnicities and tribes.³⁴⁸

Community leaders and parents also spoke of growing positive inter-tribal relationships as a result of the schools. One father explained that “at school they play together and this helps them to see the other as a friend not an enemy”.³⁴⁹ Community leaders, camp management and project staff in the DRC also

told of how schools were contributing to community cohesion. This was not just through children's growing relationships, but through their very structures, as teachers and PTA members from different tribal groups worked together, overcoming initial distrust to manage the school and create a positive learning community.³⁵⁰ One staff member concluded: *"Everyone finds themselves mixed up, and we help them learn to live and work together – in this way the school is intimately connected to the community"*.³⁵¹ The school, then, is serving as a hub for the community and a platform for facilitating the stronger relationships necessary for peace-building.

The Somali community has a strong clan system and, traditionally, there has not been much interaction between different clans.³⁵² In Dollo Ado, through school, children from different clans are coming together, playing together and learning together. Children learn the value of community by gaining

'school siblings'³⁵³ and are better able to understand each other.³⁵⁴ Parents in Hilaweyn camp believe that the school is creating a better relationship between clans,³⁵⁵ and say that school has reduced the level of clan-based violence in the camps.³⁵⁶ Parents told of how, previously, children would form into groups, based on language or clan, and would argue about past problems or clan disputes, or attack each other. Frequently, when children fought, their families would then become involved, leading to retaliatory clashes in the camps. That has changed, according to teachers:

"The ones who were enemies in the camp initially are now learning together and playing together through school. Even their parents now are becoming friends – before there was a problem because the children were harming each other so the parents were angry with each other. So this has been a good improvement in our community".³⁵⁷



Congolese youths take part in extra curricular activities at NRC supported Lushebere Primary School as part of NRC's Education programme for children displaced by conflict, in Masisi, North Kivu, DRC.



Abdi, 14, and his siblings live alone in the camp and they all have to contribute in order to survive. His older brother, Ismail, is 16 and looks after the family while his 11-year-old sister, Amina, cooks all their food. Abdi spends the evenings after school shining shoes to get extra money for the family. But he harbours dreams of becoming a doctor and is committed to make it happen despite recently being told it will take 16 years to qualify.

Photo: Jonathan Hyams

9. EDUCATION FOR FUTURE PROSPERITY AND OPPORTUNITY

“It’s very simple – there are never any guarantees in life, especially here. But if you don’t study, you have really no chance of knowing how to make a business.” – Father, DRC

Historically, the time children spend in displacement camps and settlements has been considered a period of wasted years, from which young people emerge frustrated and unskilled.³⁵⁸ However, this perception is shifting. Providing education and training opportunities for internally displaced people and refugees is increasingly being seen as the best foundation for helping them acquire self-reliance³⁵⁹ and for enabling future development and productivity.³⁶⁰

This is important because educational attainment and the risk of poverty are intrinsically related. The economic benefits of education for children in developing countries have generally been found to be high. In sub-Saharan Africa, the risk of poverty declines from 46% for individuals with no education to 28% for those with six years of education.³⁶¹ Early studies on returns in investment indicate that each additional year in school is associated with a 10 to 30% increase in hourly wages in developing countries; evidence suggests that the overall return of one extra year of education increases with the level of education reached.³⁶² Success in primary school is therefore vital for opening doors to higher levels of education, and for breaking intergenerational poverty.³⁶³

In conflict-affected locations, such as the DRC or Somalia, youth and their families have often lost any assets or livelihoods through forced migration.³⁶⁴ Education, and particularly vocational skills training (VST), can facilitate the development of alternative livelihoods. At the same time, it can help protect younger children from child labour; many children in the camps at Dollo Ado work as shoe polishers or as maids for other families.³⁶⁵

The economic cost of conflict and out-of-school children

A recent study developed two approaches to estimate the magnitude of the cost to countries arising from the under-education of citizens.³⁶⁶ The

microeconomic method is an estimate of the improvement in GDP in a decade if all of today’s children who are not in school are given primary education before they enter the workforce.³⁶⁷ The authors looked at six focus countries. These countries, with significant numbers of children who are not in school, have large informal sectors, so a wage premium was estimated that is representative of the economic benefits that would accrue to all population groups with primary education opportunities. The study showed that countries with large populations of out-of-school children will forego significant economic benefits and a loss in GDP when today’s children enter the employment market in ten years.

The macroeconomic method measured how much higher GDP would be today if a country had achieved universal primary school completion for the entire working population.³⁶⁸ It accounts for the economic cost of individuals who did not complete primary education in previous generations. The authors conservatively estimate that the global income loss from not providing every individual with one extra year of schooling is 7 to 10% of GDP per capita. The study thus showed that countries with large populations of out-of-school children face very high costs in terms of forgone GDP. The DRC, which has more than 3 million children not in school, was included as a case study. With the population having a mean of 3.47 years of education, the authors estimated that the DRC suffers an income loss of 43.3% per capita.³⁶⁹

The same report also emphasises the particularly grave social and financial cost of keeping girls out of school, such as household income and levels of health. A World Bank study examining the effect of girls’ education in 100 countries also found that significantly increasing girls’ access to education creates a better environment for economic growth. After adjusting for other variables such as the lower fertility rates of educated women, the research

suggests that increasing the share of women with secondary education by just one percentage point can increase a country's annual per capita income growth by an average of 0.3 percentage points.³⁷⁰

Children and families in both the DRC and Ethiopia clearly also believe that education is a critical factor in their ability to earn a living and contribute to their communities, both now and in the future. Although they have been displaced and experienced first-hand the destruction of conflict, their hopes for a future working life remain intact. Children and young people have seen the consequences of having large numbers of out-of-school children in previous generations, and are determined to pursue any opportunities they get to study. One young person summed it up: *“Other people before us didn't have the opportunity to study, so we want to make the most of this chance, to continue and be the first to study until we get diplomas and find work”*.³⁷¹

Boosting work aspirations

In Dollo Ado, the new availability of education for children through the ABE programme has markedly boosted the aspirations of the children and the hopes of their parents and communities. Similarly, in the DRC, parents and children both said that they had been afraid that missing out on education as a result of displacement would have a significant negative affect on future prospects – but that now their aspirations are returning and growing.

“I had a worry about not finding work, because I had missed so many years, but now I am studying here I have a better chance.”

– 16-year-old formerly associated with an armed group, DRC

Children in both locations believe that education will give them more options and choices, and make them more likely to find work. For many children, a key future aspiration was being able to better help others. In the DRC, children explained that they wanted to study in order to work so that they could *“help my family and community and support them”*,³⁷² and *“pay school fees for other children”*.³⁷³ Girls in Dollo Ado also frequently said that education would enable them to assist their parents or other refugees.³⁷⁴

In Dollo Ado, both boys and girls typically hope that education will enable them to be doctors, teachers and translators. Other children interviewed in the

camp suggested that education would enable them to become pharmacists, farmers, nurses, pilots, engineers, ‘great men’ or to attend university. Children said that if they did not go to school, their opportunities would be limited to hawking.³⁷⁵ In the DRC, children aspired to become teachers, nurses, small business owners, work for local authorities, as community leaders and even become president. Both parents and children believed that education could provide them with a way out of disadvantage, with boys in Bokolmayo camp saying that they wanted to stay in education to be *“different from the people who are suffering a lot of things here when I grow older”*.³⁷⁶ In the DRC, parents echoed these hopes for a different future for their children: *“In this war, our time has already been ruined, but we want to save the future for our children – we want them to study, and go to university and become responsible leaders in our community,”*³⁷⁷ said one; *“a parent whose child has studied is well respected in the community, so this is an investment for us too,”* said another.³⁷⁸

Children and parents recognised that their particular hopes for future employment could not be realised without education. One girl in the DRC explained that *“people who haven't studied can only work in the fields, but the teachers and directors and nurses have all studied”*.³⁷⁹ Parents also claimed that education was imperative for future success, particularly following displacement. One mother said *“we have already lost our fields when we had to flee, so our children won't be able to live from the fields like we did. Educating our children is now the only thing we can do for their future”*.³⁸⁰

Education is relevant to work

“We love the ABE programme. I have been here for four years and there has been no other opportunity to send my children to school.”

– Parent, Ethiopia

Parents and teachers in the DRC and Ethiopia stressed that basic education was also relevant to work. In the DRC, parents explained that, in their experience, those who have studied do better in both business and agriculture. One teacher explained that not everyone with a small business had studied, *“but the ones who make a profit have normally studied because they understand how to read and write and add numbers – in work this is the base for everything else”*.³⁸¹ Several parents who worked

on the land said that they had learned how to grow good crops and care for animals at school, so education had helped them in their informal agricultural labour. Girls in the DRC also believed that *“if we have studied, we are more likely to get a husband who has also studied, and then we will have a stronger family because both of us will work and think clearly about things”*.³⁸²

Alongside basic education, technical and vocational skills development – which is relevant to the local labour market – is a key component in economically empowering refugee and displaced young people and countering the aid dependency that can often arise in isolated camp-based settings.³⁸³ Skills training can include foundation skills necessary for basic work, transferable skills that facilitate problem-solving and entrepreneurship, and technical vocational skills for specific jobs.³⁸⁴ In both locations, the education and vocational training programmes are providing opportunities for children who otherwise would not have had them. This could be because they had never started school before, had missed key stages of schooling because of conflict and displacement, or would have had to drop out as a result of poverty or lack of provision.

The VST programme run by Save the Children in Bokolmayo camp started this year with the aim of giving the young people there the chance to create their own work opportunities, by training them in vocations for which there are real demands among the refugee population, and which are relevant to the community needs. For example, there are plans to move the camp to permanent structures, and the students will be able to assist with the necessary manufacturing.

In addition, the youth who have recently received electrical training have gained a skill that is new to the refugee population.³⁸⁵ One newly trained young person said *“normally it would not be possible to do this type of training. There are not the instruments or the teachers here”*.³⁸⁶

Teachers talked about the positive impact of the training on women. Thirteen girls attended VST, including one who trained in manufacturing and carpentry. When the girls take part in the training they have the opportunity to earn an income, making their parents less likely to insist on early marriages.³⁸⁷ Teachers believe the training is having an impact on the cultural attitudes towards women, by *“giving women opportunities and experiences”*.³⁸⁸

In the DRC, the child-friendly spaces are running basic vocational training programmes³⁸⁹ across two sites, in carpentry, soap-making, basket-weaving,

sewing and tailoring. Children said: *“Learning basket-weaving means one day I won’t be hungry any more”*,³⁹⁰ and that the trades they are learning *“will help make money”*.³⁹¹ As in Dollo Ado, the young people in the DRC have found that the skills they have learned are immediately useful to the displaced communities. One teacher said, *“my little brother learned carpentry at the CFS, and our family in the camp had no chairs or any other furniture, but after the training he made chairs and a table for our home”*.³⁹² Another added that another CFS carpentry student *“has built lots of shelters here for our community, and now he is teaching others to do the same”*.³⁹³

Current livelihood opportunities

The refugee community in Dollo Ado is confined to the camps while in Ethiopia, so there are limited jobs or economic opportunities.³⁹⁴ Children are often involved in their parents’ kiosk shops or other small businesses. The literacy and numeracy rates among parents are very low, and children say that their education helps with *“selling things”*.³⁹⁵ Parents have learned that education enables their children to assist them in running small businesses. Other girls have received training in knitting, making cooking pots and weaving baskets, and they try to sell these for an income.³⁹⁶



A teenager learning to weave baskets.

Over 9,000 Children in the IDP camp in Masisi, North Kivu, DRC, are given vital learning opportunities as part of the ECHO funded project supported by the EU Children of Peace Initiative.

As refugees, most children with a primary education are not able to get a formal job. The few educated refugees tend to work as teachers, community outreach workers or mobilisers for one of the operating NGOs. These roles give them small

monetary incentives.³⁹⁷ Teachers see this as a good way for educated people to be able to contribute to the community while earning a small incentive. There are already examples of refugees – who learned to read and write since they arrived at the camp – going on to gain jobs as teachers.³⁹⁸ NGO managers benefit from employing educated mobilisers because they can “also give teaching when they go from house to house”.³⁹⁹

Education and VST are helping to change how young people in the camps see their options. They now believe that they can learn skills and start businesses.⁴⁰⁰ VST is enabling them to see how they can work to improve the environment for their communities – for example, through building better shelters.⁴⁰¹

In the DRC, many of the young people who participated in the vocational training programmes are already benefiting financially from the trade they have learned, predominantly when they sell their creations in the market. One boy from Lushebere CFS said: “I lost the chance to do normal school, so I’m really lucky that I have the chance to learn carpentry with NRC. I have already started to sell small tables and chairs. People buy them from me in the market here”.⁴⁰² A girl who had studied basket-weaving explained that although she couldn’t sell baskets for a high price, “I still make some money from this, which I couldn’t do before”.⁴⁰³ One teacher confirmed that “lots of young people are now selling baskets – it is helping them earn money, but it’s also a useful thing for the community”.⁴⁰⁴ A parent stated that “young people who’ve learnt to make soaps sell them on the road. Now, instead of having to buy soap from Goma, we buy the soap they make here. We know lots of children who used to fight who are now making and selling soap”.⁴⁰⁵

Students who had only just started the training and had not yet reached the stage of selling their wares shared their entrepreneurial business ideas for the near future, as seen here:

*“In the village markets people sell [the items they are learning to make] well, but no one is selling them in the camps. We will sell in the markets, but also in the camps because people there also need to buy these things, but at the moment they have to walk to the market”.*⁴⁰⁶

Planning for peacetime

“When you look at Somalia, it is all about highly qualified experts outside the country and people with no qualifications at all inside the country.

The refugees will make a difference when they go back... because the people going back will be more educated and informed than when they arrived. They will take back a future for the country...but only if we keep investing”⁴⁰⁷

– ABE Programme Manager, Ethiopia

Conflict has a “long-term – and often irreversible – effect on the development of the country’s human and social capital”.⁴⁰⁸ Nevertheless, in the long term, educated refugees are able to contribute to the recovery and reconstruction of their home countries.⁴⁰⁹ Educated refugees have, for example, played a vital role in the rebuilding of Afghanistan and are providing a much-needed supply of teachers in Sierra Leone and Liberia.⁴¹⁰ Similarly, in Mozambique in the 1990s, basic education of the population was an important means for reconstruction and was seen as bringing a return on investment.⁴¹¹

The future in Somalia is very uncertain. The country has been ravaged by conflict and there is little governmental structure. Traditionally, men within the refugee community have been involved in farming, agriculture and developing small businesses. But there is great hope among teachers and parents that the educated refugee children will be able to participate in rebuilding Somalia. Refugee community leaders highlighted the role that educated children will play in “learning concepts for civil government so when they return they can improve the economic life of Somalia and know how to build civil society and systems”.⁴¹²

The future in the DRC is also unclear. Although the economy has expanded slightly recently, the projections for expansion to 8.2% in 2013 depend largely on political stability, security in the east of the country, and the success of continuing structural reforms.⁴¹³ Teachers acknowledged that, in this fragile context, many would be pessimistic about children’s future chances. Their response, however, was determined and optimistic: “We had even less opportunities than these children, we studied in even worse conditions, and yet here we are today, working as teachers – we have made a future for ourselves, and these children, even in the conflict, can do the same if we support them”.⁴¹⁴ A school director echoed this, saying “they need studies and motivation – you can have studies and not be determined, and you will not find work – but if you have both you will be more likely to succeed whatever the future brings. None of us would be here working if we had not studied hard”.⁴¹⁵

In situations of displacement, it can be difficult for learners to sit official examinations or gain acceptable proof of their studies and results.⁴¹⁶ Students and teachers in the DRC stressed the importance of certification for their future. Children commented that “when you study you need a certificate and then it’s easier to get work”⁴¹⁷, and “certificates are becoming very important in this country”.⁴¹⁸ A teacher elaborated further, saying “if

you look at how things have changed, you see how important this is – before, for example, we used to take teachers with no certificates, but now in recent years you have to have a school certificate to become a teacher, and it’s the same with the police”.⁴¹⁹ She stressed that this was likely to increase in the future as more professions became more formalised and that, as a result, certification would become an essential passport to employment.



Photo: Jonathan Hyams

NRC trained teacher, Lucie, leads a class at Lushebere Primary School as part of NRC’s Education programme for children displaced by conflict, in Masisi, North Kivu, DRC.



Congolese children attending NRC's Education programme at a primary school in Masisi, for children displaced by conflict, in Masisi, North Kivu, DRC.

Photo: Jonathan Hyams

10. CONCLUSIONS

“Half of the 57 million children without access to education live in conflict-affected areas...The humanitarian response to the educational needs of conflict-affected children suffers disproportionately from underfunding.”

– *European Commission Humanitarian Aid and Civil Protection Department (ECHO)*

Children in the DRC and in the Dollo Ado camps surveyed for this report said that education is their number one priority. Parents and community leaders described their strong desire for education, demonstrated by going to great lengths and pooling resources to provide some schooling – often struggling to do so without outside support.

The provision of education in emergencies not only responds to the explicit priorities of beneficiaries; it also builds on the coping strategies and investments they themselves are making. Donors and humanitarian actors have pledged to involve beneficiaries in needs assessments and in the design and implementation of humanitarian action.⁴²⁰ To honour this pledge, education must be included as a central component in emergency response.

The immediate protective, life-saving function of education was emphasised by every focus group, in both locations. Leaving children without school for three months is tantamount to implying that these children do not matter, said parents, because it is in these first three months that children are particularly exposed to acute physical and psychosocial risks. They need, more than at any other time, to be in school. The classroom is a safe place for children who are especially vulnerable during a crisis. When children are in class their parents can attend to securing other basic needs. All those surveyed have said that education cannot wait: it must start as soon as possible after an emergency.

This report has illustrated the two-fold nature of the protection that education can provide. On the one hand it protects from gross violations against children, such as recruitment and re-recruitment into armed groups, rape and other forms of sexual and gender-based violence or abuse. On the other, it protects through equipping children with the knowledge they need to protect themselves, to navigate daily life, to make positive decisions about their conduct, and to gain skills for coping and

thriving in a volatile and insecure environment. The consequences of removing, or failing to provide, education are clear, particularly in an acute conflict setting like the DRC. Here, parents, children and teachers repeatedly told that lack of education was a critical factor in pushing children towards armed groups that claim, in a vacuum of alternatives, to offer them a future. Without education, they say, “the children will be lost”.⁴²¹

Funding humanitarian aid is not a zero-sum game: children and families in emergencies need water, shelter, food and health. Education, with all of its innate benefits, helps beneficiaries in the communities surveyed to get more from the services of other sectors. Children across the Masisi territory and in the Dollo Ado camps are equipped with life-saving information about health, hygiene and sanitation that they would not have received without schools, and are in turn becoming agents of change, conveying good practices to their families. Teachers have become important sources of information on a range of issues affecting the community, and are able to ensure that lessons, critical to survival, are delivered directly to children in a way tailored to their understanding and specific needs. Whether as a platform for direct delivery of other services like nutritious meals and vaccines, a space for monitoring children and referring them to other services, or a channel for disseminating life-saving information, education should be considered as part of a holistic, efficient and effective humanitarian response.

Providing education from the outset of an emergency response also helps set the stage for recovery at the personal and community levels, helping individuals and communities to mitigate the impact of future conflict and disasters, and combating the drivers of future conflict and crisis. These broader benefits of resilience, economic development, and peace-building reinforce the rationale for supporting education in emergencies.



Photo: Jonathan Hyams

Somali children play football after finishing their lessons at Bulsho Child Friendly Centre where they are enrolled in Save the Children's Alternative Basic Education programme.

They also highlight the need to ensure that such emergency response is efficiently joined up with development interventions, to make the most of these benefits.

In school, children are able to forge two forms of resilience – resilience to future shocks and stresses, and psychosocial resilience. School is teaching children how to reduce and mitigate risks, equipping them with the skills they need to contend with future conflict or drought. It is also helping them recover from grave psychosocial distress, rediscovering a sense of self, talking where before they had been shocked into silence, playing where they had been withdrawn, and laughing with friends where they had been aggressive or non-responsive.

The students, families and teachers surveyed for this report also described how education has contributed to building social cohesion and breaking cycles of violence. Children's experiences in schools had a profound effect on their attitudes towards peace and conflict – as one teacher in Ethiopia reported, children who had been playing with toy guns and "shooting" each other were now making houses and animals. In the DRC, schools were providing a centre of gravity for multi-ethnic communities, with children from different groups playing together and diverse communities rebuilding homes around schools. The transformative effect of education on the attitudes of children and their communities is a positive driver for stability that cannot begin too soon in conflict settings.

Education can also help children and communities do better economically – now and in the future. The financial cost to societies of not educating their children, particularly girls, is substantial, and

economic inequality can be a catalyst for conflict. The education programmes studied for this report are boosting children's and young people's aspirations, instilling them with hope for the future. The EU Children of Peace projects have reached thousands of children and young people who otherwise would never have had the opportunity to go to school or engage in vocational trainings, in North Kivu in the DRC, and in the Dollo Ado camps in Ethiopia.

As outlined in the report, humanitarian aid to education has not yet reached adequate levels and remains dangerously low at 1.4%. In this challenging funding context for education, the contribution of the EU Children of Peace Initiative is of vital importance – but it needs to be sustained and developed further. The 1.4% of humanitarian funding allocated to education in 2012 enabled an estimated 5.4 million beneficiaries to receive education support. But it left out more than 15 million beneficiaries who needed education in humanitarian emergencies.⁴²² That gap means far too many children are being neglected and not enough teachers are there to give them the good education they need. Humanitarian donors, policy-makers and governments must address this fundamental gap as a matter of priority.

For many of these children and young people, this is the last chance they will have. As they grow older, the opportunities for accessing education lessen and the chances of never returning to school increase. If we want to realise education's enormous potential to protect and develop these children, enabling them in turn to contribute more to the future of their communities, we must act now.

RECOMMENDATIONS

If education in emergencies gains more funding and is fully integrated into immediate and longer-term humanitarian planning for conflict-affected states, then the lives of many children will be changed for the better. Only by adopting such measures will children in conflicts become children of peace.

Now, more than ever, we need leadership from inside and outside the sector to ensure that children thrive through receiving an education, especially in the most difficult times. The EU Children of Peace Initiative has already had a positive impact on the lives of children in the DRC and Ethiopia. We urge the EU and its member states to ensure that this legacy of the EU's Nobel Peace Prize continues. We invite all donors and humanitarian actors to examine the findings of this report, and to enter into a dialogue on the role of education in emergency response.

We call on humanitarian donors and policy-makers to:

- **Include education from the outset of an emergency.** Education should be integrated from the first stages of planning and response, to guarantee that adequate resources are allocated to early education interventions, thereby facilitating a more orderly transition for children out of protracted and devastating crises, into phases of early recovery, and ultimately rehabilitation and development.
- **Improve accountability to affected communities.** Resources and priorities need to be aligned with what beneficiaries demand, and donors must continue to prioritise funding in accordance with their needs and wishes, as well as with international standards.
- **Increase the levels of humanitarian funding to education, commensurate with the scale of needs, and progressively contribute to reaching a minimum of 4% of global humanitarian aid to education.** The clearly expressed prioritisation of education as a fundamental need by conflict-affected populations, contrasted with the current low levels of funding, shows a serious gap that must be addressed.
- **Ensure predictable funding is committed to secure the continuity of education for**

children affected by conflict and emergencies, in line with funding allocated in the first-phase of a humanitarian response. Following a first-phase response, education funding needs to be predictable, to ensure that it does not stop when children and young people need it most.

- **Ensure better linkages and integration between humanitarian and development donor policies,** in order to minimise the divide between humanitarian and development funding for education, and prevent children's schooling from falling into the gap.
- **Ensure continuity after education in emergencies programming, including through development assistance,** to enable children who complete primary school to access secondary education; to enable those who complete courses to evidence this with appropriate and accredited certification; and to enable those who learn a vocational trade to practise it.

We call on humanitarian actors to:

- **Improve accountability to affected communities.** Resources and priorities must be aligned with the needs children and parents identify. Humanitarian needs assessments must include education from the very beginning.
- **Improve integrated and cross-sectorial delivery of assistance,** to capitalise on the benefits of education as a platform to reach beneficiaries with life-saving interventions and information on health; water, sanitation and hygiene; and nutrition and livelihoods support. Education should not be seen as a competing sector, but as a complementary part of all humanitarian responses.
- **Use funds to maximise the protective function of education.** Education has been shown to play a critical role in protecting children in crisis-affected contexts. Children are most vulnerable in the immediate aftermath of a crisis, and education offers them vital protection in this period. Education must start as soon as possible, in the first stages of a humanitarian response.

- **Invest in further research into factors that combine to protect schools from attack** – examining why certain measures seem to work better than others, and how these efforts can be strengthened in the future.

We call on governments to:

- **Take urgent steps to guarantee free, compulsory access to a good-quality education for children who are displaced in conflict-affected regions, and commit to securing quality, accredited education provision for all refugee children**, regardless of their ethnicity, nationality, or likely duration of stay in the host country. Funding must be equitably allocated to these regions to ensure families do not shoulder the burden of supplementing inadequate or non-existent teacher salaries, and to ensure teachers receive adequate salaries.
- **Adopt measures to protect education from attack, including endorsing and adopting the Lucens Guidelines on the non-use of educational institutions during armed conflict.** Legal, defence, military and education experts have drawn up these guidelines with the aim of reducing the use of schools and universities by parties to armed conflict in support of their military effort, and to minimise the negative impact that armed conflict has on students' safety and education. The guidelines are for those parties involved in the planning and execution of military operations.
- **Prioritise the protection of children's education**, encouraging non-state armed groups in their territories to sign up to the 2010 Deed of Commitment for the Protection of Children

from the Effects of Armed Conflict, and to work with communities and local authorities to ensure schools are increasingly considered safe zones for children.



Photo: Jonathan Hyams

Mani, 9, at her home in Lushebere Internally Displaced Person's camp, Masisi, North Kivu, DRC. Mani and her sister, Muhoza, attend NRC's Education programme at a primary school in Masisi, for children displaced by conflict, in Masisi, North Kivu, DRC.

APPENDICES

Appendix I

Breakdown of interview and focus groups

The DRC

Focus groups:

- Child Focus Group 1 (in-school children aged 11-16; 9 (3 male, 6 female); Bukombo and Kihira Primary Schools, 13/09/13)
- Child Focus Group 2 (in-school children aged 12-14; 9 (3 male, 6 female); Bukombo and Kihira Primary Schools, 13/09/13)
- Child Focus Group 3 (former child-soldiers aged 14-16; 3 (all male); Bukombo Primary School, 13/09/13)
- Child Focus Group 4 (former child-soldiers aged 15-16; 3 (all male); Bukombo Primary School, 13/09/13)
- Child Focus Group 5 (young mothers aged 15-25; 9; Bukombo CFS, 13/09/13)
- Child Focus Group 6 (CFS participants aged 10-13; 8; (5 male, 3 female) Bukombo CFS, 13/09/13)
- Child Focus Group 7 (Youth Education Pack participants aged 13-15; 7 (4 male, 3 female); Bukombo CFS, 14/09/13)
- Child Focus Group 8 (out-of-school children aged 11-12; 2 (all male); Bukombo Camp; 16/09/13)
- Child Focus Group 9 (catch-up class participants aged 11-13; 8 (5 male, 3 female); Neema Primary School; 17/09/13)
- Child Focus Group 10 (out-of-school children formerly in primary school aged 14-15; 2 (1 male, 1 female); Neema Primary School, 17/09/13)
- Child Focus Group 11 (in-school children aged 11-13; 7 (5 male, 2 female); Muduoro Primary School; 18/09/13)
- Child Focus Group 12 (CFS participants aged 7-11; 8 (4 male, 4 female); Lushebere CFS; 19/09/13)
- Child Focus Group 13 (young mothers all aged 18; 7; Lushebere CFS; 19/09/13)
- Child Focus Group 14 (catch-up class participants aged 15-18; 9 (4 male, 5 female); Lushebere CFS; 19/09/13)
- Child Focus Group 15 (Youth Education Pack participants aged 12-18; 8 (4 male, 4 female); Lushebere CFS; 19/09/13)
- Child Focus Group 16 (in-school children aged 10-17; 8 (4 male, 4 female); Lusika Primary School; 20/09/13)
- Child Focus Group 17 (catch-up class participants aged 9-14; 8 (4 male, 4 female); Lusika Primary School; 20/09/13)
- Child Focus Group 18 (in-school children aged 13-14; 4 (2 male, 2 female); Kalangala Primary School; 21/09/13)
- Child Focus Group 19 (catch-up class participants aged 9-14; 8 (4 male, 4 female); Rurambo Primary School; 21/09/13)
- Parents' Focus Group 1 (parents with in-school children; 6 (4 male, 2 female); Bukombo; 16/09/13)
- Parents' Focus Group 2 (parents with out-of-school children; 2 (all male); Bukombo; 16/09/13)
- Parents' Focus Group 3 (parents with in-school and out-of-school children; 6 (4 male, 2 female); Neema Primary School; 17/09/13)
- Parents' Focus Group 4 (parents with in-school and out-of-school children; 5 (3 male, 2 female); Muduoro Primary School; 18/09/13)
- Parents' Focus Group 5 (parents with in-school children; 7 (3 male, 4 female); Lusika Primary School; 20/09/13)
- Parents' Focus Group 6 (parents with out-of-school children; 7 (5 male, 2 female); Lusika Primary School; 20/09/13)
- Parents' Focus Group 7 (parents with in-school children; 6 (all male); Rurambo Primary School, 21/09/13)
- Teachers' Focus Group 1 (CFS facilitators; 12 (5 male, 7 female); Bukombo CFS; 14/09/13)
- Teachers' Focus Group 2 (school directors; 3 (all male); Bukombo, Fazili and Kihira Primary Schools; 14/09/13)
- Teachers' Focus Group 3 (teachers; 6 (5 male, 1 female); Fazili Primary School; 14/09/13)
- Teachers' Focus Group 4 (teachers; 9 (8 male, 1 female); Bukombo Primary School; 14/09/13)
- Teachers' Focus Group 5 (teachers; 7 (6 male, 1 female); Neema Primary School; 17/09/13)

- Teachers' Focus Group 6 (school directors; 3 (all male); Neema, Lushebere and Muduoro Primary Schools; 17/09/13)
- Teachers' Focus Group 7 (teachers; 9 (6 male, 3 female); Muduoro Primary School; 18/09/13)
- Teachers' Focus Group 8 (CFS facilitators; 8 (5 male, 3 female); Lushebere CFS; 19/09/13)
- Teachers' Focus Group 9 (teachers; 9 (8 male, 1 female); Lusika Primary School; 20/09/13)
- Teachers' Focus Group 10 (school directors; 4 (all male); Rurambo, Lusika, Kanille 2; Kalangala Primary Schools; 21/09/13)
- Teachers' Focus Group 11 (teachers; 9 (7 male, 2 female); Rurambo Primary School; 21/09/13)
- Community Leaders' Focus Group 1 (camp committee; 5 (4 male, 1 female); Bukombo Camp; 16/09/13)
- Community Leaders' Focus Group 2 (camp committee and church pastors; 9 (7 male, 2 female); Muduoro; 19/09/13)

Interviews:

- Key Stakeholder 1 – Education specialist (NRC Programme Staff)
- Key Stakeholder 2 – Education specialist (NRC Programme Staff)
- Key Stakeholder 3 – Shelter specialist (NRC Programme Staff)
- Key Stakeholder 4 – WASH specialist (NRC Programme Staff)
- Key Stakeholder 5 – Health specialist (NRC Programme Staff)
- Key Stakeholder 6 – Livelihoods specialist (NRC Programme Staff)
- Key Stakeholder 7 – Education specialist (NRC Programme Staff)
- Key Stakeholder 8 – Child Protection specialist (NRC Programme Staff)
- Key Stakeholder 9 – Ministry of Education representative
- Key Stakeholder 10 – Local Authority Deputy
- Key Stakeholder 11 – Education Cluster (UNICEF)
- Key Stakeholder 12 – ECHO representative
- 1:1 Interviews with three individual children (2 male, 1 female)

Breakdown of interview and focus groups

Ethiopia

Focus groups:

- Child Focus Group 1 (girls in-school, age 11-14; 6; Hilaweyn Camp; 19/9/13)
- Child Focus Group 2 (boys in-school, age 12-14; 5; Hilaweyn Camp; 19/9/13)
- Child Focus Group 3 (girls' club, age 12-14; 7; Hilaweyn Camp; 19/9/13)
- Child Focus Group 4 (boys out-of-school, age 12-14; 6; Hilaweyn Camp; 19/9/13)
- Child Focus Group 5 (mixed children in-school, age 12-14; 7; Bokolmayo Camp; 20/9/13)
- Child Focus Group 6 (out-of-school children, mixed, age 8-13; 7; Bokolmayo Camp; 21/9/13)
- Child Focus Group 7 (boys at VST, age 15-16; 2; Bokolmayo Camp; 21/9/13)
- Parents Focus Group 1 (parents with out-of-school children; 3 (2 female, 1 male); Bokolmayo Camp; 20/9/13)
- Parents Focus Group 2 (parents with in-school children; 4 (1 female, 3 male); Bokolmayo Camp; 20/9/13)
- Parents Focus Group 3 (parents with in-school children; 6 (4 female, 2 male); Hilaweyn Camp; 24/9/13)
- PTA/SMC Focus Group 1 (parents and community members in PTA + SMC; 12 (6 female, 6 male); Hilaweyn Camp; 19/9/13)
- PTA/SMC Focus Group 2 (parents in PTA + SMC; 12 (6 male, 6 female); Bokolmayo Camp; 20/9/13)
- Teachers Focus Group 1 (teachers; 2 (1 female, 1 male); Hilaweyn Camp; 19/9/13)
- Teachers Focus Group 2 (teachers; 4 (2 female, 2 male); Bokolmayo Camp; 20/9/13)
- Teacher Focus Group 3 (teachers; 4 (2 female, 2 male); Hilaweyn Camp 24/9/13)
- Community Leaders Focus Group (3 (all male); Bokolmayo Camp; 21/9/13)
- Camp Management Focus Group 1 (ARRA Local Government; 1 (male); Hilaweyn Camp; 24/9/13)
- Camp Management Focus Group 2 (Save the Children camp managers; 2 (all male); Dollo Ado; 22/9/13)

Interviews:

Humanitarian co-ordinators

- Humanitarian co-ordinators, Addis Ababa; 16/9/13
- Humanitarian director, Addis Ababa; 25/9/13
- Humanitarian manager for Dollo Ado (in Addis Ababa); 26/9/13

Education staff

- Deputy director of education programmes, Addis Ababa; 16/9/13
- Team leader (and acting ECCD manager), Dollo Ado; 23/9/13
- EiE manager, Dollo Ado; 17/9/13
- VST manager, Dollo Ado; 17/9/13
- EiE teacher supervisor; 18/9/13
- EIE officer, Bokolmayo; 18/9/13
- EiE officer, Hilaweyn Camp; 22/9/13
- EiE advisor, Addis Ababa; 25/9/13

Other sector staff

- Safeguarding co-ordinator, Addis Ababa; 16/9/13
- Child protection manager, Dollo Ado; 17/9/13
- Child protection officer, Kobe Camp; 23/9/13
- Nutrition manager, Dollo Ado; 22/9/13
- Child protection advisor for Dollo Ado (in Addis Ababa); 26/9/13

Camp management

- ARRA camp management; 19/9/13
- UNHCR education co-ordinator, Dollo Ado; 23/9/13

Other

- MEAL officer, Dollo Ado; 23/9/13
- Interview with child 1; boy age 14; Hilaweyn Camp; 24/9/13
- Interview with child 2; girl age 14; Hilaweyn Camp; 24/9/13

Appendix 2

Focus Group Guides

Children Focus Group Guide

Introduction: Ball name game

- 1) Get children in a circle. Throw **the ball** around the circle – when you catch the ball you have to say your name and your age.
- 2) Explain we are here to talk about school and why school is important in life. Explain confidentiality – no names will be used, and no one has to answer any question they don't want to etc...

Activity 1: Barriers to education (This activity remains the same for in-school/out-of-school children)

- 1) Show children **image of a child**. Tell them that this child is not able to go to school.
- 2) Show them the **happy face and the sad face**. Ask if they think the child is happy or sad about not being in school.
- 3) With selected face, ask for a volunteer to stick the face on the child, using **blu-tack**. (If happy, ask why. If sad, move straight on to stage 4)
- 4) In pairs, ask children to think about why this child might not be in school. What makes it difficult to go to school here? Why is this child sad that they're not in school? Children feedback to facilitator who notes answers on Post it notes and sticks them round the image of the child.

Activity 2: Positive outcomes of education (This activity will be adapted slightly for out-of-school children)

For in-school children:

- 1) Show **image of child again**. This time tell the children that s/he is in school.
- 2) Show the **happy face and the sad face**. Ask if they think the child is happy or sad about being in school.
- 3) With selected face, ask for a volunteer to stick the face on the child, using Blu-tack. (If sad, ask why. If happy, move straight on to stage 4).

- 4) Ask children why they think the child is happy to be in school. How does being in school help us? Show children **pictures of different areas of life school can impact**. For each area, ask, how does school help me with this (eg, at home, with my family, with my friends, in my community, for my future, with my health). Try to elicit answers linked to stability, resilience, prospects, strengthening other sectors, etc.
- 5) If it did not come out in 3), show **sad face again**. Ask children if there are any reasons they can think of why someone might be sad at school.

For out-of-school children:

- 1), 2), 3) As above
- 4) Ask children why they want to go to school. What might be better in life if you could go to school? Use the **pictures of different areas of life school can impact** to elicit responses.

Activity 3: Prioritisation

- 1) Tell children that there are lots of things that are important to us in life, especially when life is hard and we have to move because of fighting. We would like to know which things you think are really important.
- 2) Give each child picture **flashcards of different things**. Ask them to pick the top three most important ones.
- 3) Note the ordering, and ask children why they chose as they did. Ask, if they had to choose one thing, which thing is most important for their lives.

Finish and thank you

Thank children, and give chocolates to say thanks for participating!

Materials needed:

- Ball
- Image of child, laminated
- Happy/sad faces, laminated
- Blu-tack
- Post-it notes
- Areas of life flashcards, laminated
- Prioritisation flashcards, laminated

PTA/SMC Focus Group Guide

Introduction:

- Introductions
- Explain purpose of research

Activity 1: Challenges

- Break participants into groups. Give each group a set of Post-it notes. Place two large pieces of paper on the floor, one with the image of a child, marked 'challenges for access', one with an image of a school, marked 'challenges for delivery'.
- Ask participants to brainstorm their experiences for each category, write each experience on a Post-it note and stick it on the relevant piece of paper.
- Discuss the Post-it notes, drawing out any interesting findings.

Activity 2: Benefits of education in emergencies

- Q1 **What do you see as the main benefits of providing education to children in situations of conflict?**
- Q2 **Have you seen any examples of how education can provide an alternative to violence or contribute to peace-building in your community?** (Have you seen any changes in your community that you think are as a result of education? What are they, and why do you link them to education?)
- Q3 **Have you seen any examples of how education can contribute to the economic development of individuals and communities?** (What work is available in this region? What do young people here aspire to do in the future? Is education helping children and youth get this work/prepare for this future? How? Is what they are learning in the classroom relevant to the work that is available?)
- Q4 **Have you seen any examples of how education contributes to individual and community resilience?** (Do you think education can help children recover more quickly from crisis and become less vulnerable? How? Does it matter when and for how long education is provided? What changes have you seen in children since they started this programme?)

- Q5 **Do you think that education contributes to protecting children?** (How? What does it protect them from? How do you ensure that this happens in your school?)

Activity 3: Education and the community priorities/other sectors

- Q1 **Sometimes it isn't possible for the government or big international organisations to provide education for all children. Do you know of any examples where the community itself has taken the initiative and established/run education programmes?**
- Q2 **Sometimes education programmes can support other programmes, like health and nutrition, etc. In your schools, do you link with health, water, nutrition professionals?** (How? How does this help your work and theirs?)

Prioritisation activity:

- Explain that in emergencies, when we are displaced, we have many needs, and it can be hard to prioritise. Give **prioritisation flashcards** and ask them to pick the three most important things for their community as a whole.
- Note the ordering, and ask the community leaders to explain why they chose as they did. Why did they place education as they did? Does that change over time? When does education become important? Is it just as important for girls and boys?
- Ask, if they had to choose just one thing to be provided by an external organisation, what would they choose and why?

Activity 4: Why this matters!

- Break participants back into original groups. Give each group three pieces of paper, one marked 'no more funding', one marked 'why in the first three months?', and one marked 'why now?' and a pack of Post-it notes.
- Ask the groups to brainstorm their thoughts about what would happen a) if donors didn't fund education any more, b) why education is important in the first three months after an emergency/displacement, and c) why education is important now, or on an on-going basis.

Materials needed:

- Post-it notes
- Child template marked 'challenges for access'
(Les défis de l'accès à l'éducation)
- Question templates for interviewer to complete
- Prioritisation cards
- Paper marked 'no more funding' (Il n'y a plus de financement)
- Paper marked 'why in the first three months?'
(Pour quoi vaut-il la peine pendant les premières trois mois?)
- Paper marked 'why now?' (Pour quoi maintenant?)
- Felt tip pens

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- 2 UNESCO, Children still battling to go to school. Education for All Global Monitoring Report, Policy Paper 10 (2013)
- 3 The study is based on semi-structured individual interviews and focus groups with children of various ages, parents, teachers and community leaders. Study participants were engaged in two education programmes which combined are reaching more than 5,400 children in Dollo Ado camps in the Somali region of Ethiopia, and the Masisi territory in North Kivu, in the DRC.
- 4 See the UN Financial Tracking Service Global Overview page <http://fts.unocha.org/pagelader.aspx?page=emerg-globalOverview&Year=2014>
- 5 Davies. L. 2012. Breaking the Cycle of Crisis: Learning from Save the Children's delivery of education in CAFS. Save the Children UK.
- 6 UNESCO. 2013. Children still battling to go to school. Education for All Global Monitoring Report, Policy Paper 10
- 7 See Education Cannot Wait – A Call to Action http://www.ineesite.org/uploads/files/resources/201209_GPE-UNGA_call-to-action_EN.pdf
- 8 More information on the projects and the EU Children of Peace Initiative can be found in http://ec.europa.eu/echo/EU4children/npp_drc_en.htm
- 9 UNDP. 2013. Summary Human Development Report 2013. The Rise of the South: Human Progress in a Diverse World http://hdr.undp.org/en/media/HDR2013_EN_Summary.pdf
- 10 Oxfam. 2013. Oxfam Project to Improve Primary School Involves all Community http://www.oxfam.org/en/development/DRC_improve_primary_School
- 11 Free Primary Education (FPE) was introduced in DRC in 2010, starting gradually with classes I and II, expanding to include classes III and IV in 2011 and class V in 2012. Class VI is still not included. However, only 50-60 % of Congolese teachers are paid. Those that are paid do not receive a living wage. In the case of registered teachers, school fees are necessary to supplement their salaries – salaries that they declare are insufficient to support them and their families. In the case of non-registered teachers, the school fees are necessary as they receive no salary from the government. Parents are expected to contribute to teachers' salaries because otherwise the teachers would not be able to afford to teach. If all teachers were paid a living wage, the need to impose school fees to supplement their income would, in theory, be eliminated.
- 12 A smaller number of parents prioritised the younger children, because the cost of sending them to school was lower than for the older ones, and because the older children were better able to help find food and care for siblings. A small minority chose by gender, explaining that educating a girl would be a waste if she got pregnant, and an investment in the future of another family if she got married.
- 13 In this context, 'school vouchers' refers to an intervention whereby an agency will allocate emergency-affected schools a voucher to spend on a mutually agreed improvement to the school, in exchange for accepting IDP students without charge (whether formal or informal charges). Schools may spend the voucher on salaries for teachers who are not paid by the government, materials, or physical improvements to the school premises, etc.
- 14 Catch-up classes follow a condensed curriculum, allowing children who have missed periods of schooling due to conflict or other emergencies to regain lost ground and re-join mainstream classes at a level more appropriate to their age.
- 15 Child Friendly Spaces are a child rights programming approach that supports children's well-being in the midst of emergencies.
- 16 Used widely since 1999, CFS protect children by providing a safe space with supervised activities, by raising awareness of the risks to children, and mobilising communities to begin the process of creating a Protective Environment.
- 17 PTA/SMC Focus Group 2, Ethiopia
- 18 CSIS, Somalia Remains the Worst Humanitarian Crisis in the World, <http://csis.org/publication/somalia-remains-worst-humanitarian-crisis-world>
- 19 FSNAU. 2013. Technical Release: Report suggests 258,000 Somalis died due to severe food insecurity and famine; half of deaths were of children under five <http://www.fsnau.org/in-focus/technical-release-report-suggests-258000-somalis-died-due-severe-food-insecurity-and-famine-UNHCR> September 2013. Retrieved from <https://data.unhcr.org/horn-of-africa/region.php?id=7&country=65> on October 10, 2013
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- 31 Financial Tracking Service. 2013. Ethiopia 2013. List of all humanitarian pledges, commitments and contributions. Report as of 6th October 2013 http://fts.unocha.org/reports/daily/ocha_R10c_C67_Y2013_asof-I310060300.pdf
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- 37 INEE. 2013. Education in Emergencies. <http://www.ineesite.org/en/education-in-emergencies>
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- 39 Father, Parents' Focus Group 7, DRC
- 40 Community Leader, Community Leaders Focus Group 1, DRC
- 41 Community Leader, Community Leaders Focus Group 1, DRC
- 42 Koranic schools are Islamic religious education institutions where children study theology and the Koran
- 43 Parents' Focus Group 3, Ethiopia
- 44 Team Leader Dollo Ado Interview, Ethiopia
- 45 14-year-old girl, Child Interview 2, Ethiopia
- 46 MEAL Officer Dollo Ado Interview, Ethiopia
- 47 Teachers Focus Group 1, Ethiopia
- 48 The concept of psychosocial support was described as 'fun and games for children when they feel sad'. It is recognised that psychosocial support encompasses much more than this, but this was found to be the most effective way to communicate a complicated concept to children.
- 49 The data was weighted as follows: 3 points given to the first choice need, 2 points to the second choice need, and 1 point to the third choice need. The sum total for each need was then converted into a percentage of the whole.
- 50 Please see appendices for an overview of focus group sessions including the questions asked.
- 51 11 year old boy, Child Focus Group 6, DRC
- 52 Security constraints in the Somali region of Ethiopia at the time of the research contributed to the lower number of participants.
- 53 15 year old girl, Child Focus Group 5, DRC
- 54 18 year old girl, Child Focus Group 5, DRC
- 55 14 year old boy, Child Focus Group 7, DRC
- 56 12 year old girl, Child Focus Group 9, DRC
- 57 16 year old boy, Child Focus Group 1, DRC
- 58 18 year old girl, Child Focus Group 13, DRC
- 59 13 year old boy, Child Focus Group 11, DRC
- 60 18 year old girl, Child Focus Group 13, DRC
- 61 17 year old girl, Child Focus Group 5, DRC
- 62 14 year old boy, Child Focus Group 18, DRC
- 63 Child Focus Group 2, Ethiopia
- 64 Child Focus Group 2, Ethiopia
- 65 Child Focus Group 1, Ethiopia
- 66 Child Focus Group 2, Ethiopia
- 67 Child Focus Group 3, Ethiopia
- 68 Child Focus Group 4, Ethiopia
- 69 Child Focus Group 6, Ethiopia
- 70 Child Focus Group 4, Ethiopia
- 71 Child Focus Group 4, Ethiopia
- 72 Father, Parents' Focus Group 1, DRC
- 73 In the DRC, 42 parents participated in the prioritisation exercise, and in Dollo Ado, 24 parents participated (Figure 4).
- 74 Father, Parents' Focus Group 3, DRC
- 75 Mother, Parents' Focus Group 6, DRC
- 76 Father, Parents' Focus Group 2, DRC
- 77 Camp management committee member, Community Leaders' Focus Group 1, DRC
- 78 Burnett, N, Guison-Dowdy, A, Thomas, M. 2013. A Moral Obligation, An Economic Priority: The urgency of enrolling out of school children. Results for Development Institute/Education a Child
- 79 Church pastor, Community Leaders' Focus Group 1, DRC
- 80 Father, Parents' Focus Group 2, DRC
- 81 Father, Parents' Focus Group 4, DRC
- 82 Camp management committee member, Community Leaders' Focus Group 1, DRC
- 83 Church Pastor, Community Leaders' Focus Group 2, DRC
- 84 Father, Parents' Focus Group 7, DRC
- 85 Mother, Parents' Focus Group 6, DRC
- 86 Mother, Parents' Focus Group 5, DRC
- 87 Parent Focus Group 3, Ethiopia
- 88 Burnett, N, Guison-Dowdy, A, Thomas, M. 2013. A Moral Obligation, An Economic Priority: The urgency of enrolling out of school children. Results for Development Institute/Education a Child

- 89 Parent Focus Group 2, Ethiopia
- 90 Parent Focus Group 2, Ethiopia
- 91 Team Leader Dollo Ado Interview, Ethiopia
- 92 Parent Focus Group 2, Ethiopia
- 93 Parent Focus Group 2, Ethiopia
- 94 Parent Focus Group 3, Ethiopia
- 95 EiE Officer Bokolmayo Camp Interview, Ethiopia
- 96 Community Leaders Focus Group 1, Ethiopia
- 97 Community Leaders Focus Group 1, Ethiopia
- 98 Mother, Parents' Focus Group 1, DRC
- 99 Father, Parents' Focus Group 3, DRC
- 100 Father, Parents' Focus Group 2, DRC
- 101 Plan International. 2013. Girls' education under attack, Plan, Worldwide Briefing Paper July 2013
- 102 PTA/SMC Focus Group 1, Ethiopia
- 103 14 year old girl, Child Focus Group 10, DRC
- 104 10 year old boy, Child Focus Group 17, DRC
- 105 Women's Refugee Commission. 2011. Tapping the Potential of Displaced Youth
- 106 Mother, Parents' Focus Group 1, DRC
- 107 Teacher, Teachers' Focus Group 7, DRC
- 108 Teacher and Community Leader, Teachers' Focus Group 8, DRC
- 109 Father, Parents' Focus Group 9, DRC
- 110 Mother, Parents' Focus Group 3, DRC
- 111 Ferris, E and Winthrop, R. 2010. Education and Displacement: Assessing Conditions for Refugees and Internally Displaced Persons affected by Conflict.
- 112 Women's Refugee Commission. 2011. Tapping the Potential of Displaced Youth
- 113 Evans, R. and Lo Forte, C. 2013. UNHCR's Engagement with Displaced Youth, UNHCR, Geneva
- 114 School Director, Teachers' Focus Group 2, DRC
- 115 Teacher, Teachers' Focus Group 4, DRC
- 116 Teacher, Teachers' Focus Group 3, DRC
- 117 15 year old girl, Child Focus Group 16, DRC
- 118 Kirk, J and Winthrop, R. 2008. Learning for a Bright Future: Schooling, Armed Conflict, and Children's Well-Being. Comparative Education Review 52:4
- 119 Reyes, J. 2013. Transforming Adversity into Opportunity: How resilience can promote quality education amidst conflict and violence. World Bank
- 120 13 year old girl, Child Focus Group 2, DRC
- 121 10 year old girl, Child Focus Group 6, DRC
- 122 12 year old boy, Child Focus Group 9, DRC
- 123 13 year old girl, Child Focus Group 11, DRC
- 124 Data provided by the Masisi Territory Ministry of Education – Pass rates for the school year 2012-2013
- 125 Child Focus Group 3, Ethiopia
- 126 Parents Focus Group 1, Ethiopia
- 127 Parents Focus Group 3, Ethiopia
- 128 Parents Focus Group 3, Ethiopia
- 129 Teachers Focus Group 2, Ethiopia
- 130 Teacher, Teachers' Focus Group 5, Neema Primary School, DRC
- 131 Burnett, N, Guison-Dowdy, A, Thomas, M. 2013. A Moral Obligation, An Economic Priority: The urgency of enrolling out of school children. Results for Development Institute/Education a Child
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- 134 Davies, L. 2012. Breaking the Cycle of Crisis: Learning from Save the Children's delivery of education in CAFS. SCUUK
- 135 15 year old boy, Child Focus Group 1, DRC
- 136 ABE Teacher Supervisor Bokolmayo Interview, Ethiopia
- 137 16 year old boy, Child Focus Group 1, DRC
- 138 IDP mother, Parents' Focus Group 1, DRC
- 139 PTA/SMC Focus Group 1, Ethiopia
- 140 Teachers' Focus Group 2, Ethiopia
- 141 School Director, Teachers' Focus Group 6, DRC
- 142 Teacher, Teachers' Focus Group 4, DRC
- 143 EiE Officer Helewyn Camp Interview, Ethiopia
- 144 18 year old girl, Child Focus Group 13 DRC
- 145 Education Cluster Unit. 2011. Education: an essential component of a humanitarian response. Save the Children
- 146 INEE. 2012. The INEE Minimum Standards' Linkages to the Sphere Minimum Standards
- 147 Child Protection Manager Dollo Ado Interview, Ethiopia

- 148 Nicolai, S and Triplehorn, C. 2003. The role of education in protecting children in conflict, Humanitarian Practice Network Paper 42, Overseas Development Institute
- 149 Child Protection Manager Dollo Ado Interview, Ethiopia
- 150 EiE Manager Dollo Ado Interview, Ethiopia
- 151 15 year old boy, Child Focus Group 1, DRC
- 152 Father, Parents' Focus Group 1, DRC
- 153 Martinez, E. 2013. Attacks on Education: the impact of conflict and grave violations on children's futures. Save the Children UK
- 154 Please note that given the challenges of reliable and all-encompassing documentation in the DRC, many organisations consider these figures to be an underestimation of the reality.
- 155 Teacher, Teachers' Focus Group 4, DRC
- 156 School Director, Teachers' Focus Group 6, DRC
- 157 School Director, Teachers' Focus Group 2, DRC
- 158 Teacher, Teachers' Focus Group 4, DRC
- 159 School Director, Teachers' Focus Group 6
- 160 School Director, Teachers' Focus Group 2, DRC
- 161 Key stakeholder interview 2, DRC
- 162 Deputy Director of Education Programmes Addis Ababa, Ethiopia
- 163 PTA/SMC Focus Group 1, Ethiopia
- 164 VST Manager Dollo Ado Interview, Ethiopia
- 165 Teachers Focus Group 1, Ethiopia
- 166 UNOCHA. 2012. DRC – Helping Child Soldiers Back into Society. 26 March 2012. <http://www.unocha.org/top-stories/all-stories/drc-helping-child-soldiers-back-society><http://www.unocha.org/top-stories/all-stories/drc-helping-child-soldiers-back-society>. UNOCHA. 2012. DRC – Helping Child Soldiers Back into Society. 26 March 2012. <http://www.unocha.org/top-stories/all-stories/drc-helping-child-soldiers-back-society>
- 167 UNOCHA. 2012. DRC – Helping Child Soldiers Back into Society. 26 March 2012. <http://www.unocha.org/top-stories/all-stories/drc-helping-child-soldiers-back-society>
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- 170 Of course, globally and in the DRC in general, schools cannot be simplistically classified as immune from forced recruitment – and yet, in the particular communities consulted, there were no cases of forced recruitment from school
- 171 13 year old boy, Child Focus Group 2, DRC
- 172 16 year old boy, Child Focus Group 16, DRC
- 173 9 year old boy, Child Focus Group 17, DRC
- 174 15 year old boy, Child Focus Group 3, DRC
- 175 12 year old boy, Child Focus Group 19, DRC
- 176 14 year old boy, Child Focus Group 2, DRC
- 177 Father, Parents' Focus Group 6, DRC
- 178 Father, Parents' Focus Group 7, DRC
- 179 16 year old boy, Child Focus Group 4 (Former Child Soldiers), Bukombo CFS, DRC, 13/09/13
- 180 15 year old boy, Child Focus Group 4, DRC
- 181 14 year old boy, Child Focus Group 3, DRC
- 182 Father, Parents' Focus Group 3, DRC
- 183 Not his real name
- 184 Johnson, K et al. 2010. Association of Sexual Violence and Human Rights Violations with Physical and Mental Health in Territories of the Eastern Democratic Republic of the Congo. *The Journal of the American Medical Association*, 304 (5): 553-561
- 185 UNICEF, 2014, Humanitarian Situation report Nov 2013-Jan 2014 <http://reliefweb.int/sites/reliefweb.int/files/resources/UNICEF%20DRC%20Sitrep%2024%20Nov%202013%20-02%20Jan%202014.pdf>
- 186 Office to the Special Representative of the Secretary-General for Children and Armed Conflict, 2013, <http://childrenandarmedconflict.un.org/countries/democratic-republic-of-the-congo/>
- 187 United Nations Office of the Special Representative to the Secretary General on Children and Armed Conflict. 2013. Report of the Secretary General to the Security Council A/67/845–S/2013/245 <http://childrenandarmedconflict.un.org/countries/democratic-republic-of-the-congo/>
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- 189 13 year old girl, Child Focus Group 2, DRC
- 190 18 year old girl, Child Focus Group 13, DRC
- 191 11 year old girl, Child Focus Group 19, DRC
- 192 12 year old girl, Child Focus Group 9, DRC
- 193 16 year old girl, Child Focus Group 15, DRC
- 194 13 year old girl, Child Focus Group 11, DRC
- 195 14 year old boy, Child Focus Group 18, DRC

- 196 17 year old boy, Child Focus Group 15, DRC
- 197 Teacher, Teachers' Focus Group 7, DRC
- 198 Teachers and CFS Facilitators, Teachers' Focus Groups 1, 3, and 4, DRC
- 199 Community Leaders Focus Group 1, Ethiopia
- 200 Child Protection Manager Dollo Ado, Ethiopia
- 201 Child Protection Manager Dollo Ado, Ethiopia
- 202 Child Protection Manager Dollo Ado, Ethiopia
- 203 Child Focus Group 6, Ethiopia
- 204 Child Protection Officer Kobe Camp Interview, Ethiopia
- 205 PTA/SMC Focus Group 1, Ethiopia
- 206 Team Leader Dollo Ado, Ethiopia
- 207 Community Leaders Focus Group 1, Ethiopia
- 208 Child Focus Group 5, Ethiopia
- 209 Child Focus Group 3, Ethiopia
- 210 Child Focus Group 2, Ethiopia
- 211 Children in Child Focus Groups 2, 8, 9, 15, and Parents in Parents' Focus Groups 4 and 6, DRC
- 212 Children focused on how school protects them. Nonetheless, as examined above, attacks on education do occur in the DRC, and it is vital that investment continues to be made into exploring and developing the protective measures that seem to be helping to safeguard education in this violent context.
- 213 See for example, United Nations Office of the Special Representative to the Secretary General on Children and Armed Conflict. 2013. Report of the Secretary General to the Security Council A/67/845-S/2013/245 <http://childrenandarmedconflict.un.org/countries/democratic-republic-of-the-congo/>. See also, Martinez, E. 2013. Attacks on Education: the impact of conflict and grave violations on children's futures. Save the Children UK. See also, Global Coalition to Protect Education from Attack, 2014, Education Under Attack http://protectingeducation.org/sites/default/files/documents/eua_2014_full_0.pdf
- 214 13 year old girl, Child Focus Group 2, DRC
- 215 School Director, Teachers' Focus Group 2, DRC
- 216 Nicolai, S and Triplehorn, C. 2003. The role of education in protecting children in conflict, Humanitarian Practice Network Paper 42, Overseas Development Institute
- 217 Barakat, S, Connolly, D, Hardman, F, Sundaram V. 2013. The role of basic education in post-conflict recovery. Comparative Education, 49:2, 124-142
- 218 Save the Children UK. 2012. A Creeping Crisis: The neglect of education in slow onset emergencies
- 219 Ibid
- 220 Child Focus Group 5, Ethiopia
- 221 Team Leader Dollo Ado Interview, Ethiopia
- 222 INEE. 2012. The INEE Minimum Standards' Linkages to the Sphere Minimum Standards
- 223 Parents focus Group 3, Ethiopia
- 224 MEAL Officer Dollo Ado Interview, Ethiopia
- 225 Teacher Focus Group 2, Ethiopia
- 226 Key stakeholder interview 4, DRC
- 227 Girl, Child Focus Group 3, Ethiopia
- 228 11 year old boy, Child Focus Group 6, DRC
- 229 Father, Parents Focus Group 7, DRC
- 230 Mother, Parents Focus Group 4, DRC
- 231 Burnett, N, Guison-Dowdy, A, Thomas. M. 2013. A Moral Obligation, An Economic Priority: The urgency of enrolling out of school children. Results for Development Institute/Education a Child
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- 235 Olenik, C and Takyi-Laryea, A. 2013. State of the field report: examining the evidence in youth education in crisis and conflict. USAID youth research, evaluation and learning project. USAID
- 236 MEAL Officer Dollo Ado Interview, Ethiopia
- 237 All children in Child Focus Group 18, DRC
- 238 Key stakeholder interview 5, DRC
- 239 Save the Children UK. 2012. A Creeping Crisis: The neglect of education in slow onset emergencies, p.1
- 240 INEE. 2012. The INEE Minimum Standards' Linkages to the Sphere Minimum Standards
- 241 Save the Children UK. 2013. Food for thought: Tackling child malnutrition to unlock potential and boost prosperity http://www.savethechildren.org.uk/sites/default/files/images/Food_for_Thought_UK.pdf
- 242 NB, this programme is not funded by ECHO
- 243 MEAL Officer Dollo Ado, Ethiopia
- 244 African Economic Outlook. 2013. Congo, Democratic Republic. www.africaneconomicoutlook.org/en/countries/central-africa/congo-democratic-republic/ www.africaneconomicoutlook.org/en/countries/central-africa/congo-democratic-republic/ African Economic Outlook. 2013. Congo, Democratic Republic. www.africaneconomicoutlook.org/en/countries/central-africa/congo-democratic-republic/

- 245 3 children in Child Focus Group 12, DRC
- 246 Father, Parents' Focus Group 3, DRC
- 247 School Director, Teachers Focus Group 2, DRC
- 248 Key stakeholder interview 6, DRC
- 249 Parents, Parents' Focus Group 3, DRC
- 250 Burnett, N, Guison-Dowdy, A, Thomas, M. 2013. A Moral Obligation, An Economic Priority: The urgency of enrolling out of school children. Results for Development Institute/Education a Child
- 251 Community Leaders Focus Group, Ethiopia
- 252 18 year old girl, Child Focus Group 13, DRC
- 253 18 year old girl, Child Focus Group 13, DRC
- 254 Child Focus Group 2, Ethiopia
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- 257 Burnett, N, Guison-Dowdy, A, Thomas, M. 2013. A Moral Obligation, An Economic Priority: The urgency of enrolling out of school children. Results for Development Institute/Education a Child. p.11
- 258 Davies, L. 2012. Breaking the Cycle of Crisis: Learning from Save the Children's delivery of education in CAFS. SCUUK. p.34
- 259 Reyes, J. 2013. Towards an Operationalization of Resilience in Education Systems: Identifying, protecting and using assets in education communities. World Bank. p.1
- 260 Save the Children UK. 2012. A Creeping Crisis: The neglect of education in slow onset emergencies, p.6
- 261 Father, Parents' Focus Group 2, DRC
- 262 Father, Parents' Focus Group 2, DRC
- 263 School Director, Teachers' Focus Group 2, DRC
- 264 Humanitarian Director, Addis Ababa Interview, Ethiopia
- 265 UNHCR Education Manager Interview, Ethiopia
- 266 Plan International. Girls' education under attack. Worldwide Briefing Paper
- 267 Community Leaders Focus Group, Ethiopia
- 268 Deputy Director of Education Programmes Interview, Ethiopia
- 269 EiE officer Helewyn Camp Interview, Ethiopia
- 270 Mother, Parents' Focus Group 4, DRC
- 271 PTA/SMC Focus Group 2, Ethiopia
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- 273 15 year old girl, Child Focus Group, DRC
- 274 14 year old boy, Child Focus Group 7, DRC
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- 278 Humanitarian Director Addis Ababa Interview, Ethiopia
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- 280 Deputy Director Education Programmes Addis Ababa, Ethiopia
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- 289 Community Leaders Focus Group 1, Ethiopia
- 290 Community Leaders Focus Group 1, Ethiopia
- 291 Parents Focus Group 1, Ethiopia
- 292 Child Focus Group 6, Ethiopia
- 293 12 year old girl, Child Focus Group 2, DRC
- 294 17 year old girl, Child Focus Group 5, DRC
- 295 15 year old boy, Child Focus Group 1, DRC
- 296 Father, Parents' Focus Group 1, DRC
- 297 PTA/SMC Focus Group 1, Ethiopia

- 298 Teacher Supervisor Focus Group 1, Ethiopia
- 299 Parents in Parents' Focus Groups 1, 2 and 3, DRC
- 300 Teacher, Teachers' Focus Group 5, DRC
- 301 Teacher, Teachers' Focus Group 7, DRC
- 302 Teachers Focus Group 2, Ethiopia
- 303 Barakat, S, Connolly, D, Hardman, F, Sundaram V. 2013. The role of basic education in post-conflict recovery. *Comparative Education*, 49:2, 124-142
- 304 Reyes, J. 2013. Transforming Adversity into Opportunity: How resilience can promote quality education amidst conflict and violence. World Bank
- 305 Reyes, J. 2013. Towards an Operationalization of Resilience in Education Systems: Identifying, protecting and using assets in education communities. World Bank.
- 306 Camp Management Focus Group 2, Ethiopia
- 307 Parents Focus Group 2, Ethiopia
- 308 Children in Child Focus Groups 2, 8, 20, 16, 19, DRC
- 309 Although French is the official language of the DRC, many other national and tribal languages are spoken, and children who do not attend school are unlikely to learn French.
- 310 11 year old boy, Child Focus Group 8, DRC
- 311 Teacher Focus Group 2, Ethiopia
- 312 Teachers Focus Group 1, Ethiopia
- 313 Burnett, N, Guison-Dowdy, A, Thomas. M. 2013. A Moral Obligation, An Economic Priority: The urgency of enrolling out of school children. Results for Development Institute/Education a Child. p.31
- 314 Girl, Child Focus Group 3, Ethiopia
- 315 Child Focus Group 4, Ethiopia
- 316 10 year old boy, Child Focus Group 6, DRC
- 317 13 year old girl, Child Focus Group 11, DRC
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- 319 Davies, L. 2012. Breaking the Cycle of Crisis: Learning from Save the Children's delivery of education in CAFS. SCUUK and Barakat, S, Connolly, D, Hardman, F, Sundaram V. 2013. The role of basic education in post-conflict recovery. *Comparative Education*, 49:2, 124-142
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- 325 Pastor, Community Leaders' Focus Group 2, DRC
- 326 Mother, Parents' Focus Group 3, DRC
- 327 Teacher, Teachers' Focus Group 5, DRC
- 328 Teacher, Teachers' Focus Group 5, Neema Primary School, DRC
- 329 15 year old boy, Child Focus Group 3, DRC
- 330 16 year old boy, Child Focus Group 4, DRC
- 331 Teacher, Teachers' Focus Group 3, DRC
- 332 School Director, Teachers' Focus Group 2, DRC
- 333 Teachers, Teachers' Focus Group 4, DRC
- 334 Parents Focus Group 3, Ethiopia
- 335 Parents Focus Group 1, Ethiopia
- 336 EiE Officer Helewyn Camp, Ethiopia
- 337 PTA/SMC Focus Group 1, Ethiopia
- 338 Teachers Focus Group 1, Ethiopia
- 339 Teacher Supervisor Focus Group 1, Ethiopia
- 340 EiE Manager Dollo Ado Interview, Ethiopia
- 341 Parents Focus Group 3, Ethiopia
- 342 PTA/SMC Focus Group 2, Ethiopia
- 343 CFS Facilitator, Teachers' Focus Group 1, DRC
- 344 Pigozzi, M. 1999, Education in emergencies and for reconstruction: a developmental approach, United Nations Children's Fund. And Martinez, E. 2013 Attacks on Education: the impact of conflict and grave violations on children's futures. Save the Children UK
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- 346 Burnett, N, Guison-Dowdy, A, Thomas. M. 2013. A Moral Obligation, An Economic Priority: The urgency of enrolling out of school children. Results for Development Institute/Education a Child, p.16
- 347 Burnett, N, Guison-Dowdy, A, Thomas. M. 2013. A Moral Obligation, An Economic Priority: The urgency of enrolling out of school children. Results for Development Institute/Education a Child, p.16
- 348 Olenik, C and Takyi-Laryea, A. 2013. State of the field report: examining the evidence in youth education in crisis and conflict. USAID youth research, evaluation and learning project. USAID

- 349 Father of in-school children, Parents' Focus Group 3, DRC
- 350 Camp Management Focus Group 1, DRC, Key Stakeholder interviews 1, 2, 3, 4
- 351 Key Stakeholder interview 1
- 352 Teachers Focus Group 3, Ethiopia
- 353 Other children in the same class that they are linked with
- 354 PTA/SMC Focus Group 1, Ethiopia
- 355 Parents Focus Group 3, Ethiopia
- 356 PTA/SMC Focus Group 2, Ethiopia
- 357 Teachers Focus Group 2, Ethiopia
- 358 Women's Refugee Commission. 2011. Tapping the Potential of Displaced Youth
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- 362 Ibid
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- 365 ABE Supervisor Bokolmayo Camp Interview, Ethiopia
- 366 The authors developed two angles for conceptualising the cost of out-of-school children (OOSC) on a country. 1) The micro-economic method: aggregation of the estimated productivity gaps of individuals who have not completed primary education. The value was estimated from available wage premium data and OOS prevalence rates. It provides as estimate of how much higher GDP will be in roughly a decade if all of today's OOSC are given primary education before they enter the workforce. 2) The macro-economic method: based on global average returns to years of schooling, it estimates how much higher GDP would be today if the prevalence of OOSC has been reduced significantly in the past, such that the example country's current workforce had (on average) completed primary education.
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- 372 15 year old girl, Child Focus Group 1, DRC
- 373 15 year old boy, Child Focus Group 1, DRC
- 374 Girl, Child Focus Group 1, Ethiopia
- 375 Boy, Child Focus Group 2, Ethiopia
- 376 Child Focus Group 5, Ethiopia
- 377 Father, Parents' Focus Group 1, DRC
- 378 Mother, Parents' Focus Group 3, DRC
- 379 11 year old girl, Child Focus Group 19, DRC
- 380 Mother, Parents' Focus Group 7, DRC
- 381 Male teacher, Teachers' Focus Group 7, DRC
- 382 14 year old girl, Child Focus Group 2, DRC
- 383 Olenik, C and Takyi-Laryea, A. 2013. State of the field report: examining the evidence in youth education in crisis and conflict. USAID youth research, evaluation and learning project. USAID
- 384 2012, Youth and Skills: Putting Education to Work. EFA Global Monitoring Report. UNESCO
- 385 Team Leader Dollo Ado Interview, Ethiopia
- 386 15 year old boy, Child Focus Group 7, Ethiopia
- 387 VST Manager Dollo Ado, Ethiopia
- 388 VST Manager Dollo Ado, Ethiopia
- 389 These programmes are based on a simplified and shortened version of NRC's Youth Education Pack (YEP) initiative – whereas in the normal YEP youth will study fulltime (basic literacy and numeracy followed by a vocational trade) for eight months, in this simplified version they study just the vocational element, and for fewer hours.
- 390 14 year old girl, Child Focus Group 7, DRC
- 391 11 year old boy, Child Focus Group 12, DRC
- 392 Female teacher, Teachers' Focus Group 1, DRC
- 393 Male teacher, Teachers' Focus Group 1, DRC
- 394 PTA/SMC Focus Group 2, Ethiopia
- 395 Child Focus Group 3, Ethiopia
- 396 EiE Manager Dollo Ado Interview, Ethiopia
- 397 Teachers Focus Group 2, Ethiopia
- 398 Teachers Focus Group 3, Ethiopia
- 399 Nutrition Manager Dollo Ado Interview, Ethiopia

- 400 VST Manager Dollo Ado Interview, Ethiopia
- 401 VST Manager Dollo Ado Interview, Ethiopia
- 402 17 year old boy, Child focus Group 15, DRC
- 403 16 year old girl, Child Focus Group 16, DRC
- 404 Female teacher, Teachers' Focus Group 4, DRC
- 405 Mother, Parents' Focus Group 1, DRC
- 406 17 year old girl, Child Focus Group 5, DRC
- 407 EiE Manager Dollo Ado Interview, Ethiopia
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HEAR IT FROM THE CHILDREN

why education in emergencies is critical



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