



HAL
open science

Quality education as a tool for child protection in complex emergencies : case study in Dadaab refugee camps, Kenya

Margot Flandrin

► To cite this version:

Margot Flandrin. Quality education as a tool for child protection in complex emergencies : case study in Dadaab refugee camps, Kenya. Political science. 2011. dumas-00808457

HAL Id: dumas-00808457

<https://dumas.ccsd.cnrs.fr/dumas-00808457v1>

Submitted on 5 Apr 2013

HAL is a multi-disciplinary open access archive for the deposit and dissemination of scientific research documents, whether they are published or not. The documents may come from teaching and research institutions in France or abroad, or from public or private research centers.

L'archive ouverte pluridisciplinaire **HAL**, est destinée au dépôt et à la diffusion de documents scientifiques de niveau recherche, publiés ou non, émanant des établissements d'enseignement et de recherche français ou étrangers, des laboratoires publics ou privés.

Vous allez consulter un mémoire réalisé par un étudiant dans le cadre de sa scolarité à Sciences Po Grenoble. L'établissement ne pourra être tenu pour responsable des propos contenus dans ce travail.

Afin de respecter la législation sur le droit d'auteur, ce mémoire est diffusé sur Internet en version protégée sans les annexes. La version intégrale est uniquement disponible en intranet.

DISSERTATION

Quality Education as a Tool for Child Protection in Complex Emergencies

Case Study in Dadaab Refugee Camps, Kenya



Margot Flandrin

Grenoble

2011

Paper submitted for the Masters Degree “International Organization, IGO, NGO”

Institut d’Etudes Politiques de Grenoble – B.P 48 – 38040 Grenoble cedex 9



DISSERTATION

Quality Education as a Tool for Child Protection in Complex Emergencies

Case Study in Dadaab Refugee Camps, Kenya

Margot Flandrin

Grenoble

2011

Paper submitted for the Masters Degree “International Organization, IGO, NGO”

Institut d’Etudes Politiques de Grenoble – B.P 48 – 38040 Grenoble cedex 9

The analysis has been undertaken during the internship at : UNICEF Kenya Country Office under the direction of the intership supervisors : Megan Gilgan and Katherine Grant, respectively Chief and Interim Chief of Emergency and Field Operations, and Franck Petiteville, thesis supervisor, Political Science professor and director of the Masters degree International Organization, IEPG.

Ce travail a été effectué durant le stage à l'UNICEF, Bureau du Kenya sous la direction des tuteur professionnels : Megan Gilgan et Katherine Grant, respectivement Chef de la section Urgences et opérations de terrain, et sa remplaçante, et de : Franck Petiteville, directeur de mémoire, professeur de sciences politiques et directeur du master Organisation internationale, à l'IEPG

The analysis expresses the personnel opinion of its author and cannot be attributed to the organisation UNICEF where the internship took place

Cette analyse ne représente que l'opinion personnelle de son auteur et ne peut en aucun cas être attribuée à l'UNICEF où le stage a eu lieu.

Abstract

Education is a fundamental right for all children in all situations. However, traditionally considered as a development intervention and long-term investment, education has long been neglected during emergencies, leaving the way for life-saving interventions such as nutrition or health. Though undeniable progress has been made in identifying education as a priority alongside other services in emergency response, greater efforts and more support are still needed to make education a reality for all children affected by emergencies. Working with UNICEF Kenya at the height of the drought emergency in the Horn of Africa and subsequent refugee crisis, the researcher realized the difficulty to attract emergency funding for education projects. Acknowledging the gap between the education needs and the funding education projects actually attract during the emergency response, the interest of this research work is to demonstrate why education in emergencies is and should be considered as a life-saving and life-sustaining intervention. The first part of this paper provides an analysis of the concept of education in emergencies and the benefits of such interventions, especially for the protection of children. Secondly, a field assessment documents both the access and the quality of education, as well as the perspectives of children regarding their education and protection status in Dadaab refugee camps.

Résumé

Le droit à l'éducation est un droit fondamental pour tous les enfants, en toutes circonstances. Pourtant, traditionnellement considérée comme une intervention de développement, l'éducation a longtemps été négligée en situations d'urgence humanitaire, laissant la priorité à d'autres interventions vitales que sont par exemple la nutrition ou la santé. Bien que d'importants progrès aient été fait pour la reconnaissance de l'importance de l'éducation en situations d'urgence, de grands efforts et un fort soutien sont encore nécessaires pour faire de l'éducation pour tous une réalité pour les enfants touchés par des crises humanitaires. En travaillant au sein d'UNICEF Kenya en pleine crise humanitaire due à la sécheresse dans la Corne de l'Afrique et à l'afflux dramatique de réfugiés dans les camps de Dadaab, la chercheuse a pu réaliser la difficulté de récolter des fonds d'aide d'urgence pour les projets d'éducation. Prenant en compte le fossé existant entre les besoins éducatifs dans une telle situation et les financements alloués, l'intérêt de ce travail de recherche est de démontrer en quoi l'éducation en situations d'urgence humanitaire est une intervention vitale et doit être considérée comme telle. La première partie de ce mémoire propose une analyse du concept d'éducation en situations d'urgence, et les bénéfices de telles interventions, en particulier pour la protection des enfants. Puis une étude de cas sur les camps de Dadaab apporte une approche pratique de la question, en étudiant la situation éducative, et en s'intéressant aux perspectives des enfants sur l'éducation et la protection dans les camps.

Acknowledgements

Thanks to Franck Petiteville, who supervised my masters' degree dissertation and was a great support.

Thanks to Megan Gilgan and Katy Grant, my internship's supervisors at UNICEF Kenya Country Office, for their strong support and for the amazing mentorship they provided me.

Thanks to Kersting Karlström and all the Education team of UNICEF (Suguru, Amina, Tomoya, Osman, Elias and Benoit) for sharing their commitment for quality education in Kenya, and for helping me in my research.

Thanks to Bettina Schulte, Maureen Kopyo, and the team from UNHCR Dadaab field office for welcoming me in the UNHCR compound for one week at a very difficult time, and supporting me in the organization of my research in the field.

Thanks to the education colleagues from ADEO, CARE Kenya, and LWF for the time they spared me for interviews and school visits.

Thanks to Marion, Daou, Fahir, Muhamad, Ahmad, Asho, Farah, Mahmud, Amina, Abdi, Aziza and Asad, the children who agreed to be interviewed, and their headteachers, for their very useful involvement in my research work. May your hopes never shade away, and your dreams of a bright future come true.

Thanks to all my UNICEF colleagues, for welcoming me in the team and making my first professional experience a very interesting one.

Thanks to my family who always believed in me and supported me during my five years of studies and especially during my internship abroad.

Thanks to my friends who I know I can always rely on, with a special thanks for Anaïs who shared this Kenyan adventure with me, bringing me good spirit and energy.

Last but not least, thanks to Corine Braud, who is with no doubt the best secretary of the IEP of Grenoble, for her amazing commitment, work and support to the Masters' programme OIG/ONG.

CONTENTS

INTRODUCTION.....	8
PART ONE: THE IMPORTANCE OF EDUCATION FOR THE PROTECTION OF CHILDREN IN EMERGENCIES.....	13
CHAPTER ONE. THE ISSUES.....	14
I. <i>Children at risk</i>	14
II. <i>What is meant by "Education in Emergencies"</i>	15
III. <i>The difficulty to raise education as a life-saving intervention</i>	19
CHAPTER TWO. INTERNATIONAL FRAMEWORK.....	21
I. <i>The right to Education in all situations</i>	21
II. <i>Education in Emergencies : Main actors</i>	26
CHAPTER THREE. EDUCATION, PROTECTING CHILDREN AND SUSTAINING LIVES IN EMERGENCIES? THEORETICAL BACKGROUND.30	
I. <i>A safe and protective space</i>	30
II. <i>Empowering children and the community</i>	33
III. <i>Back to normalcy : From the aid concept to a development approach</i>	37
IV. <i>Conclusion Part One</i>	39
PART TWO : CASE STUDY, DADAAB REFUGEE CAMPS.....	41
CHAPTER FOUR. PRESENTATION OF THE RESEARCH FRAMEWORK.....	42
I. <i>Objectives and research project</i>	42
II. <i>Methodology</i>	43
III. <i>Limits and challenges</i>	45
CHAPTER FIVE. BACKGROUND ANALYSIS	48
I. <i>Dadaab refugee camps, a protracted crisis</i>	48
II. <i>Education overview</i>	50
III. <i>Child Protection issues</i>	52
CHAPTER SIX. MAIN FINDINGS	56
I. <i>Schools as safe places</i>	56
II. <i>My teacher, the hero</i>	58
III. <i>Education for resilience</i>	59
IV. <i>Quality matters</i>	62
CONCLUSION PART 2	65
CONCLUSION, RECOMMENDATIONS AND WAY FORWARD.....	66
ANNEXES.....	70
REFERENCES.....	81

Introduction

Everyone will remember the striking images of severely malnourished children in Dadaab refugee camps (Kenya) that were all over the news during a few weeks of the summer 2011. With the devastating drought conditions worsening in Somalia, which is also conflict ridden, the neighbouring Kenya has received an unprecedented influx of Somali refugees to Dadaab refugee camps from June 2011, sustained at around 1,200 new arrivals per day¹. As of August 29th 2011, the world largest refugee camp hosted 423,361 refugees, including 241,509 children (57% of the total population), for an original capacity of 90,000 refugees. Whilst the camps have been in place for twenty years, the situation is still seen as an emergency with the increasing number of new arrivals in poor health and nutrition status. The media coverage and the international aid that has been rapidly mobilized since July have been focusing on “live-saving interventions”, such as nutrition, water and sanitation and health programmes. Indeed, the suffering of a dying malnourished children is always more compelling and more likely to mobilize donors than the testimony of a child who hasn't been in school for days or weeks. Moreover, emergency programmes such as nutrition activities have an immediate impact on populations affected by emergencies, and are easy to monitor: at the end of the day, the organizations can easily take stock of the number of children that have been treated by life-saving therapeutic feeding programmes. Is that a bad thing? If the malnourished children desperately need water and food supplements, it is obvious that rapid interventions in nutrition, water and sanitation, and health are vital for the survival of the children. However, at the same time, it is of crucial importance that education and child protection interventions are still viewed, funded and implemented as priority interventions during the crisis. Yet, these interventions are usually being neglected. In the case of Dadaab refugee camps, it meant turning a blind eye on what one can call the hidden education and child protection crisis existing in Dadaab: out of the refugees already registered in the camps in June, only 40% attended primary school regularly, and cases of separated children, early marriages, drug abuses, sexual and gender based violence have been overwhelming for the organizations dealing with child protection issues. Working with UNICEF Kenya Country Office before and during this complex crisis, it has been interesting to witness the education specialists struggling to have the education interventions taken into account as a vital part of the emergency response, bringing a

¹ Source: UNHCR statistics. This is an estimation. The number of refugees registered by UNHCR has been increasing since July, with the scale-up of their registration capacities, to reduce the backlog of refugees awaiting in the outskirts of the camps. See Annex 4 for the number of refugees registered, by week, since January 2011.

sense of normalcy to the communities, fostering development and peaceful relations, and protecting children from outside threats.

Traditionally comprehended as a development programme rather than a humanitarian intervention, education is still primarily regarded as an instrument of long-term development cooperation. Nicolai and Triplehorn explain this tendency to disregard education in emergencies: “Because education has traditionally been seen as part of development work, not humanitarian relief, humanitarian donors have generally been reluctant to fund emergency education responses. Moreover, few bilateral donors have a policy specifically on education in countries in, or emerging from, conflict” (Nicolai & Triplehorn, 2003). The young research field of Education in complex emergencies and conflict is fairly recent and has mainly been embraced by NGOs. The researcher Lynn Davies, in her reference book *Education in Conflict*, underlines that “the link between conflict and education is a grossly under-analyzed area” (Davies, 2004). The broader issue of “education in emergencies”, is including the dimension of conflict, but also integrating other emergencies, such as natural disasters, civil unrest, and displacement of populations. This dissertation will focus on the more generic term of “education in emergencies”, and not specifically education during wars and conflicts. Regarding this issue, the existing literature comes mainly from non-governmental organizations (NGOs), that have been developing “Education in emergencies” programmes, and this literature is leaning upon the international legal framework. In the last decades, undeniable progress has been made in identifying education as a priority alongside other services in emergency response, but greater efforts and more support are needed to make education a reality for all children affected by emergencies. Acknowledging the immense gap between education needs in emergencies and the actual funding available for education in emergencies programmes, this research paper will try to demonstrate the importance of education as a life-sustaining and life-saving intervention, protecting children in time of emergencies. This study will document this issue, through an overview of the international discussion on the relationship between education and chronic complex emergencies, focusing on the role of education to protect children in emergencies, coupled with a field assessment in the refugee camps of Dadaab.

Emergencies exacerbate already existing vulnerabilities and inequalities of boys, girls, women and men, and negatively impact children’s and women’s rights. Children typically represent 50-60% of those affected by natural disasters such as floods, droughts and earthquakes, and catastrophes such as famine and war, by death, injuries, displacement and separation from families, or diseases related to malnutrition, poor water and sanitation (UNICEF, 2011). In

addition, disasters can cause psychosocial trauma and disrupt education, with dropouts of students, disruption of school calendar, attention deficit problems, displacement, damage to school infrastructure and equipment. As a consequence, children can miss out on education for weeks, months, or in some cases, years. Numerous international law documents not only promote the right of each individual to quality basic education, even in situations of societal crisis, in wars and catastrophes, but also at the same time implicitly emphasize the crucial role of education in these complex situations. The Convention on the Rights of the Child (CRC) from 1989 is commonly regarded as the most significant human rights document to lay down the rights and special protection needs of children in emergency situations. Under the CRC, children have inalienable rights in all circumstances. Education is one of these rights: it is universal and inalienable, and does not disappear or get suspended because of disasters and emergencies. The Millennium Development Goal (MDG) 2 states that children (boys and girls) everywhere are able to complete a full course of quality primary education by 2015. According to other reference documents, such as the Minimum Standards for Education in Emergencies or the Core Commitments for Children (CCCs) in Humanitarian action, education in emergencies, and during chronic crises and early reconstruction efforts, can be both life-saving and life-sustaining. The CCCs in Humanitarian Action, global framework undertaken by UNICEF and its partners, are commitments guided by international human rights law for a programmatic response for children affected by humanitarian crisis. Education and Child Protection, that are two main programmatic areas for UNICEF, are emphasized through the main strategic results of ensuring access for girls and boys to “safe and secure education and critical information for their own well-being”, and “girls' and boys' rights to protection from violence, abuse and exploitation are sustained and promoted”. This document demonstrates that the right to education is closely linked to the protection of the children, especially during a crisis. It is recognized that for children whose lives are affected by violence, displacement and the general disruption of normal life, education plays an important role in providing protection. This protection may be in the form of physical protection in a safe learning space away from dangers of the surrounding areas (all forms of abuse, exploitation, neglect and violence, including natural hazards; arms and ammunition; landmines and unexploded ordnances; armed personnel; crossfire locations; political and military threats; and recruitment into armed forces or armed groups). Protection, defined in the Inter-Agency Network for Education in Emergencies' Minimum Standards for Education in Emergencies as “freedom from all forms of abuse, exploitation, neglect and violence, including bullying; sexual exploitation; violence from peers, teachers or other educational personnel”, may also be psychosocial protection in the form of interaction with peers and trusted adults with opportunities to be creative and to share concerns

and ideas in different ways (Nicolai & Triplehorn, 2003). Education is also closely linked with the overall well-being and development of a community. Without an education, children and communities are less likely to achieve their other development goals. Therefore, ensuring a minimum level of quality, access and accountability for education in situations of crisis must be a priority humanitarian response. Moreover, education can also serve as a mechanism for contributing to the prevention of emergencies, and fostering a peaceful and equitable society. Indeed, it is imperative to build children's and communities' resilience, reduce their vulnerability to disasters and promote peaceful and forward-looking behaviours, and a good quality education is crucial in that process. According to UNICEF Final Programme Guidance, "UNICEF has an obligation to address disaster risk as it impedes progress towards the Millennium Development Goals (MDGs) and the realization of child rights" (UNICEF, 2011). Education is also a tool to foster a Disaster Risk Reduction (DRR) strategy. In short, education in emergencies is necessary in many aspects, improving the lives of the children and communities affected by emergencies. In the absence of a substantial increase in investment and concrete implementation of "education in emergencies" interventions, countries and communities suffering from complex emergencies will see generations of uneducated adults destined for a life of poverty in countries with little chance of economic growth, political stability or security. Children cannot wait. And neither the international community nor national authorities can afford to delay.

In the specific context of a refugee camp, such as Dadaab in Kenya, a series of challenges facing refugees seeking education arise. The humanitarian situation in the refugee camps of Dadaab has been declared as an emergency in June 2011 by UNHCR, with regards to the sustained influx of refugees from Somalia. The resources and infrastructures of the camps have been stretched beyond their original capacity and the quality and quantity of service delivery has subsequently been heavily compromised. In effect, the Dadaab operation consists of two situations running side by side: the long term protracted refugee caseload on the one hand, with refugees who arrived twenty years ago or were born in the camps, and the emergency operation with the influx of thousands of new arrivals on the other hand. Refugee families have suffered unforeseen displacement, sometimes under traumatic and violent circumstances, that will have an impact on the psychosocial development of children. Most refugees fleeing the drought and conflict in Somalia have lost their resources and livestock, and do not have any economic resources when arriving the camps, after several weeks of travel across the desert. Newly arrived refugees are often in very bad health and a significant number of pregnant and lactative women and children newly arrived are malnourished. Awaiting for registration, the new arrivals rely on their relatives

in the camps, sharing food portions and accommodation. One can easily imagine that in such conditions, it is difficult for the parents to support their families, and to send their children to school. In most cases, children are asked to help with house chores such as fetching water, firewood and cooking for the girls, or go to work in the markets for the boys. For those refugee children who have been in the camps for years – a lot of them were born and bred in the camps – the access and quality of education is also very limited, as the schools are overwhelmed, the teachers untrained, and there is a gap in school teaching and learning materials, infrastructure and furniture, and basic water and sanitation services. UNHCR, the United Nations refugee agency, has the mandate to support education for refugees in the camps, as a contribution to a durable solution to their problems and to help the host government meet its obligations under the CRC and other human rights instruments. In its Education 2011-2015 strategic planning paper for Dadaab, the UNHCR aims at ensuring that all the school age going children in Dadaab refugee camps get access to quality education, and that education serves as a tool for child protection in that “educated youth will reason together; educated girls will resist harmful cultural practices such as FGM and early marriages and that the educated society will develop skills for positive development and self confidence to avoid any form of abuse and violence” (UNHCR, 2010). The choice of Dadaab refugee camps for a case study is linked with the many challenges for education in the camps, the double situation of emergency and protracted crisis regarding education and other services available for the refugees, and the numerous child protection issues. A case study on education as a tool for child protection in Dadaab will provide an empirical study to supplement the research analysis in this paper and verify the hypotheses formulated after a theoretical overview. This study will be based on a child-focused approach, in order to understand in a holistic way children’s lives, their experiences in and outside of school, their aspirations and needs, as well as their responsibilities in their day-to-day life.

The purpose of this research work is to determine to what extent quality education in chronic emergencies, such as in the context of a refugee camp, can foster the protection and well-being of the child. To address this issue, this dissertation will be divided in two parts. The first part of this dissertation will provide an analysis of the concept of education of emergency and the benefits of such interventions, especially for the protection of children, and an overview of the theoretical and legal framework surrounding this particular issue. Secondly, a field assessment will provide documentation on both the access and the quality of education, as well as the situation and perspectives of children regarding their education and protection status in Dadaab refugee camps.

PART ONE: The Importance of Education for the Protection of Children in Emergencies

Children in emergencies are facing numerous risks and are of the most vulnerable. Most of the time during emergencies or crises their access to education is threatened and subsequently their vulnerability to abuses and exploitation is increasing. To tackle this problem, and to ensure a sound development and protection of the children even in situations of crises, many international actors are working hand in hand to promote “education in emergencies” interventions. Chapter One will describe the main issues at stake, including definitions of the main concepts that are “child protection” and “education in emergencies”. The children's right to education is the core motive of these interventions. This right has been laid down in many international law documents endorsed by most countries in the world, and is also expressly applicable in humanitarian crises and therefore may not be disregarded during crises and wars. Chapter Two will propose a detailed framework of the right to education in general and in emergencies; it will also present who are the main actors in this particular field. However, the legal binding documents that promote education for all in every situation are not the only source of justification for “education in emergencies” interventions. A literature review on the issue, mostly taken on by NGOs, but also by researchers in education or psychosocial development, demonstrates the growing interest and work on the subject. Chapter Three will develop the main arguments in favour of education as a tool for child protection in emergencies.

Chapter One. The issues

The purpose of this chapter is to get a clear understanding of the stakes of this research paper. Children in emergencies are very vulnerable, and the child protection risks are of special concern during complex crises (I). In response to these particular risks and vulnerabilities, “education in emergencies” programmes are one of the interventions that can be implemented (II). However, these interventions are still rarely seen as life-saving and life-sustaining. This difficulty to raise “education in emergencies” programmes as such and to attract donors investments, is one of the main challenges in the humanitarian response (III).

I. Children at risk

A) High vulnerability during and after emergencies

In the recent years, natural disasters of unprecedented magnitude and major conflicts and insecurity caused suffering for millions of children, their families and their communities. The examples of these complex emergencies are numerous and include the earthquake in Haiti that destroyed its capital city and killed more than 300,000 in 2010; flooding in Pakistan that submerged one-fifth of the country; the devastating drought in the Horn of Africa in 2011 and displacement and violence during the Arab spring.

Emergencies exacerbate already existing vulnerabilities and inequalities of boys, girls, women and men, and negatively impact children’s and women’s rights. Children typically represent 50-60% of those affected by natural disasters such as floods, droughts and earthquakes, and catastrophes such as famine and war (UNICEF, 2001). In the middle of a crisis and in the aftermath of an emergency, children’s lives are severely disrupted, as they can be exposed to extreme suffering: physical injury, death of their relatives, separation from their families, forced displacement, sexual abuse, and fear. Direct consequences of disasters on children also include the outbreak of diseases related to promiscuity in overcrowded camps, malnutrition, contaminated sources of water and poor hygiene and sanitation. In addition, psychosocial trauma and distress are often affecting children who witnessed deaths and suffering in their communities and the

destruction of their homes and livelihoods. Disasters also disrupt education, with drop-out of students, disruption of school calendar, attention deficit problems, displacement, damage to school infrastructure and equipment. As a consequence, children can miss out on education for weeks, months, or in some cases, years.

B) Heightened Child Protection Risks

Child Protection means freedom from all forms of physical, emotional and social threat, abuse, exploitation and violence. The international non-governmental organization (NGO) Save the Children, that has been working towards the protection of children in emergencies, has identified seven critical types of protection that children require in disaster areas and war zones :

1. Protection from physical harm.
2. Protection from exploitation and gender-based violence.
3. Protection from psychosocial distress.
4. Protection from recruitment into armed groups.
5. Protection from family separation.
6. Protection from abuses related to forced displacement.
7. Protection from denial of children's access to quality education.

In a situation of increased vulnerability – especially for the orphaned or unaccompanied children – and with the sudden disruption of their lives, children are more exposed to child protection risks, such as sexual abuse and exploitation, child labour and drug abuse. More than ever, in emergencies, children need protection, a sense of security and safety. They need to be with people they can trust and who can take care of them. Moreover, a familiar routine is necessary to help them regain a sense of normalcy and to overcome the instability they have experienced and the psychosocial trauma that might affect them.

II. What is meant by "Education in Emergencies"

A) What is Education ?

From the Latin *educare* (bring up, train), and *ex-ducere* (bring out, lead forth), to educate is defined in the Oxford dictionary as bringing up young people, giving intellectual and moral training to, providing schooling for, and training. UNICEF defines basic education as "*a combination of indispensable competencies, knowledge, skills, and attitudes that serves as the*

foundation of any individual's lifelong learning" (Pigozzi, 1999, p. 3). The key competencies include reading, writing, and numeracy and the knowledge should be both theoretical and practical. The content of basic education can vary according to particular contexts, but it must provide learners with the ability to use the knowledge easily and effectively. Basic education also include survival and life skills, as well as attitudes as defined by UNICEF : Survival skills are those that are basic to survival, such as finding food and seeking protection. Life skills enable an individual to have access to a better life. These might include skills for work, problem-solving skills, communication, analysis, and logic. Finally, attitudes that children learn in school are described as feelings about or positions towards certain aspects of life, including self-esteem, tolerance, cooperation, and civic responsibility.

Coombs and Ahmed's definition of education (Coombs and Ahmed, 1974, p. 8) is differentiating formal, informal and non-formal education as follows :

- *Formal education is the institutionalized, chronologically graded, and hierarchically structured educational system, spanning lower primary school and the upper reaches of the university.*
- *Informal education is the lifelong process by which every person acquires and accumulates knowledge, skills, attitudes, and insights from daily experiences and exposure to the environment.*
- *Non-formal education is any organized, systematic, educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups of the population, adults as well as children.*

This distinction between formal, informal and non-formal education is important, and will make sense in the conceptualization of "education in emergencies" programmes, that will be studied later.

Finally, a good quality education is defined by Save the Children as "*relevant to children's needs and country contexts (...); appropriate to their developmental level, abilities, language and potential developmental opportunities*"; participatory, flexible, inclusive and protective (Save the Children, 2010). As well as teaching literacy and numeracy skills, a good quality education enables children to develop cognitively, socially and emotionally. It equips them with the skills to think critically and become active citizens.

B) The conceptualization of "Education in Emergencies"

The term "emergency education" or "education in emergencies" is used by international actors to refer to education in situations where children lack access to their national

and community educational systems, due to complex emergencies or natural disasters. It is a generic term, that can apply in various situations, from extreme emergencies to durable and protracted crises, population displacements as well as immediate and long-term recovery and reconstruction interventions. Sinclair defines “emergency programmes” as “all programmes for refugees and displaced or conflict-affected populations, as well as disaster victims” (Sinclair, 2002, p. 22). These programmes are instruments that:

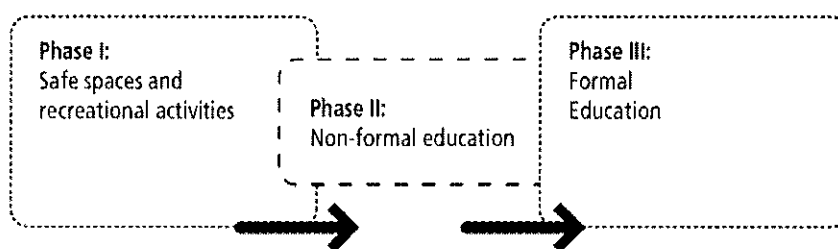
- guarantee access to and the right to education even under the conditions of complex emergencies and crises;
- take into consideration the special psychosocial needs (ie. Protection) of children, young people and adults in emergencies;
- and fulfil through education the prerequisites for societal reconstruction and reconciliation.

Sinclair also states that “education in emergencies” may be further broken down into different categories, adapting to the context in which it takes place: education for refugees, education for internally displaced persons (IDPs), etc. Almost all UNHCR education assistance to children who have been forced to flee their homes, or have been repatriated, is considered as “emergency education”. For UNESCO, an “educational emergency” is defined as a “crisis situation created by conflicts or disasters which have destabilized, disorganized or destroyed the education system, and which require an integrated process of crisis and post-crisis response”. For UNICEF, “emergencies include natural disasters such as floods and earthquakes, and human-made crises such as civil strife and war” as well as silent emergencies such as HIV/AIDS, extreme poverty and children living in the streets, all of these emergency situations having a adverse impact on education (Pigozzi, 1999, p. 1). For UNICEF, any emergency education programme must be a development programme, and shall always be children-centered.

According to Carl Triplehorn, in an acute emergency, one of the priorities and the first spontaneous response from the communities affected by the crisis, even before water, food and shelter are secured, is to begin to provide informal education and restore non-formal education systems for their children. The role of emergency education programmes is therefore to support the spontaneous initiatives from the parents and caregivers that may lack the technical capacities and the material resources to instruct children on key survival issues, such as landmine awareness, HIV/AIDS, basic health and hygiene promotion, peace and tolerance education, and bring them back to a sense of normalcy (Triplehorn, 2001, p. 3). In emergency situations, education activities have a primary focus on protection, providing children with survival messages, life skills, psychosocial support, and a necessary stability to children under distress. The NGOs and the

relevant UN agencies will intervene where the government and the communities do not have the necessary capacities to sustain educational efforts.

There are different interpretations of the concept of « emergency education », from an intervention during the first few weeks and months after a major crisis to a longer-term programme. Save the Children, with UNICEF and UNHCR, has developed a comprehensive three-phase framework for the implementation of education programmes in emergencies (Triplehorn, 2001, p. 14). This framework follows the progression that crisis-affected communities will initiate naturally for the education of their own children.



The graphic presented by Carl Triplehorn presents three phases, describing three distinct types of interventions for education programmes in emergencies. The progression from less formal to more formal education is clearly illustrated, though the position of the second phase shows there is some overlaps in the process. The initial emergency response is aiming to rapidly reach out children in the affected communities through « safe spaces » for children and adolescents, to provide them with educational and recreational activities. The second phase in the response is adding to the initial games and activities some non-formal educational activities, such as literacy, numeracy and survival training. These classes do not conform to a specific curriculum² and adapt to the context (ie. the teaching language, and subjects related to the specific situation). For Herschbach, Hays and Evans, specialized non-formal education projects are important because they can « target specific development problems or groups » and « provide a relatively rapid and flexible response » (1992, p. 55) .The last phase corresponds to the re-establishment of formal education, based on a curriculum and through trainings of teachers. This final phase is aiming to enable all children to continue and complete their education, and to benefit from quality education.

² A curriculum is the outline of the programme of learning that students and teachers follow in order to develop knowledge and a set of skills. By outlining what students must learn, a curriculum provides a guide for teachers to plan the activities for an academic year and prepare individual lessons.

III. The difficulty to raise education as a life-saving intervention

Despite the increased recognition of the importance of education in emergencies, funding for such programmes are still well below what is needed. Education is often not supported in quick onset emergencies as it is not perceived as a life-saving intervention such as nutrition or health. And the patterns of funding are hard to change.

Funding for education in humanitarian emergencies has improved in real terms and reached a high of US\$359M in 2010. However, in UNOCHA's 2011 Consolidated Humanitarian Appeal, covering emergency humanitarian appeals for nineteen countries³, education represented 4.7% of emergency needs, yet it received only 3.2% of the funding available. Only 40% of the education funding requirements were covered, compared to a 59% coverage for the total funding requirements in 2010 (UNOCHA, 2010, p. 20).

The table below shows the relative coverage by sector of the revised 2011+ Kenya Emergency Humanitarian Response Plan as of 3 August 2011.

Sector Requirements	Requirements (USD)	Requirements (%)	Funding available (USD)	% covered
Agriculture and livestock	33 153 036	4,5%	8 118 947	24,5%
Cluster not yet specified	0	0,0%	13 749 062	N/A
Coordination	2 435 530	0,3%	1 908 477	78,4%
Early Recovery	8 333 512	1,1%	3 473 754	41,7%
Education	3 199 360	0,4%	518 939	16,2%
Food Aid	217 729 907	29,4%	209 956 583	96,4%
Health	16 696 699	2,3%	2 897 770	17,4%
Multi-sector assistance for refugees	367 547 406	49,6%	216 532 741	58,9%
Nutrition	65 342 919	8,8%	25 372 368	38,8%
Protection	9 174 951	1,2%	632 193	6,9%
Water, Sanitation and Hygiene	17 436 680	2,4%	6 209 408	35,6%
Grand Total	741 050 000	100,0%	489 370 242	66,0%

Table 1. Revised 2011+ Kenya Emergency Humanitarian Response Plan. Source : OCHA Financing Tracking System, 12 September 2011.

³ The countries and regions participating in the consolidated and flash appeals in 2010 were : Afghanistan, Burkina Faso, Central African Republic, Chad, Democratic Republic of the Congo, Guatemala, Haiti, Kenya, Kyrgyzstan, Mongolia, Nepal, Pakistan, Republic of Congo, Somalia, Sri Lanka, Sudan, West Africa, Yemen and Zimbabwe.

This recent example is striking to illustrate the relatively low requirements of education in emergencies, compared to other sectors. Besides coordination, education is the sector with the lowest funding requirements (only 0.4% of the total funding requirements), and with the least total amount of funding available, representing only 0.15% of the total funding received. Yet, it has to be noted that in the case of Kenya in 2011, the multi-sector assistance for refugees funding also include one UNICEF project for supporting education in Dadaab refugee camps. According to the Financial Tracking System of UNOCHA⁴, this project has received 481,489USD as of 12 September 2011 against the 3,030,000USD required, representing a 16% coverage. Therefore, education represents 0.20% of the total funding received for the emergency response as of 12 September 2011.

Another problem regarding education funding in emergencies is with regards to the longer term recovery and re-establishment of a formal system of education. In countries affected by emergencies and conflicts, the volatile short-term donor investments and reliance on humanitarian aid can hamper education progress (Save the Children, *Making it Happen*, 2011, p. 6). Governments have to be able to plan education knowing what resources will be available. For this to happen, it will need donors to make long-term commitments to give the governments the change to plan and budget effectively to expand education access and quality through long-term reforms.

⁴ <http://fts.unocha.org/pageloader.aspx?page=emerg-emergencyDetails&appealID=917> : List of appeal projects (grouped by clusters), with funding status of each, consulted on Monday 12 September.

Chapter Two. International framework

The field of education in emergencies can be comprehended through the international legal and policy framework. States have signed a number of conventions and international law documents recognizing the right to education even during emergencies (I), and a series of actors such as the States, the UN agencies and various NGOs are acting for the promotion and enforcement of this right (II).

I. The right to Education in all situations

All individuals have a right to education. This right has been developed under numerous international law documents, recognizing that individuals do not forfeit their right to education during emergencies and humanitarian crises.

A) Education as a right

Numerous international law documents emphasize the rights of the child and especially the right to education for all, even in situations of crisis, conflict or catastrophe. The first document to affirm the existence of rights specific to children and the responsibility of adults and the society towards children is the *Geneva Declaration on the Rights of the Child*, drafted in 1923 by Save the Children founder Eglantyne Jebb, and endorsed by the League of Nations in 1924. The right to education ranks among the fundamental human rights laid down in Article 26 of the *Universal Declaration of Human Rights* from 1948:

Article 26

- *Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.*
- *Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or*

religious groups, and shall further the activities of the United Nations for the maintenance of peace.

- *Parents have a prior right to choose the kind of education that shall be given to their children.*

Following the *Universal Declaration of Human Rights*, the United Nations General Assembly adopted in 1959 the *Declaration of the Rights of the Child*, document describing ten fundamental principles of children's rights. The right to education is described under principle 7, underlying again the right for the child to receive free and compulsory education, "at least in the elementary stages". This education will "promote his general culture and enable him, on a basis of equal opportunity, to develop his abilities, his individual judgement, and his sense of moral and social responsibility, and to become a useful member of society". The right to education is further specified in Article 13 and Article 14 of the *Pact on Economic, Social and Cultural Rights* from 1966. Finally, the *1951 Convention Relating to the Status of Refugees* lays down in its Article 22 the human right to education for refugee children in concrete terms and obliges the contracting states accepting refugees to grant refugee children the same opportunities in public elementary education that are accorded to nationals of these countries.

B) Education and Child Protection under the Convention of the Rights of the Child

Under the UN Convention on the Rights of the Child (CRC) from 1989, children have inalienable rights in all circumstances. Education is one of these rights: it is universal and inalienable, and does not disappear or get suspended because of disasters and emergencies. The Convention has been ratified by every country in the world except the USA and Somalia. It is unanimously regarded as the most comprehensive children's rights document. One specificity of this convention is that it documents the special protection needs of children (as defined in the convention as any person who has not yet reached the age of eighteen) in emergencies in a differentiated manner, emphasizing the point that a child is "a vulnerable human being that requires protection and assistance". Among other things the convention obliges all the contractual states to allow all children living in their territories, including refugee children and internally displaced persons (IDPs), access to education without any form of discrimination.

For the area of child protection and education in emergencies, the following provisions of the CRC are relevant, above all: Article 28 assures the child's right to education, specifying that primary education is compulsory and available free to all. Signatories are obliged to "take measures to encourage regular attendance at schools and reduction of drop-out rates". Article 29

states that the education of the child shall be directed to the “respect for human rights and fundamental freedoms” and “the preparation of the child for responsible life in a free society in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin”.

In this Convention, diverse dimensions of the protection of the psychological, physical and cognitive development of children are detailed : Article 19 concerning measures to protect children against all forms of physical or mental violence, injury or abuse; Article 22 concerning the rights of refugee children; Article 23 about the rights of children with disabilities; Article 30 about the rights of minorities; Article 32 recognizing the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education; Article 34 about the responsibility of States Parties to protection against sexual abuse and exploitation; Article 37 about the treatment of children by the justice system; Article 38 concerning children in armed conflict; and Article 39 concerning the recovery and reintegration of child victims of armed conflicts.

According to Nicolai and Triplehorn (2003, p. 10), the contribution which education can and must make to safeguarding the protection needs of children as expressly laid down in the CRC can be sub-divided into the areas “physical protection” (including: providing a safe place to play and learn, improving the health and nutrition situation), “psychosocial protection” (including: reinforcing the identity, providing a forum for cultural expression) and “cognitive protection” (including: learning vital survival techniques).

Another interesting contribution of the CRC regarding the perception of child rights, is the recognition of the child as an individual “who is able to form and express opinions, to participate in decision-making processes and influence solutions, to intervene as a partner in the process of social change and in the building of democracy”. As a result, children, who constitute a large part of the affected population in disasters or humanitarian crises, have a part to play in the recovery of their communities, and in the preparedness for future risks.

C) Education and child protection in emergencies

Despite the leap forward that the CRC represented in terms of recognition of the link between education and child protection, it was only during the 1990s, consequently to various virulent humanitarian crises in the world, that the international agenda raised awareness on the specific protection and education needs of children in complex emergencies (Seitz, 2004). The education in emergencies programmes within the framework of humanitarian assistance and child protection is therefore a relatively recent concept.

It is recognized that for children whose lives are affected by violence, displacement and the general disruption of normal life, education plays an important role in providing protection. According to the Minimum Standards for Education in Emergencies (INEE, 2004), education in emergencies, and during chronic crises and early reconstruction efforts, is not only a right but a necessity that can be both life-saving and life-sustaining, providing the children with physical, psychosocial and cognitive protection. Protection, defined in the INEE as “freedom from all forms of abuse, exploitation, neglect and violence, including bullying; sexual exploitation; violence from peers, teachers or other educational personnel”, may also be psychosocial protection in the form of interaction with peers and trusted adults with opportunities to be creative and to share concerns and ideas in different ways (Nicolai and Triplehorn, 2003). This protection may be in the form of physical protection in a safe learning space away from dangers of the surrounding areas : this is expressed in the third commitment for the education strategic result in the Core Commitment for Children (CCCs) in Humanitarian Action « Safe and secure learning environments that promote the protection and well-being of students are established » (UNICEF, 2010, p. 36). The CCCs constitute a global framework guided by international human rights law and in particular the CRC, developed by UNICEF in collaboration with its partners, for protecting the rights of children affected by humanitarian crisis.

During a conflict, international humanitarian law has a particular importance. The Geneva Conventions make specific reference to protections related to education at times of war. These include provisions that: Parties to a conflict ensure that children under fifteen, orphaned or separated from their families are provided with appropriate education; Occupying powers should facilitate the maintenance of education; Education should be provided for interned children and young people; and Education should be provided for children throughout non-international conflicts.

D) The “Dakar Framework for Action”

In April 2000, more than 1,100 participants from 164 countries to the World Education Forum in Dakar, Senegal, adopted the *Dakar Framework for Action, Education for All: Meeting Our Collective Commitments* (UNESCO, 2000). This document reaffirms the goal of education for all as previously endorsed at the Jomtien World Conference on Education for All (Thailand, 1990), and commits governments to achieving quality primary education for all by 2015. A particular emphasis is made on girls education and children in difficult circumstances, and the international community is summoned to pay particular attention to the education in situations of crisis and emergency.

Six Education For All goals were identified:

- *Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;*
- *Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory education of good quality;*
- *Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes;*
- *Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;*
- *Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;*
- *Improving all aspects of the quality of education, and ensuring their excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.*

The Dakar Framework identifies twelve strategies that are likely to contribute to the achievement of Education for All. One of these is to “meet the needs of education systems affected by conflict, natural calamities and instability and conduct educational programmes in ways that promote mutual understanding, peace and tolerance, and that help to prevent violence and conflict” (Paragraph 8). Furthermore, it is pointed out that “countries in conflict or undergoing reconstruction should be given special attention in building up their education system” (Paragraph 14) and that “education has a key role to play in preventing conflict in the future and building lasting peace and stability” (Paragraph 28).

E) Education, an enabling right

The importance of education as an “enabling right” is emphasized by the fact that most human rights instruments place obligations on the signatories to make beneficiaries aware of their rights. In recent years, education has progressively been recognized as an key tool for human development and for the elimination of poverty. Relaying knowledge, skills and values to the children, youth and through them reaching out the whole community, education is directly fuelling personal, social and economic development of communities, leaning towards sustainable development. Since the 1990 World Conference on Education For All (EFA) held in Jomtien, Thailand, an international consensus on the importance of education in eliminating poverty has been emerging and the 1990s have seen greater appreciation of the inter-relationship between

economic and social development. The importance of education in the elimination of global poverty is reflected in the Millennium Development Goal (MDG) 2: The achievement of Universal Primary Education by 2015; and the MDG 3: Eliminate gender disparity in primary and secondary education by 2005. Without an education, communities are less likely to achieve their other development goals. Therefore, ensuring a minimum level of quality, access and accountability for education in situations of crisis must be a priority humanitarian response. Moreover, education can also serve as a mechanism for contributing to the prevention of emergencies, and fostering a peaceful society. Therefore, a good quality education is crucial to build children's and communities' resilience and reduce their vulnerability to disasters.

II. Education in Emergencies: Main actors

Regarding the issue of education and child protection in emergencies, the main actors are the governments, the UN agencies such as UNICEF, UNESCO and UNHCR, and NGOs. All these organizations are part of a global network on education in emergencies: the INEE.

A) The central responsibility of Governments

According to international human rights law, the central responsibility and duty for protecting human rights and fundamental freedoms rests with the Governments. This responsibility is described in the *Declaration on the Right and Responsibility of Individuals, Groups and Organs of Society to Promote and Protect Universally Recognized Human Rights and Fundamental Freedoms*, adopted by the General Assembly of the United Nations in March 1999 :

Article 2

- 1. Each State has a prime responsibility and duty to protect, promote and implement all human rights and fundamental freedoms, inter alia, by adopting such steps as may be necessary to create all conditions necessary in the social, economic, political and other fields, as well as the legal guarantees required to ensure that all persons under its jurisdiction, individually and in association with others, are able to enjoy all those rights and freedoms in practice.*
- 2. Each State shall adopt such legislative, administrative and other steps as may be necessary to ensure that the rights and freedoms referred to in the present Declaration are effectively guaranteed.*

In recent decades, most states have become parties to the major human rights treaties and conventions, assuming through their ratifications the responsibility to respect, protect and fulfil the

rights of these treaties and conventions. The respect of the rights means that the States cannot take any action or impose any measure that is contrary to the rights guaranteed by the treaty. The protection of the rights means that the States must take positive action, through adequate legislation and democratic institutions, to ensure that no individual is denied his or her human rights. When States ratify a human rights instrument, they have to take « all appropriate steps » to ensure that these rights are realized through effective implementation at the State level.

The right to quality education for all children, including nationals and refugees, is therefore the responsibility of the State. The State must ensure its respect and effective implementation at the national level. The Government is responsible for the effectiveness of the whole educational system, including the presence of schools in all parts of the countries to reach out children everywhere, the good condition of the infrastructure, the teachers' trainings and incentives, and the availability of teaching and learning materials as required.

In the event of a major humanitarian crisis, disrupting the national institutions and destroying the educational system, the Governments might not have the technical nor financial capacity to fulfil the right to education and sustain an educational system to reach out all children. In that case, the Governments will require international assistance, which may come through the United Nations, or through NGOs. In case humanitarian assistance is required, other governments will also have a crucial part to play as international donors.

B) United Nations agencies

The United Nations Educational, Scientific and Cultural Organization (UNESCO) is a specialized UN agency, directly mandated to promote international collaboration through education, science and culture. UNESCO is providing international leadership in overseeing education globally, and is monitoring the Education For All progress in achieving targets and goals. Though underfunded, UNESCO is also a useful resource for sharing information and good practices, through handbooks, learning materials and educational reports and surveys developed around the world⁵.

The United Nations Children's Fund (UNICEF) is mandated by the United Nations General Assembly to advocate for the protection of children's rights, to help meet their basic needs and to expand their opportunities to reach their full potential. UNICEF upholds the Convention on the Rights of the Child, works for the MDGs and work to assure equality for those who are discriminated against, girls and women in particular. UNICEF has developed a framework for

⁵ See www.unesco.org for more details on the organization.

guiding humanitarian action for children, the *Core Commitments for Children in Humanitarian Action*. In the event of an emergency, UNICEF supports the Governments with the procurement of tents to rapidly set up safe spaces for recreational and educational activities, as well « schools in a box », composed of teaching and learning materials. UNICEF also supports the trainings of teachers, to ensure quality education.⁶

UNHCR, the UN's refugee agency, is mandated to assist refugees and internally displaced persons (IDPs) and support one of the three « durable solutions »: repatriation, resettlement or integration. Its primary purpose is to support the rights and well being of refugees, including the rights to protection and education. UNHCR oversees the management of the camps and the coordination of activities within the camps. The agency usually support primary education in the camps, and has also limited programme funds available for secondary and tertiary education.⁷

C) NGOs

A number of international non governmental organizations (NGOs) are supporting education in emergencies programmes. Save the Children has been doing extensive research, advocacy and programmes for education and child protection in emergencies. Its basic objectives are to ensure the survival of the most vulnerable children and women, assure protection against violence and exploitation, and support the rehabilitation and recovery of children, families and communities. Save the Children has published extensive work on the subject, with numerous case studies, field guides, and documentation of good practices. The NGO International Rescue Committee (IRC) has been working to provide protection for refugees during emergencies, through formal and non-formal education for children, psychosocial care and protection, life skills recreational and cultural activities, economic development for youth. The international NGO CARE also has an education in emergencies programmes. These NGOs, and many more, have an important role in advocacy, for raising awareness and donors commitments. Numerous publications one can find about education in emergencies are from NGOs, documenting good practices and providing a wide range of recommendations for donors, governments, and organizations working in this field.

⁶See www.unicef.org for more details on the organization.

⁷See www.unhcr.org for more details on the organization.

D) The Inter-Agency Network for Education in Emergencies (INEE)

Most of the actors previously listed are part of the Inter-Agency Network for Education in Emergencies (INEE), an open global network of more than 5,700 representatives from NGOs, UN agencies, donor agencies, governments, academic institutions, schools and affected populations working together to ensure all persons the right to quality and safe education in emergencies and post-crisis recovery. INEE was conceived in 2000 during the World Education Forum's Strategy Session on Education in Emergencies in Dakar during which the idea was proposed to develop a process that would improve inter-agency communication and collaboration within the context of education in emergencies. Supported by a core secretariat staff based in the offices of UNICEF and the IRC and in UNESCO, INEE was built as a flexible and responsive mechanism which brings organizations and individuals together to facilitate collaboration, share experiences and resources, establish standards for the field, and engage in advocacy regarding the right to education.

The INEE developed a set of Minimum standards for education in emergencies, and a series of training and promotional materials and translations, as well as hundreds of practical field-friendly tools, guidelines, checklists, case studies and good practices linked to specific Minimum Standards. INEE is also working on global coordination through the Education cluster, and is enhancing institutional coordination, policy dialogue and advocacy⁸.

⁸See <http://www.ineesite.org/> for more information on INEE.

Chapter Three. Education, protecting children and sustaining lives in emergencies? Theoretical background.

Education in emergencies is crucial for the protection and survival for children: it sustains life by offering physical safe space for learning, as well as the ability for providing support to and screening those affected, particularly children and adolescents. It can save lives by protecting against exploitation and harm, including abduction, child soldiering and sexual and gender-based violence (I). Education provides the knowledge and skills to survive in a crisis and to empower the children through the dissemination of lifesaving information about basic safety, HIV/AIDS prevention, children's rights and peace education (II). Lastly, education mitigates the psychosocial impact of conflict and disasters by giving a sense of normalcy, stability, structure and hope for the future during a time of crisis (III).

I. A safe and protective space

A) Physical protection: A safe environment

According to the Minimum Standards for Education in Emergencies, the emotional, physical and social well-being of the child depends on : security, safety and protection; health; and happiness and warmth in the relations between education providers and learners, and among learners. From the earliest age, children's development and learning are supported by their interactions with caring people in safe, secure and nurturing environments. Schools in general, and especially during complex emergencies, should be safe places for all children. School, as a secure learning environment in emergencies, provides protection from threat, danger, injury or loss. Ideally, and according to humanitarian law and recommendations from NGOs, UN agencies and many others, children in school should be in a safe haven, protected from an outside hostile environment.

According to Carl Triplehorn (2010, Box 2.1 p. 6), education in emergency can help to:

- Protect children from physical harm
- Prevent military recruitment
- Prevent gender-based and sexual violence

- Prevent separation of children from their families
- Provide a safe space for young people, especially adolescents and young children
- Identify and combat labor practices that harm children
- And prevent alcohol and drug abuse

School as a safe environment should also be free from physical or psychosocial harm. Children should feel safe in school. In emergencies, children may become at-risk for exploitation or abuse, especially the worst forms of child labour, or recruitment into armed forces, if education programmes are not rapidly established and consistently supported. Teachers have the responsibility to ensure the protection from children from any outside threats. One important component of education in emergencies to ensure the children's safety is the education about land mines and the dangers of unexploded devices (mine awareness programmes. Education in emergencies should therefore provide a safe space for both girls and boys to learn effectively, and to develop physically, mentally and emotionally. Moreover, schools in emergencies are a safe place because their infrastructure provides children with water facilities, clean water, and in some cases school feeding programmes and health services.

While the protective factors associated with education are well documented, significant challenges exist to ensure the consistency of protection within education programmes in terms of creating safe learning environments, involving communities in the education of their children. Obviously, school as a safe and secure environment in emergencies is a model to reach, though it cannot always be manageable in an insecure and changing environment. The presence of militias in a conflict, or the absence of adequate mechanisms to ensure protection in the school neighbourhoods can seriously hamper the security for children in schools and on their way to school. That is also why education in emergencies should be a priority, for ensuring the protection and well being of children, and should adapt to the situation.

B) Psychosocial protection and identification of specific protection needs

After a disaster or a conflict, children face post-traumatic stress disorders (commonly referred as PTSD) and are likely to need psychosocial support and protection. Impacts of such traumatic experiences on children include withdrawal from social contact and from recreational activities, mistrust and defiance, sadness and guilt, aggression, sleeping difficulties, nightmares and bedwetting, psychosomatic disorders, flashbacks, and inability to concentrate in school (Zutt, 1994, pp. 37–40; Tefferi, 1999, p. 17). One of the strongest reasons for supporting organized

activities such as education early in an emergency situation are to lessen the psychosocial impact of trauma and displacement on children and to protect at-risk groups. According to Carl Triplehorn, schools can mitigate the psychosocial impact of conflict and emergencies in many ways, including in “re-establishing children’s positive identity as students; enhancing children’s understanding of events they have lived or are living through; providing daily structure, purpose, and meaning; providing avenues to express feelings and restoring playfulness” (2001, Box 2.1., p. 6). The NGO Save the Children underlines similarly that the simple habit of going to school and working with caring adults in a supportive and tolerant environment can help children affected by emergencies to recover from trauma (Save the Children, 2008, p. 12). Besides family and the community in which children live, school may be the only safe environment where children have social contact with others on a daily basis.

Regarding the refugee children, *UNHCR Guidelines on Protection and Care* emphasizes that “refugee children’s well being is as important as their physical health”. These guidelines note that children have a unique psychological characteristic: their personalities are being formed and their coping skills developed almost daily. The disruption and insecurity inherent in refugee situations can harm children’s physical, intellectual, psychological, cultural and social development. And this disruption can lay the foundations for another generation to engage in revenge, conflict and displacement (UNHCR, 1994, pp. 38–39).

Education in emergencies is to be developed through activities that will ensure the learners’ well being, their sound development, positive social interactions and good health. Children are encouraged to participate in class, and the knowledge and skills they acquire help them feel less helpless and can contribute to their own well-being. Bringing together children and adolescents for structured activities has a protection role, in immediate emergency response and later on. The presence of caring adults that are the teachers and head teachers in school is participating to a safe and friendly environment where children feel comfortable, and is promoting their well being. Apart from revealing that some children have severe physical or mental health problems that need specialist attention, bringing all young persons into these activities may reveal children subject to abuse and exploitation. The teachers should be able to identify child protection issues when they arise, and deal with these issues either by counselling children and interacting with their families, or by referring children to appropriate services if available, when necessary. Moreover, education provides young people with a constructive alternative, avoiding them to join armed forces or militias, especially if they don’t have access to any employment opportunities. Finally, teachers provide a positive role model in periods of instability.

II. Empowering children and the community

A) For more resilient communities: Education and Disaster Risk

Reduction

Disaster risk is commonly defined as the potential loss expressed in lives, health status, livelihoods, assets and services, which could occur to a particular community due to the impact of a natural hazard (ISDR, 2009). Disasters can have a tremendous impact on education, and therefore are impeding the achievement of the Millennium Development Goal of achieving universal access to primary education by 2015. Ensuring a minimum level of quality, access and accountability for education in situations of crisis must be a priority humanitarian response. Moreover, it is imperative to build children's and communities' resilience and reduce their vulnerability to disasters. According to UNICEF Final Programme Guidance, "UNICEF has an obligation to address disaster risk as it impedes progress towards the MDGs and the realization of child rights". Disaster Risk Reduction (DRR) is a systematic approach to identifying, assessing and reducing disaster risk. It aims to reduce socio-economic vulnerabilities to disaster in order to prevent or mitigate the adverse impacts of natural hazards and to facilitate sustainable development.

There are two components of DRR in education: the first one is linked with the impact of emergencies on education, and the risk reduction concerns the continuity of education even in a situation of an emergency. The second one concerns education as a vector for DRR messages and diffusion of knowledge, to children themselves and through them the community, for building awareness about disaster preparedness and mitigation and for implementing a variety of activities that can minimize the future negative impacts of disasters. In that sense, education programmes in emergencies represent both an obligation to minimize the impact of the disasters on children's education, and a tremendous opportunity to reach out children, and through them the communities, with life-saving messages and capacity building around preparedness and response to an emergency. In that perspective, educated children are seen as agents of change for their own well-being and the development of their communities (Plan International, 2010). Education provides children with skills and knowledge that will allow them to work towards making their lives safer and their communities more resilient to disasters. Moreover, it is well documented that children are effective risk communicators, and have the ability to change both the perception of risks and the behaviours in their communities (Plan, 2010; UNDP, 2011).

B) Hygiene promotion, health and nutrition good practices

In early emergency, refugee camps are dangerous places. Outbreaks of cholera and other diseases can easily happen, related to the promiscuity in the camps, the high risk of water contamination, and a low awareness regarding basic hygiene and health practices. In many places during and after a conflict or an emergency, sexual activities including rape can lead to HIV/AIDS. The rapid organization of school-like activities for children and adolescents, working with community volunteers, can provide an excellent channel for conveying survival messages on these matters.

In most school curricula, the science and social studies provide a variety of lessons including messages on health, nutrition and hygiene. The education in emergencies programmes will generally provide the unique opportunity to reach all children with prevention and life-saving messages, usually referred as “survival skills”, during crises. Nutrition promotion goes usually through the promotion of a balanced diet, and referral to adequate services if needed. The teachers, and/or community workers as relevant, have the responsibility to promote good practices of hygiene and sanitation, for example hand washing and the use of latrines, to avoid the outbreak of water-related diseases such as cholera and acute diarrhoeas. When relevant, children learn about malaria, and how to protect from mosquitoes’ bites, sleeping under a mosquito net and wearing long sleeves. The effects of drugs and alcohol might also be taught in school, to promote a healthy behaviour and discourage children from drug abuse. In health, children in school learn about the different diseases, including sexual transmitted diseases such as HIV/AIDS, their effects, and how to protect themselves against these diseases. Education is all the more crucial in raising awareness about HIV/AIDS in an emergency setting where cases of sexual abuses are frequent. Children should learn about the existence of health services they can refer to if needed (for example, prevention of mother-to-child transmission). Moreover, raising awareness in schools and in the communities is also a way to break the taboo about such diseases, and to promote tolerance. Moreover, it is well understood that an educated person will be more conscious about his/ her health status; will be less likely to contract HIV/AIDS and other diseases. Another example is that literate mothers will be able to read the instructions on the drugs they give to their children, and will be more confident in asking questions.

One point that is important to stress about education in emergencies is that parents and the community members have trust in schools where they send their children. And children understand the importance of what they learn in school. Therefore, children will be likely to share with their families and communities the life-saving messages they assimilated in schools. These

empowered children will be agents of change in their own community, participating in the promotion of good practices in health, hygiene and nutrition.

C) Learning to live together: Peace education and children's rights

UNESCO used the expression “learning to live together” and also the “education for universal values”, referring to behavioural norms accepted “universally” by the international community through nations’ adherence to various international declarations and conventions. Education in emergencies will target specific educational objectives, such as the “practical application of cognitive and inter-personal skills to effective and considerate communication; perception that is self-aware and not prejudiced; analysis of the consequences of one’s actions; co-operative problem- solving; negotiation and mediation; in the context of empathy, active and responsible citizenship, peace, human dignity and well-being” (UNESCO, 2004, p. 21).

School is an important place for children to raise their awareness about their own rights, as human beings, as children, and when relevant as refugees, minorities, or children with disabilities. These rights include the right to education, the right to well-being and protection against all sorts of abuse, the right to freedom of speech and expression, the right to equality and non-discrimination and many others. Children in school should learn and understand that even in an emergency situation, when all their lives are disrupted, their rights cannot be denied and must be protected. According to Lynn Davies, child rights and human rights can form a common basis of values, and enable critical reflection on culture, on what is acceptable and what *not* to tolerate in the name of cultural traditions (2009, p. 4). Discussing competing rights can also be a way to foster critical thinking and resolution of dilemmas. Schools need to be places where children can express their thoughts without fear of intimidation or punishment. School should be a place where children are encouraged to participate and question, with respect to others and to different ways of thinking and beliefs. Fostering children's knowledge about their rights and fundamental freedoms, education in emergencies provides children with evaluative skills that will help them to analyse disparate sources of information and encourage critical thinking. Educated children are more likely to express their own opinions and take action on chosen issues, including issues regarding their own health, protection and well-being. Educated girls are provided with the ability to reason and resist negative cultural practices such as sexual and gender based violence (SGBV), including female genital mutilation (FGM), or early marriages. Moreover, the act of attending school brings awareness of the wider world and of personal rights, such as the equal right of girls to attend schools and the new roles and lifestyles for women modelled by female teachers (Save the Children, 2008). The access to information, the ability to think through the consequences of

choices, and basic literacy and numeracy skills that children acquire through quality education are all ways to raise confidence and self-esteem, as well as to attain a degree of intellectual independence.

Education also plays a key part in the development of national identity and the recognition of values. Therefore, it can be both a threat to peace and a vector of peace. Schools can as well contribute in conflict prevention and peace building as it can contribute to reproduce the inequalities of a society, intensify societal tensions, and support an ideology of conflict. Much has been written on the ‘two faces’ of education in conflict – that education can contribute to conflict as well as contribute to peace (Bush and Saltarelli, Davies, 2004, Smith and Vaux 2003). Conflict-affected people, including refugees and IDPs, are much likely to be traumatized by their experiences and their forced displacement. In such conditions, they need help in discussing the situation they are in, and in identifying constructive ways to learn to live together and build a better future. Conflict resolution skills, and reconciliation between parties to conflicts should also be supported, adapted to the context. This kind of initiatives reflect activities that promote the knowledge, skills and attitudes that allow people of all ages and skills levels to develop the behavioural changes that prevent the occurrence of conflict, resolve conflict peacefully or create conditions conducive to peace. Education for peace has been conceptualized by Lynn Davies (2005), who emphasizes the importance of teaching peace and conflict, to ensure that education is no longer contributing to conflict but rather promoting peaceful relations. The typology developed by Davies describes a continuous movement with ten steps, some contributing to the negative conflict and some others contributing to the positive conflict⁹. The positive side shows what should be part of a peace education curriculum. “Interruptive democracy” is a term defined by Davies in *Education and Conflict* (2004) as “the process by which people are enabled to intervene in practices which continue injustice” (p. 212). Through deliberation and dialogue, as well as creativity, play and humour, it is working for challenging the existing situation, finding spaces for dissent, resilience and action. Conflict resolution is also part of this typology, as well as teaching humanitarian and human rights law, as a very important tool for communities to be aware of the possible violations committed by governments or non-state entities. Projects promoting dialogue, meetings should be developed to bring communities back together. Teaching about various conflicts in the world, and in the region, is as crucial for the children and the communities to learn how to question aggressive behaviours.

The investment in education in fragile or post-conflicts states is an essential condition for the establishment of a lasting and sustainable peace. Peace education does not « produce » peace,

⁹ See the typology in Annex 2.

and it is hard to monitor the actual effects of such an intervention, though it is an enabling factor. It is important to underline though that education cannot suffice alone, and must come along with larger efforts in the social, economic and political fields.

III. Back to normalcy: From the aid concept to a development approach

A) Restoring hope and positive energy

Education prepares individuals for the future. During emergencies, it plays a unique role in helping children, families and communities going back to normalcy, feeling hopeful again, and finding a way towards peaceful relations and prosperity. UNHCR demonstrates in a study on refugee education in developing countries that education restores an element of hope, as “it is forward-looking and constructive, as contrasted to talk of revenge, joining militias or participating in other harmful activities” (UNHCR, 2001). Other destructive behaviours that education can help in combating are for example drug abuses and child labour, by providing more hope and opportunities for children. Through education, the ability of refugees and communities affected by an emergency are increased, allowing them to access services and enhance their capacity for self-reliance. Education is vital to support the long-term well-being of children. For the youth, the knowledge and skills that education provides is crucial to equip them for future employment and to help them find positive ways to make contributions to their community. In situations where secondary and tertiary education is not easily accessible, technical and vocational education is all the more important to give hope and a useful occupation to children and young adults in distress. Education will increase the chances for young people to find a qualified job, generate an income and become self-reliant. Parents and the community members will acknowledge the benefits of education and will push their children to school, placing hope on them and ensuring them a better future. Winthrop and Kirk’s study of refugee and IDP students in Sierra Leone, Afghanistan and Ethiopia revealed that the combination of academic and social learning gave the children hope for the future, with the quality and relevance of learning being central. The authors based their argument on studies showing that it is not the number of years children spend in school but rather the level of skill acquisition that matters, underlying long term schooling outcomes (Winthrop and Kirk, 2008). Similarly, the absence of education or vocational trainings would be increasing the youth's despair and frustration, which could trigger harmful and violent behaviours.

UNHCR study on refugee education demonstrates that the re-establishment of the routine of going to school has a beneficial effect on the mental state of adults as well as of children. Displaced communities are normally anxious to reintroduce schooling quickly, as soon as food and shelter are provided. Through the promotion of interpersonal cooperation and understanding on this shared priority, the social cohesion and solidarity in communities affected by emergencies is enhanced. UNHCR states that education also has practical benefits, in that “mothers are able to concentrate on their tasks, such as queuing for food and water, and so on, without having to worry that their young children will get lost in the camp or come to harm” (UNHCR, 2010, p. 9).

The rapid restoration of schooling after an emergency fosters the recognition in the communities of the benefits of schooling, contributing to productivity and economic development, to social stability through engaging young people in sustained constructive activity and to social cohesion. Schooling for girls leads to lower child and maternal mortality rates and increased female participation in economic and political decision-making.

B) Building back better

Education in emergencies provides the unique opportunity to “build back better”. This has two aspects: implementing better education systems and improving the quality of and access to education, to ensure that the conditions which may have contributed to conflict are not reproduced and providing better physical reconstruction and siting of schools which enables greater access and less likelihood of damage in the future.

The first aspect promotes the development of child-friendly schools, to replace authoritarian, violent or segregated schools previously in place. This change will have to go through a change in the school curriculum, suppressing hateful messages, and integrating peace, tolerance, conflict resolution, human rights, and environmental conservation, as previously demonstrated. Emergencies can also provide opportunities to work with communities for a more broad social transformation by creating programmes which allow previously excluded groups, like minority groups, girls, women and disabled children, to access an education. Crises make it possible to reach all community members with the teaching of new skills and values, such as the importance of inclusive education and participation. Education in emergencies provides these windows of opportunity that should be used to promote more equitable educational systems, en route to more peaceful and equitable societies.

The second aspect of building better schools to increase the children and communities' resilience to future disaster risks will focus on safer school construction (ie, hazard-resistant schools, for example resistant to earthquakes), on safer ground (for example, schools carefully

located in areas that are not prone to floods). Fire safety in schools has to be enhanced, with regular drills conducted, and the respect of basic measures of safety. It also includes improvements in availability of clean water and sanitation facilities, the existence of school-feeding programmes, and health facilities in the school neighbourhood, to ensure a healthy start for children. Building back better also means strengthening protection for vulnerable children, including legal mechanisms, and practical actions. For example, the communities can organize patrols to protect children on their way to school, and the schools themselves have to be built as a secure environment, including a fence surrounding the school infrastructure.

IV. Conclusion Part One

Education is a fundamental right for children, and this right does not get suspended in the event of an emergency. Numerous international actors have developed programmes of what is called “education in emergencies”, or “emergency education”, to ensure that children can access a good quality education even in a situation of crisis. Though education in situation of emergencies is an important intervention that can be both live-saving and life-sustaining for children and youth, and that benefits the development of the whole society, it is still under-funded. The literature review in the young research field of education in emergencies highlights several general assumptions on the benefits of education as a child protection tool. For his research paper, these assumptions will be developed under four main hypotheses that will be verified by the following case study on Dadaab refugee camps.

Schools are providing children with physical protection from threat, injury and child protection risks such as child labour, child abuse and exploitation, and sexual and gender based violence. Children feel safe at school, that is a protected environment, where they can learn effectively, and develop physically, mentally and emotionally. These assumptions are summarized under the first hypothesis: “School provides a safe and secure environment for children”.

In school, children are provided with key survival skills, including hygiene and sanitation, health, nutrition, and basic safety and security. Teachers play a key role in ensuring that children are equipped with these skills to live safely. Teachers also play a crucial part in child protection, as they are in a position where they can identify protection cases, and effectively respond, through psychosocial support or referral to relevant services. The second hypothesis analyses these assumptions: “Teachers play a key role in communicating key messages fostering child's safety and protection, as well as identifying, responding and notifying suspected child protection issues”.

The content of education and the fact that children learn in school is very important for children in emergencies, as a good quality education is necessary for them to have a new start in life, to hope for a better future. The third hypothesis expresses this idea: “Quality education ensures retention to school and encourages children to pursue higher education for a better future”.

Finally, through education, children are given the opportunity to learn about their rights and peace education. In that sense, they are prepared to live together in society and they are aware of their rights and risks regarding protection. Moreover, education provides children with skills and knowledge that will allow them to work towards making their lives safer and their communities more resilient to disasters. It gives children hope and the necessary tools to participate in the development of their community. It also contributes to their self-esteem and enhances their critical thinking and self-reliance. This leads to the fourth hypothesis that can be seen as a blanket hypothesis, covering the other issues and hypotheses: “Educated children become more resilient to disasters and more resistant to child protection issues and negative cultural practices”.

PART TWO: Case Study, Dadaab Refugee Camps

The second part of this research paper is an assessment of a field case study, to demonstrate and verify the hypotheses previously developed by the researcher regarding education as a tool for child protection in emergencies. This case study took place in Dadaab refugee camps (Kenya), where the humanitarian situation can be described both as a complex emergency and a protracted crisis. There are a number of child protection concerns in the camps and the situation in the education sector in Dadaab is difficult at the moment, and the provision of services in the sector is far below standards. Currently only around 40% of the children of school going age is attending primary school. A major lift is needed in order to get the standards of education closer to an acceptable level and to tackle child protection issues, but instead the agencies working in Dadaab have experienced a decrease in funding for the sector and no major investments in the last year. These challenges are all the more concerning that the devastating drought in Somalia has increased the refugee influx to the camps.

During one week, the researcher went to Dadaab refugee camps for this assessment. Based in the UNHCR compound, it was possible for the researcher to gather critical information, meet the different partners on the ground, and discuss with children and teachers to understand the main issues in the camps, and their perspectives on the situation.

This part includes in Chapter Four the objectives and methodology of the research project as well as the challenges encountered in the process. Chapter Five presents the background of the research, including information on the refugee camps of Dadaab and the situation regarding education and child protection in the camps. Finally, the main findings of the research projects are developed in Chapter 6, with a verification of the main hypotheses of the research.

Chapter Four. Presentation of the research framework

This chapter on the research framework will first present the research project and its main objectives (I). Then, the methodology of this case study will be presented (II). Finally, the researcher will explain the limits of the case study and the challenges that have been encountered during the research (III).

I. Objectives and research project

The primary goal of this research project in Dadaab refugee camps is to have an understanding on the situation of education in the camps, with a special focus on child protection. In line with the background research work on education in emergency that has been done in the first part of this research, the objectives of this case study have been designed to get an illustration of the ideas developed on this issue through concrete overview of the situation in the field, in a complex emergency.

These objectives have been described as follows:

- To identify the perspectives of children regarding their educational and protection needs and problems in the camps;
- To determine to what extent the access to education constitutes a tool for protecting children and ensuring their well-being;
- To determine to what extent a quality education constitutes a tool for protecting children and ensuring their well-being;
- To assess the current educational capacities to respond to children's needs regarding their protection and well-being.

This study will try and verify four hypotheses regarding education as a protection tool in emergencies, developed after the analysis of the theoretical and political background. These hypotheses, already described in the previous part of this study, are as follows:

Hypothesis 1: School provides as safe and secure environment for children in emergencies.

Hypothesis 2: Teachers play a key role in communicating messages fostering children's safety and protection, as well as identifying, responding and notifying suspected child protection cases.

Hypothesis 3: Quality education ensures retention to school and encourages children to pursue higher education for a better future.

Hypothesis 4: Educated children become more resilient (to disasters) and more resistant to child protection issues and negative cultural practices.

II. Methodology

The empirical study of the hypotheses will rely on data collection from UNHCR and NGOs, and on visits to schools and interviews with children, teachers, youth leaders and representatives from NGO partners in the field.

A) Data collection

Through meetings with the organizations in the field, the researcher was able to gather information on the issues, the key interventions and partners, and precise data on the issues. Some assessments regarding education and/or child protection in Dadaab that have been conducted in the recent years, by UNHCR, UNICEF and NGOs, were a very helpful background to analyse the situation. The UNHCR field office in Dadaab has been developing a very complete statistics database, updated regularly. The information on the total number of refugees registered in the camps and the new arrivals, disaggregated by age and sex, was shared by UNHCR on a weekly basis. The information regarding education in the camps was gathered by UNHCR, coming from the NGOs African Development and Emergency Organization (ADEO), Care Kenya and Lutheran World Federation (LWF), the implementing partners of UNHCR for education in Ifo, Dagahaley and Hagadera camps respectively. On a monthly basis, the summary of the situation included the school enrolment by gender, by nationality and by education level, the attendance level, the number of teachers trained and untrained, the ratio teachers: pupils, classrooms: pupils, desks: pupils and toilets: pupils. Regarding child protection issues, the data collected by the NGO Save the Children could not be shared, for confidentiality reasons. Therefore, the analysis of child protection issues does not rely on precise numbers for the whole camps but rather on discussions with children, parents, youth leaders and partners.

B) Schools visits and interviews

In order to get an overview of the situation of education and child protection in the camps, and to understand the children's and teachers' perspectives on these issues, the researcher organized with the help of UNHCR and the implementing partners, visits to two schools in each camp. In each school, the researcher met with the head teacher or the deputy head teacher, and with two children (one girl, one boy) together. The children interviewed were all in standard 8, meaning that they would sit for the Kenya Certificate of Primary Education at the end of the school year. A meeting was also organized with youth leaders in one camp to understand the issues for out of school children and youth. A total of six schools were visited, six head teachers interviewed, twelve children interviewed by groups of two, one meeting with youth leaders in one camp, and five meetings were organized with interview questions and data collection with partners. The partners interviewed include: UNHCR, ADEO, CARE, LWF and Save the Children UK. The summary of the schools visited and persons interviewed is as follows:

Ifo camp: Abdi Aziz Primary School (2,419 students, 49 teachers). Meeting with a 17 year-old girl and a 15 year-old boy, and with the head teacher.

Horseed Primary School (2,700 students, 61 teachers). Meeting with a 18 year-old boy and 16 year-old girl, and with the head teacher.

Hagadera camp: Central Primary school (2304 students, 69 teachers, including 2 women). Meeting with two 20 year-old students (a boy and a girl) and with the head teacher.

Iftin Primary School (1376 students, 40 teachers, including 5 women). Meeting with a 15 year-old girl and a 20 year-old boy and with the head teacher.

Dagahaley camp: Jubba Primary School (2912 students, 58 teachers). Meeting with a 15 year-old girl and a 22 year-old boy, and with the head teacher.

Illeys Primary School (4036 students, including 198 with disabilities; and 58 teachers, including 8 women). Meeting with a 15 year-old girl and a 20 year-old boy, and the head teacher.

Different sets of interview questions were developed, based on the four hypotheses of the research, for children and teachers¹⁰. A first set of questions was developing the question “Are children safe at school?”. The second set of questions addressed the role of teachers in education and child protection, or “What do children learn in school regarding their safety and protection, and how is it useful?”. The third set of questions addressed the issue of quality education linked to regular attendance and building of a better future. Finally, the fourth set of questions was

¹⁰ See the interview questionnaires in Annex 6.

developing the question “Are educated children more resilient and resistant to child protection issues?”.

The questionnaires differed for the children, the teachers and the partners. This case study and the methodology used was based on a child-focused approach, in order to understand in a holistic way children’s lives, their experiences in and outside of school, their aspirations and needs, as well as their responsibilities in their day-to-day life. Therefore, the interview questions for children were developed to favour open questions, for the children to be free to express their personal views and perspectives without being guided by the adults. The type of questions developed for children were addressing their personal point of view: “do you feel...?”, “do you think that...?” and “do you want to...?”. For the teachers, the type of questions developed was more rational; to get the necessary information on the policies existing in school and what is concretely taught in class regarding safety and child protection, and some analytical questions on the reasons for children to miss school, the main issues regarding child protection, and what could be improved in that matter.

III. Limits and challenges

A field study does not always go as planned, and the researcher on the ground has encountered some challenges. This part will briefly present the difficulties and limits of this research work.

A) The security challenge

Working in Dadaab refugee camps was more difficult than expected. To start with, the security situation in the camps was critical at the time of the researcher's visit on the ground. The relative proximity of the camps to Somalia, and the well-known presence of members of the terrorist group Al-Shabab put Dadaab camps in a situation of high security risk. No more than two weeks before this visit, the vehicle of the NGO Save the Children had been hijacked in the camps, so all agencies had to respect a series of enforced rules to ensure safety of all humanitarian workers in the camps. Most NGOs' and the UNHCR's offices are located in a safe compound, near Dadaab town¹¹, and the surrounding refugee camps – namely Hagadera, Ifo and Dagahaley – are located

¹¹ See the overview location of the refugee camps in Annex 5.

from between 10 and 15km from Dadaab. To go to the camps, convoys were organized four times a day (two departures in the morning, two departures in the afternoon) to go from the compound to the offices in the different camps, with security cars. Therefore, the schedule of interviews had to be planned accordingly, and room to manoeuvre was very limited. Moreover, the visits to schools in the camps required a vehicle: the researcher had to borrow vehicles from UNHCR or the NGO partners and to arrange transportation everyday. The limitations were even more constraining when travelling with UNHCR, whose regulations did not allow to move within the camps (i.e. from the offices to the schools) without a security vehicle, and to stay more than 45 minutes in one place. Obviously, borrowing a vehicle and hiring a security car has a cost, and the researcher, as a guest of UNHCR, could not ask for this kind of arrangements everyday.

Linked with security, time was undoubtedly an issue, and one week in the field was probably a bit too short to get a full understanding of the situation and to gather all the necessary documentation and testimonies. Some interviews with children or teachers had to be rushed, and that might have affected the quality of the information shared.

For the same security reason, it was not possible for the researcher to meet with out-of-school children in the streets neither with parents of these children as it was planned for the research in the first place. In place, the researcher could only meet one group of youth leader, to get a sense of what were the issues for out of school children and youth in the camps. This is a great loss for the research, as it would have been very interesting to compare educated children's and out-of-school children's perspectives and to hear stories of the latter on child protection risks in the camps.

B) Possible bias

The very nature of the subject of child protection made it difficult to get information from teachers, children, and even the representatives of the NGO Save the Children. For confidentiality reasons, Save the Children refused to share any data information regarding the child protection issues in the camps. Moreover, the very process of the interview is bringing some bias with no doubt, as it is very difficult for the person interviewed to respond without being influenced by either what he/she thinks is the expected answer or some other mental and cultural blockages. Individuals asked about child protection issues, that are very personal, and sometimes taboo, did not talk freely. Even though the researcher was the only adult present in the room during the interviews with children, it is understandable that children would fear that what they reported could be repeated to others. Most of the time, the children just answered « yes » or « no » to the questions asked, and it was fairly difficult to have them explain their answer with more details. It is possible that children

and teachers interviewed voluntarily withheld some information to turn a blind eye on some specific child protection issues. A very simple example is the total ignorance of the question of child abuse by teachers in schools. Whereas the representatives from NGOs said this was one issue in the camps, neither the teachers nor the children acknowledged the existence of this problem in school.

Another possible bias is that in schools, the children interviewed were not really representative of the children in the camps. Most of the time, the head teacher brought their best pupils for the interview. Obviously, this made it much easier to discuss the issues as they could speak really good English and understood very clearly the questions. On the other hand, it is hard to generalize from their perspectives, as most other regular pupils would not have the same skills and knowledge regarding these issues.

The language and culture might also have been an obstacle in the interview process, as some concepts such as child protection might not be understood in the same way by the researcher, the NGOs and the teachers and children interviewed.

Chapter Five. Background analysis

This Chapter provides a comprehensive background analysis of the situation in Dadaab refugee camps, to get a good understanding of the issues at stake in that specific context. First, a general presentation of Dadaab camps and the current will be undertaken (I), and then more specific presentations of the education situation (II) and the child protection issues (III) in the camps, based on the data collection and the meetings with key actors.

I. Dadaab refugee camps, a protracted crisis

A) The largest refugee camp in the world

The refugee camp of Dadaab was established in 1991 by the Government of Kenya and UNHCR to host Somali refugees, though it also host refugees from the Great Lakes area. There are three camps in Dadaab: Hagadera, Ifo and Dagahaley. Most refugees (95,5%) are from Somalia, and Islam is the dominant religion in the three camps. With an original capacity of about 90,000, the Dadaab camps host about 423,261 persons, as of August 28th 2011, 80% of them being children and women¹². Between January and the end of August 2011, 114,937 new refugees have been registered by UNHCR¹³, representing an increase of the camp population by 37% since the beginning of the year. During the last few months there has been an average of 5,000 newly arriving refugees registered each week, with the majority being children and young persons. Most of the new arrivals are coming into Kenya to escape the persistent drought that has hit Somalia. In the month of June, 60% of the households registered as refugees cited “access to food” as the main reason of flight from their country of origin, whereas 18% cited “general insecurity” and 17% cited “other livelihood problems”. If the conditions in Somalia (both drought and access to assistance) are not improving, it is projected that the refugee influx to Dadaab could be sustained at 1,200 refugees per day for the next six months¹⁴.

¹² See Annex 3 : UNHCR Dadaab Sub-Office Camp Population Statistics: 28th August 2011.

¹³ See Annex 4 : UNHCR Dadaab Sub-Office Weekly Registration Statistics, 28th August 2011.

¹⁴ UNOCHA Kenya, *Kenya Humanitarian Update*, 29 July 2011, 9 p.

The humanitarian situation in the refugee camps of Dadaab has been declared as an emergency by the UNHCR in June 2011. In effect, the Dadaab operation consists of two situations running side by side: the long term protracted refugee caseload on the one hand, with refugees who arrived twenty years ago, and the emergency operation with the influx of thousands of new arrivals on the other hand. With the increased and sustained refugee influx in the last months, there is pressure on aid agencies to address urgent humanitarian needs, and the resources and infrastructures – including hospitals, health posts, schools, boreholes – of the three camps have been stretched beyond their capacity. Subsequently, the quality and quantity of service delivery has been heavily compromised.

B) Overwhelmed capacities in overcrowded camps

Since 2008, the camp management agency Lutheran World Federation (LWF) has stopped allocating new arrivals with residential plots of land, due to a lack of available space in all the three camps¹⁵. Whereas some of the new arrivals continue to stay with their relatives, the majority of the new arrivals live outside the designated camp areas, on land that belongs to the host community. The situation in the outskirts has been deteriorating, as the refugees living outside the camps cannot access shelter, water, and sanitation and health services. It remains a major challenge for the organizations working in the camps, given that the land belongs to the host community, and UNHCR does not have permission to provide services and to set up permanent structures in these areas. The refugees arrive in poor health states and are received, screened and provided with basic necessities before being registered by Department of Refugee Affairs. Until then, they will have to rely on the help of the refugees' community, whose situation in the overcrowded camps is already of concern in terms of sanitation, access to water and nutritional status. Since July 2011, UNHCR has scaled up its registration capacities and suppressed the protection screening process to speed up the registration. However, there is a backlog of refugees awaiting registration. Despite this and the massive number of families already living without adequate space and resources, on January 22nd the Government of Kenya asked UNHCR to cease construction works for the extension of Ifo camp (Ifo 2), which was almost complete and would have housed 45,000 refugees. In July 2011, the Government of Kenya announced that they approved the movement of refugees into Ifo 2, but the formal approval was delayed. Ifo 2 was finally officially opened at the end of August 2011. The relocation of refugees from the overcrowded outskirts to parts of Ifo extension (Ifo 2) and to

¹⁵ Based on the standard 12 x 15 metre family plots.

another new site, Kambioss, expected to host up to 180,000 refugees, has begun at the end of July 2011. This will be very helpful for the decongestion of the camps, though the continued lack of facilities remains a big challenge.

C) Chronic crisis and high vulnerability

Dadaab refugee camps are facing a rising degree of vulnerability, with a combination of factors such as poverty, aridity, HIV/AIDS, unemployment and a growing population, that is largely youthful. The overcrowded camps and flimsy habitats are also a factor of vulnerability to the seasonal floods, lack of hygiene and sanitation and diseases outbreaks. Moreover, the local integration of refugees into Kenyan society is not possible, resulting in the inability of refugees to acquire gainful employment or move freely around the country, which leaves them dependent on aid. The recurrent droughts in the region are raising concerns for the nutritional status of the refugees, especially the children and the pregnant and lactating women. The influx and resultant population increase had also led to environmental degradation, insecurity and hostility from the host community. The mounting pressure on the camps, that are now hosting more than four times their original capacity, saw violence erupt several times during the summers with riots.

II. Education overview

A) The education sector in Dadaab

The education sector in Dadaab includes pre-school, primary, secondary, adult literacy, special education, vocational trainings and scholarships for tertiary education. There are 19 primary school, six secondary schools, three Youth Employment Programme vocational training centres, three adult literacy centres and three libraries in the three camps. UNHCR is in charge of the education sector coordination in the camps, and there is one officer in charge of education. UNHCR operational and implementing partners in education in 2011 are African Development and Emergency Organization (ADEO) in Ifo camp, CARE Kenya in Dagahaley camp, and Lutheran World Federation (LWF) in Hagadera camp, for primary education. In the three camps, Windle Trust Kenya (WTK) is in charge of the secondary education, the National Council of Churches of Kenya is in charge of the Peace Education Programme, WFP of the school meal programme, GIZ of the Environmental Programme, the Norwegian Refugee Council (NRC) of the Youth Education

Pack centres, Handicap International (HI) of inclusive education, and the Association of Volunteers in International Service is working in training teachers and rehabilitating classrooms. UNICEF is supporting some teachers trainings, and is providing tents and teaching materials to the schools.

B) An overwhelmed sector

The number of school-age children (from 5 year-old to 17 year-old) in the three camps was 156,000 at the beginning of the new school term, in September 2011, with 47,212 children enrolled at primary level, and 3,389 at secondary level. Enrolment remains low at 42 percent for pre-primary and primary school and five percent for secondary school¹⁶. There is very poor gender parity as only 38% of the children in primary school and 22% in secondary school are girls. There is an average of 1920 children per school and 101 children per classroom (because of the lack of infrastructure, tents and trees are considered as classrooms); 5 children per desk, and 1 toilet for 94 children (as of end of May 2011)¹⁷, demonstrating flagrant needs for more classrooms, desks and stationery. Overall, UNHCR estimates that some 75 additional schools, or 1800 classrooms, are urgently needed to cater for all children in the three camps. The lack of teaching and learning materials (textbooks and exercise books, pencils, but also blackboards and teaching aids) is also of great concern in Dadaab's schools, hampering the quality of education.

There are serious concerns with the quality of education in the camps as there are 970 teachers in the camps, only 186 of whom are trained. Most teachers are refugees who just graduated from high school in the camps. In Primary school, the teacher / pupil ratio is 1:47, however this is an overall average and in some cases the ratio can be as high as 1:100. In most schools, teachers have to work double shift, with one class in the morning, and another class in the afternoon, because there is a lack of infrastructure and teachers to reach all children.

The lack of educational opportunities for children, many of who have spent their entire lives in the camps, is of serious concern, as school enrolment and regular attendance is very low, and the opportunities after primary school are very limited, with a primary school mean performance being less than the national passing average.

¹⁶ <http://www.unhcr.org/pages/4e1ff4b06.html>, 2 September 2011.

¹⁷ This data was shared by the NGOs CARE, LWF and ADEO at the time of the researcher's visit, in June 2011, and before the worsening situation in Southern Somalia and the increasing number of new arrivals blew the whistle on the emergency situation and triggered the emergency response.

C) Challenges linked with the new arrivals

The continuous influx of refugees, with a great number of children and young people who are enrolling in school as soon as they can, challenges the actual capacities in terms of access to education for all, but also in terms of quality of education. The classrooms are overcrowded, which makes it difficult for the teachers to teach, and for the children to learn. Indeed, the teachers in classrooms of more than 100 students won't be able to motivate them to learn, and to have some quality exchanges with the children. Children in overcrowded classrooms are also more likely to be distracted and won't be able to concentrate on their studies.

Few of the newly-arrived refugee children have had any formal education in Somalia. The education sector has therefore to deal with teenagers who never went to school before. In some cases, these older children are integrating a class of standard One, sitting with 6 year-old children. This makes it difficult for the teacher, who does not necessarily have the capacity to deal with multi-age teaching. To smooth their transition into schooling, CARE recently began an accelerated learning programme to teach basic literacy and numeracy skills. In other cases, older children are sent to the adult learning centres and youth education programmes, that propose accelerated learning of basic numeracy and literacy skills, but space for these programmes are very limited.

III. Child Protection issues

A) Main issues

The massive influx of refugees brings with it heightened concerns for the protection of children in refugee and host communities, ranging from gender-based violence (including rape, early forced marriage and female genital mutilation) to exploitative labour (including sex work, trafficking and recruitment into fighting forces) and physical violence in homes, schools and the camp environment. In 2010 and 2011, recurrent reports of recruitment of children from within the refugee camps and host communities into forces engaged in the Somali conflict. Discrimination, against non-Somali children, children with disabilities and children born out of rape, is widespread. This situation hampers children's development and emotional well-being. UNHCR is mandated to oversee the general protection issues in the camps. The NGO Save the Children is dealing with child protection in Dadaab, with support from UNICEF and UNHCR.

According to Save the Children, these are the child protection issues in the camps:

<p><u>Care</u></p> <ul style="list-style-type: none"> • Unaccompanied Children • Separated Children with protection concerns • Orphans with protection concerns • Child-headed households • Children living or sleeping in the street <p><u>Sexual and Gender Based Violence (SGBV)</u></p> <ul style="list-style-type: none"> • Sexual abuse • Exploitation • Rape (sodomy, defilement) • FGM • Adolescent mothers and pregnant girls • Early marriage 	<p><u>Exploitation</u></p> <ul style="list-style-type: none"> • Child labour • Child trafficking <p><u>Other</u></p> <ul style="list-style-type: none"> • Physical abuse • Neglect • Children discriminated against • Children caught up in custody disputes • Psychosocial Distress (trauma) • Children affected/infected by HIV/AIDS • Children in conflict with the law • Missing / abducted children
--	--

In order to get an idea of the children's and teachers' perspectives on these issues, the researcher asked the question « what are the main issues regarding child protection in the camps and in school? » during the interviews conducted in schools with 12 children and 6 teachers. The main issues highlighted by children and teachers regarding child protection in the camps are as follows (from the most cited to the least cited):

Child protection issue	Recurrence (Children's perspective) ¹⁷	Recurrence (Teachers' perspectives) ¹⁸
Early marriages	5	4
Child labour / poverty	3	6
Drug abuse	4	2
Lack of parental care / support	3	1
Sexual and gender-based violence (were cited: FGM, rapes)	1	3
Denying the rights of the child	2	-
Discrimination against non-Somali	1	-
Child abuse	1	-
Banditry	1	1
Child trafficking	-	1

Early marriages - In Somali community, comprised of a vast and varied array of clans, social groups and familial bonds, early marriages are a recurrent child protection issue. In a recent article on forced marriages in Somali culture, Rashid Nuune states that girls are considered as suitable for marriage by the age of 9 in some clans, and an unmarried teenager is considered a burden to the families' economic development and a source of shame (Nuune, 2011). Early

¹⁷ Number of time the issue was stated in response to the question « what are the main child protection issues in the camps and in school? »

¹⁸ Idem.

marriages are all the more frequent in Somalia and in the refugee camps, given the protracted crisis and rampant poverty, and the need for parents to provide for their family.

Child labour – With the rampant poverty in the camps, and the increased pressure on the shared resources (i.e., the new arrivals are most of the time welcomed by their relatives, who have to share their food rations and other non food items), most parents do not have the ability to sustain for their families. In Somali culture, generating an income is the responsibility of the men, as the mothers are in charge of the house chores and of the children. In child-headed households – that are frequent in the refugee population of Dadaab – and in poor refugee families, children will often be called to work to help their families. During the interviews, both children and teachers rightly linked child labour with poverty, as children do not really have the choice: “They work for their daily bread”. The types of child labour that were cited are: “working in the markets” and “shoe-shining”. Most of the times, girls are also mobilized at home to help with house chores, or to care for their youngest and older relatives. In Jubba Primary school (Dagahaley camp), the head teacher stated that 27 children dropped out of school this year because of financial constraints.

Drug abuse – In the camps, the main drug addiction, acknowledged by all respondents in the interviews, is the chewing of the *khat* or *miraa*. According to a study by Elmi As, the *khat* is a “plant whose leaves and stem tips are chewed for their stimulating effect” (As, 1983). It is very popular and widely-spread across Somalis in the region. As describes the effects of *khat* as a “feeling of well-being, mental alertness and excitement. The after effects are usually insomnia, numbness and lack of concentration. The excessive use of *khat* may create considerable problems of social, health and economic nature”. Children and teachers interviewed said it was a considerable challenge to education in the camps, as *khat* addicts lose all motivation and will to pursue an education. Other drug abuses in the camps comprise drinking alcohol and smoking cigarettes.

Lack of parental care – Many children who experienced displacement lost members of their families, who might be either dead because of the conflict or because of health or nutrition issues, or still in Somalia. For unaccompanied children, separated children, orphans, child-headed households, and children living in the streets, the protection concerns are very high as they lack care. Left to their own devices, they are especially at risk. This concern was especially highlighted by children, who considered that the lack of parental care and support was one of the main child protection concern, triggering many issues, including abuses and exploitation, but also school drops-out.

Sexual and gender-based violence - According to UNHCR reports, the numbers of sexual and gender-based violence cases have increased fourfold in the last year: 358 incidents have been

reported from January until June 2011, in comparison with 75 during the same period in 2010. The most dangerous period for refugees is when they are on the move. Women and girls are especially vulnerable to rape, abduction, illness and even death on the journey. Many women set out on the journey alone with their children, leaving husbands behind and they may walk for weeks in search of safety. In the camps, adolescent girls and women remain vulnerable, and are at risk of domestic violence, but also of rapes outside their home, on the way to fetching firewoods and water.

B) What programmatic response in the camps?

The NGO Save the Children UK, that is the main actor in terms of child protection in the camps, is doing some preventive action through outreach activities. An outreach officer is working on the promotion of education in the communities, to encourage parents to send children to school. The new arrivals are also targeted with focus group discussions. The problem is the distance to school from the new arrivals blocks. Save the Children's role is also to sensitize the community on child protection issues, and to build capacity for child-centred committees ("Child Welfare Committee", "Foster Parents Associated"). Save the Children also supports children's clubs with training and capacity building on child rights and protection issues, to enhance awareness both in school and in the community. Save the Children organized a mapping of the camps, with children who identified the areas of the camps where they felt unsafe, and the safe places they could go in the event of an abuse. UNICEF, through its implementing partner Save the Children, is funding child friendly spaces (CFS), safe places where children can play, and access educational activities. This type of intervention is really important in emergencies, providing children with psychosocial support and counselling, and also play therapy, coordinated play.

In terms of child protection system's development, Save the Children also developed standard operating procedures for child protection covering case management, mechanisms, and referral services. The combination of these efforts meant that the 2010 target of 21,000 children reached with protective services was surpassed. UNICEF also supported Save the Children in their efforts to encourage income generation among foster families hosting unaccompanied minors.

Youth centres also have a role to play to target out of school children and youth. These organize sports tournaments and other activities to engage youth who are out of school. The youth centres also encourage those children and youth to enrol in school, or to join youth education programmes. Moreover, the youth centres are raising awareness in the community, through promotion campaign, or for example the existence of "Child rights support groups".

Chapter Six. Main findings

This chapter will provide an analysis of the main findings of this case study, based on the data collection and the interviews, and with regards to the main hypotheses that were developed. First, the hypothesis of education providing a safe and secure environment for children in emergencies will be verified in the context of Dadaab refugee camps (I). Then, the role of the teacher in supporting the psychosocial development of children and detecting child protection issues will be discussed (II). The question of the content of education, building resilience in children and communities will be analysed (III). Finally, the issue of quality education as a main factor in protecting children in emergencies will be studied (IV).

I. Schools as safe places

A) Security and physical well-being

All children interviewed said they felt safe at school, and on their way to school. Most of the time, the children come from the surrounding blocks, and the neighbouring community is friendly. The teachers and children interviewed did not report any incidents on the way to school. Though one child explained that “if it used to be safe, there is now some terror in the streets, and banditry”.

In most schools visited, there is a fence around the school, though the fence is not modern. In all schools, fire safety measures are in place, with a fire extinguisher installed near the kitchen.

There are neither health services nor first aid kits in the schools, but the schools are all located near health facilities. Both children and teachers said they knew where to go to access health services whenever needed, including for treatment of injuries and sickness, but also malnutrition, and treatments relative to sexually transmitted diseases.

Children benefit from the school-feeding programme, including one meal per day, and have access to clean water and toilets separated for boys and girls. Teachers noted that the access to water is not enough to cater for all students, especially with the influx of newly arrived children in schools.

Finally, schools are free from addictive substances as drugs (khat, cigarettes, and others) are strictly prohibited and positive discipline is in place in schools through different mechanisms.

A common child protection assessment by UNICEF and Save the Children (2011) showed that Children in school are less likely to be abused (notably girls). Indeed, schools are a safe place, and the children's risks to be abused are much higher in the streets, or on their way to fetch water and firewood. According to the children and teachers interviewed, education is also key to protect children from child labour and exploitation. When in school, the children cannot engage in harmful activities.

B) Psychosocial protection

All schools have policies on the protection of girls and disadvantaged children against sexual and other abuse and exploitation. It differs from one school to another, but is generally part of the school rules, and there is a zero tolerance policy on child abuse. In Horseed Primary School (Ifo camp), for example, there is a team of 10 boys, 10 girls, and 2 teachers dealing the protection of sex exploitation and abuse, and fighting for the rights of the young girls. Teachers advise children through guidance and counselling, and are available to discuss any issues and act when needed. In all schools, if an abuse is reported, the teachers will try and interact with the families to deal with this issue, and if necessary report to the police or the agencies (Save the Children UK, UNHCR) for their intervention.

In Iftin Primary School (Hagadera camp), a Child Friendly School Club promotes the rights of the children, and a friendly environment for the children, the teachers, the parents and the community.

In all schools, there are also policies against discrimination. Schools are inclusive, welcoming all children, irrespective of gender, social status, religious beliefs and geographical location, and including children with special needs. Schools in Dadaab are welcoming disadvantaged children and have special needs teachers to take care of them. Children are taught they are one, all equals, sharing the same school and facilities, and having the same rights. In Central Primary School (Hagadera Camp), the head teacher explained that under the umbrella of the school, all children belong to one and only tribe: the students' tribe¹⁹. In school, children do not belong to any other tribe, and are part of one family, one country. School is a mechanism to go beyond the traditional identification by clans, to enhance social interactions, and to encourage dialogue and tolerance. In effect, all the children interviewed noted they experienced no discrimination neither bullying in school.

¹⁹ In the Somali culture, the identity of someone is linked with his/her belonging to a family, a tribe, and an ethnic group.

Regarding the children's and teachers' testimonies, the hypothesis 1 "School provides a safe and secure environment for children in emergencies" is applying in Dadaab, as children said they felt safe in schools, and the evidence of physical and psychosocial protection, with schools guaranteeing safety, respecting diversity and promoting key guidance and counselling relating to protection, has been demonstrated. Though, significant progress has to be made in order to have all schools becoming child-friendly schools, and 100% protective.

II. My teacher, the hero

The teachers play an important role in identifying cases of child protection and reporting these cases, as well as taking action. Recognizing this crucial role, some NGOs, like Care and Save the Children, have been training the teachers in the camps on Child Protection issues, to build their capacities in dealing with such cases. In April 2011, UNICEF has organized trainings of 900 teachers on "Child-Friendly Schools", a framework that highlights the quality aspects of education, and promotes a safe and friendly learning environment. Teachers interviewed by the researcher highlighted the importance of these trainings for them to provide them with the necessary skills and competences to practically make their schools "child-friendly".

When there is a problem in school, the children usually report to their class monitors, who report to the teachers. The issue is then discussed with the parents, and when needed, the matter is taken to Save the Children UK, and/or the Police. One example that has been cited several times during the different interviews with teachers, NGOs representatives and children, is the issue of early marriage. The cases related were all following the same pattern: when the teachers heard one of their student's parents want to marry her, they went and talked to the family, to convince the parents to cancel the marriage and let their daughter finish school. On many occasions, this intervention by the teachers has proved to be efficient, and the parents agreed to cancel or report the wedding. The teachers have therefore an important role to sensitize the community about the importance of education, and more importantly, through their knowledge and status, they have an influence on cultural practices with respect to children's rights.

Another example is in the event of a child's drop out of school: the teachers usually try to trace him or her up, discuss with the child and its relatives to understand what is the issue and how to deal with it, to finally bring the child back to school when possible. They also interact with out of school children, advise them and make efforts to enrol them in school. The head teacher of Ifin Primary School explained that he was acting as a role model for the children: he used to go to this

very school, and he is now the head teacher. His example, as a “success story”, encourages children to remain in school, and is also a convincing argument for parents to send all their children to school.

The second part of hypothesis 2, “Teachers play a key role in (...) identifying, responding and notifying suspected child protection cases” is applying in Dadaab refugee camps, as teachers have demonstrated in many occasions. Though, it has to be noted that, with regards to the hard teaching conditions in the camps, teachers do not have the ability to detect every protection case and to react as needed. Moreover, the teachers have an important part to play in child protection as they are part of the education system, but they should not be the only ones in charge of this issue: families, and the communities, are also responsible in ensuring the children's well-being and protection.

III. Education for resilience

A) What children learn in class

The Kenyan curriculum tackles numerous issues in order to foster the child's development and protection. The national goals of Education in Kenya, are to “prepare the youth of the country to play an effective and productive role in the life of the nation”, to “promote individual development and self-fulfilment », to « promote social equality and responsibility”, and to “promote sound moral values (...), international consciousness (...), (and) positive attitudes towards good health and environment protection” (Kenya Institute of Education, 2009). Besides basic numeracy, literacy, language and communication skills that are crucial for children's development, in all levels (from standard 3 to standard 8) and in different subjects (social studies, science, and even English), children are provided with key survival skills adapted on their needs and competences. When they finish primary school, they have a good knowledge of issues such as health (drug abuses, HIV/AIDS and other STDs, early pregnancy), safety, environment, water and nutrition (healthy diet and sanitation issues), child rights and protection.

Regarding safety, children learn in social studies (Kenya Institute of Education, 2009) how to travel safely to and from the school (i.e., learn the road signs, and how to cross the road, identify the dangers on the way to and from school), how to be safe at home (identification of things that may be harmful, learn safe methods for handling sharp materials and appreciation of the importance of keeping the home clean).

Regarding child protection, children learn about the rights of the child in social studies, identify the types of child abuses at home and school and learn how children can be protected from abuse. Sexual and gender-based violence (SGBV) is also taught in school, and teachers raise awareness about child abuse, and early marriages, encouraging children to report any abuse of their rights. Children learn also about basic rules of safety, such as not being alone outside after dark, and not being separated with a man. CARE organizes trainings about SGBV, for children and teachers, to discourage Female Genital Mutilation, and deal with early marriages. Teachers and children reported that educated girls are less likely to be forced to marry: indeed, as the girls learn in school about their rights, and about SGBV, they become more resistant. The parents also fear that the girl will denounce them and take them to the Police.

More generally, children learn about human rights (the human rights cited in the social studies are the right to life, to fresh air and clean water, to a balanced diet, to a safe and clean environment, to a shelter, to clothing, to security, to expression of opinion, to education, and the right to own property). In social studies, a topic taught from standard 4 is “law, peace and conflict resolution”, to learn peaceful ways of resolving disagreements in school, to identify factors that can promote or undermine peace in a society, and to understand the importance of peace, law and order in society. Peace education, implemented with National Council of Churches in Kenya (NCCCK), in partnership with ADEO, is school- and community-based. It helps children who just arrived, and are a bit hostile, combative, to calm down and foster peace, through teacher's intervention. Two teachers are working in the schools, one hour per week, every year.

Hygiene, health and nutrition messages are also part of the curriculum, and children learn about personal hygiene and cleanliness: they are taught to wash their hands before eating, and after going to the toilets. They also learn how to have a balanced diet, and to eat well cooked food. HIV/AIDS is taught in every subject, and pupils think they are well informed, regarding the risks, the causes, control measures and prevention of some sexually transmitted diseases. Myths and misconceptions regarding HIV/AIDS are also tackle in the health topic. In social studies and sciences, children also learn about the effects of drugs' consumption on their health, and their negative social effects. The syllabus also includes a topic on the inclusion of persons with special needs in the society.

Moreover, the English syllabus provide children with topics on all these issues, giving them the communication skills to understand, debate and promote awareness in their community.

The children interviewed all agreed that school gave them precious knowledge in these areas. Moreover, they thought what they learn in school was useful “to know what is right and what

is wrong” and to protect children. For example, children in Jubba primary school (Dagahaley camp) said that “education (was) the only key to protect from child labour” and to “avoid drug abuses and participation to violent activities”. In Abdi Aziz primary school (Ifo camp), the head teacher declared that “education helped children to be more resistant”.

B) Children's clubs

Besides what is taught in class, by the teachers, and following the curriculum, all schools in the camps have children's clubs, gathering 20 to 30 students each. As examples, the hygiene club in Abdi Aziz Primary School (Ifo Camp) emphasizes the importance of hygiene during the school assemblies (on Monday and Friday), and the children of the club check the cleanliness of the nails and hair of all students. The peer mediator club in Jubba Primary school (Dagahaley camp) is meant to solve issues between students. It promotes peaceful resolution of conflicts, through mediation. Other clubs are the peace club, completing the peace education delivered in the curriculum, the environmental club, the health club and the debating club. In Abdi Aziz Primary School, girl’s child education patrons meet the young girls every week to discuss any issue that might be of concern for the girls. Since last year, a girls guide movement was instituted to motivate girls to stay in school, and build their self-esteem – it is targeting especially the upper primary to tackle high levels of drop-outs.

The clubs also engage in competition with the other school clubs, to encourage children’s increased participation and engagement in the clubs’ objectives. For example, the NGOs GIZ and ADEO support the environment school clubs and organize competition between schools. The cleanest school, or the school that has the best garden, would get a prize.

These clubs, which exist in every school, are a very important and efficient tool to encourage children's participation and debate on critical issues. These also increase awareness, critical thinking, independence, self-esteem and the children's resilience to child protection issues.

What children learn in school, through what they are taught in class by the teacher, and what they learn in the constructive interactions they developed through children's clubs, is giving them essential tools and skills for their survival, protection and well-being. The first part of hypothesis 2 “Teachers play a key role in communicating messages fostering children's safety and protection” can be verified, as teachers are the ones responsible for instilling key knowledge and skills to children. Moreover, the blanket hypothesis 4 “Educated children become more resilient (to disasters) and more resistant to child protection issues and negative cultural practices” is applying

in that case. Though, without the possibility to gather comprehensive data regarding child protection cases in the camps, it is very difficult to verify a clear linkage between these issues and the increased knowledge and skills acquired by children and the community.

IV. Quality matters

A) Quality education

The infrastructures are not adequate to the number of pupils: in some classrooms, there are up to 100 children; and many classes are actually outside, under a tent or a tree. As the climate in Dadaab refugee camps is very hot most of the year, and very windy, it makes it particularly difficult for teachers to teach in these hard conditions. The children have to learn under the heat and the wind, which are hampering their concentration. With an average of one textbook for 8 children, and one desk for 5 children, there is an obvious scarcity of infrastructure, teaching and learning materials. The schools also lack teaching aids as well as the laboratories and material required for science experimentations.

95% of primary school teachers are untrained refugees who have completed secondary education in the camps. The teachers interviewed highlighted the need for more trainings of teachers, and especially on Child Protection and Child Friendly Schools to strengthen the teachers' capacities. As the refugee teachers are not qualified, their incentives are very low, and much lower than the trained teachers that are paid by the Kenyan Government. Moreover, due to the number of children in school, teachers have to work double shifts. These working conditions can explain a lack of motivation and regular strikes.

In these conditions, the teachers cannot spend time with each and every child, and be attentive to their needs and problems. Some children might feel neglected, as there is no interaction with the teacher and follow up activities. Especially as they are not trained, it might be difficult for the teachers to making sure their class is free from discrimination, bullying, gender-based violence, or any other problem. Identifying child protection issues in overcrowded schools and classrooms can also be a challenge.

B) School absenteeism

The main reasons for children to miss school – as expressed by the children themselves – are linked with poverty and their family situation. When their parents are old, sick, or away, the children, and especially the girls, have to take care of the household. The lack of parental care and support (orphans and unaccompanied children, child-headed families, etc.) is hampering the children's ability to get an education. For the girls who have the opportunity to go to school, their chances of succeeding are also limited for the same reasons: once they go back home, after school, the girls have to help their parents, fetching water and firewood, cooking, and taking care of the youngest children. In most cases, girls do not have time to study and revise every day.

When the family is really poor, then the children have to work to get their daily bread, leading to child labour and consequently school dropouts. Poverty is also closely linked with sickness and malnutrition that would cause children to drop out of school.

In the situation of the refugee camps, the children are sent to the food distribution, once a month, resulting in school absenteeism for a couple of days. Sometimes, children have to go to another camp to get their monthly rations, as they moved after their registration. Resettlement is also leading to dropouts: once children have been interviewed, and understand they are likely to be resettled, they tend to drop out of school.

The girls' menstruations are also an issue leading to school absenteeism, for several days per month. This is because of abdominal cramps and the lack of sanitary pads. Then again, this makes it more difficult for the girls to succeed in school.

Finally, there is in the camps some peer pressure, coming from the out of school children, pushing children to drop out, take drugs, and go to the market.

Children and teachers interviewed established a clear causal link between lack of quality education and school absenteeism. Indeed, when the education provided is not considered as good enough by the parents as children think they are not learning, the personal and familial issues will gain the upper hand on education and children will give up on their education.

C) No future, no hope? Lack of opportunities after primary school

Children interviewed believed that school was crucial to “prepare them for a bright future”, and “acquiring good skills”. Children from Central Primary school (Hagadera camp) also said that “Education is important to forget about a bad situation, and get away from bad influence”, confirming the idea that education is crucial to restore hope and positive energy in communities

affected by an emergency. The children that the researcher met all mentioned their hope of a bright future, as “doctor”, or “teacher”, to serve their community and bring knowledge and education to their communities. However, the chances for children in the camps to pursue higher education are very limited.

The schools in the three camps follow the Kenyan curriculum. After 8 years of primary school, the students register for the Kenya Certificate of Primary Education (KCPE). In 2010, 1661 students registered in the 3 camps. Only 286 of them passed the exam, and were eligible for secondary school²⁰. Because the numbers of children who can go to secondary school in the camps is very limited, the score required to be eligible is 200 for the girls and 210 for the boys, compared to 180 and 200 for Kenyan girls and boys respectively. For this reason, most children feel discouraged, and drop out before registering for the exam. The children who are doing well are selected to join a government school and benefit from a scholarship, awarded by Windle Trust Kenya. In 2010, only 17 children had this opportunity, though it did not go well for every one of them. Fatuma, from Hagadera, got the excellent score of 333 at the KCPE, and was sent to a Catholic secondary school in Limuru. Because of environmental and cultural issues, she dropped out and came back to the camp. She was not able to reintegrate a secondary school in the camps, and is now idle. This example illustrates how even the children who are very bright are facing challenges to pursue a higher education. As there are no good options in the camps, the best students are sent out in a state secondary school. After 15 to 20 years spent in the camps, these children live this sudden environmental and cultural change as a very violent solution and are often in distress, left to their own devices.

The children who do not pass the exam and are not eligible for secondary school have several options. Some of them repeat class 8 or 7, but this is very limited, due to the high number of children enrolled. Some others can join the Youth Education Programmes, and the youth groups, but this is again very limited. Teachers, children and NGOs who had been interviewed on this issue agreed on the same: As a consequence of the combination of their failure to continue their education and the lack of opportunities, most children end up in the streets, working in the market or using drugs (chewing *khat*, drinking alcohol or smoking, etc.), because they are not qualified to get a good job, and totally discouraged. The girls who failed the exam at the end of primary school are likely to get married and not pursue their education. Some children even decide to go back to Somalia. The reasons for these children becoming extremely vulnerable to child protection issues are their failure after eight years spent in school. The children feel discouraged, depressed, and

²⁰ In 2010, in Ifo camp, 70 children out of 472 passed the KCPE. In Hagadera, 96 out of 764. In Dagahaley 120 out of 1661.

hopeless, and their parents think they lost eight years learning nothing. Children in Ifo camp even said that the situation of children who failed the final exam after 8 years in primary school is even “worst than the situation of children who had never been to school”. Education, if children are not learning, can not help them.

Therefore, the hypothesis 3 “Quality education ensures retention to school and encourages children to pursue higher education for a better future” can be verified by its contrary: if education is not of quality, children will be discouraged to go to school, and the high rates of failures won't allow them hope to reach a better future.

Conclusion Part 2

In Dadaab refugee camps that have been in place since 1990 the sustained influx of new arrivals of refugees is putting great pressure on the infrastructures and services of the already overcrowded camps. Child protection risks are of great concern, as children are much vulnerable to sexual and gender based violence, child labour and exploitation, and recruitment in the Shabaab. At the same time, the education system in place is far from perfect, and does not have the capacity to cater for all children to get a decent education. From the field case study, and through the interviews with key respondents, it became clear that education in Dadaab had a long way to go before being a quality education reaching out all children in the camps. Though not perfect, schools in Dadaab have still proved to be an efficient tool to protect children. Indeed, the hypotheses laid down in the first part of this research paper have mostly been verified in the field in the camps. Children and teachers have expressed their feeling of safety in school, but also how they believed in education as a strong tool for providing them the necessary knowledge and skills to be protected from outside threats such as early marriages, drugs and child labour and to hope for a better future. These testimonies are very encouraging for the education sector in Dadaab, showing that even in poor conditions for education in the camps, the children learn a lot in school and become more resilient. This finding is all the more important that it should encourage donors to increase and sustain investments in education in emergencies, to improve the education interventions, and at the same time their outputs.

Conclusion, recommendations and way forward

As it has been demonstrated in the first part of this study, education is a fundamental right for all children that does not get suspended in the event of an emergency. Numerous international actors have developed « education in emergencies » interventions as part of their humanitarian response, to ensure that all children can access a good quality education even in a situation of complex crisis. These interventions adapt to the context, and the evolution of the reconstruction and early recovery: “education in emergencies” can take different shapes, from the non-formal education such as child-friendly spaces with a safe and protective environment and the promotion of key survival messages, to more formal education, with institutions in place and a comprehensive curriculum, in the longer term and in a development perspective. Education in situation of emergencies is an important intervention that can be both life-saving and life-sustaining for children and youth and that benefits the development of the whole society in many ways, that have been described and analysed in Part One of this research paper, through a literature review on the subject. First, schools are providing children with physical protection from threat, injury and child protection risks such as child labour, child abuse and exploitation, and sexual and gender based violence. Children feel safe at school, that is a protected environment, where they can learn effectively, and develop physically, mentally and emotionally. These assumptions, summarized under the first hypothesis: “School provides a safe and secure environment for children”, have been verified in the case study on Dadaab refugee camps, where children said they felt safe in school, and that school was an efficient barrier to child protection issues such as child labour or drug abuse. Another hypothesis laid down in this study is that in school, children are provided with key survival skills, including hygiene and sanitation, health, nutrition, and basic safety and security. Teachers play a key role in ensuring that children are equipped with these skills to live a safe life. The case study in Dadaab demonstrated that children in school do learn about key issues through their courses but also through their active participation in children's clubs. Teachers also play a crucial part in child protection, as they are in a position where they can identify protection cases, and effectively respond, through psychosocial support or referral to relevant services. This hypothesis has been verified by many examples in Dadaab camps, where teachers took action to prevent and stop early marriages, and also played a role in reaching out out-of-school children. The content of education and the fact that children learn in school is very important for children in emergencies, as a good quality education is necessary for them to develop

intellectually, emotionally and physically, and to have a new start in life. Moreover, education gives children and their communities a precious hope for a better future. This idea was developed under the third hypothesis expressing that quality education is necessary to ensure retention to school and to encourage children to pursue higher education for a better future could also be verified in Dadaab, where quality education is yet to be reached. In this situation of education crisis in the camps, children are not provided with their best chances of a better future as they should. Too many children are failing the final exam, and are not able to continue their education. Their failure in school is giving a hard time to the young adolescents, who are left with no options but to marry or to fend for themselves in the streets. Often, despair and frustration lead these teenagers to harmful behaviours, such as drug abuses or prostitution. More than ever, they are vulnerable to child protection risks. Finally, the last hypothesis laying down that “Educated children become more resilient to disasters and more resistant to child protection issues and negative cultural practices” was described by the opportunity to learn that is education. Children in school become aware of their rights and risks regarding protection; peace education prepare them to live together in society; and they are provided with skills and knowledge that will allow them to work towards making their lives safer and their communities more resilient to disasters. Education also contributes to their self-esteem and enhances their critical thinking and self-reliance. The case study in Dadaab demonstrated that what children learn in school and in children's clubs is indeed participating to the building of their self-esteem and their resilience, as well as their community's.

Following the analysis of the situation in Dadaab regarding education as a tool for child protection, the researcher developed a SWOT (Strengths, weaknesses, opportunities and threats) analysis, to build on recommendations and look the way forward.

<p>STRENGTHS</p> <ul style="list-style-type: none"> • School feeding programme (action to ensure retention for all) • Stable curriculum including child rights, and key survival issues • Good will to acquire education 	<p>WEAKNESSES</p> <ul style="list-style-type: none"> • Inadequate infrastructure and learning resources • Lack of trained teachers • Limited opportunities after primary school
<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> • New camp (Ifo 2) • New education partners and increase in education staff • Great potential of youth groups, children's clubs and linkages to the community • More donors interested, linked with the emergency 	<p>THREATS</p> <ul style="list-style-type: none"> • Influx of new arrivals • Many children out of school • Cultural resistance to change and girl education • Low transition from primary to secondary school • Interest of donors that might decrease in the long term

It is important to state that, since the researcher started this study, the donors' interest to the worsening situation in Dadaab increased drastically, and that the main agencies and NGOs have already started to engage in the way forward improving education in the camps. This conclusion will therefore also present the opportunities that this renewed engagement represent and the way forward regarding the projects in education and child protection in the camps.

In Dadaab refugee camps, the quality of education is a major challenge, as schools are overcrowded, teachers are untrained and lack motivation, and all schools lack the necessary infrastructure and teaching and learning materials. In fact, the results of the KCPE for children in the camps and their limited opportunities following primary school are appalling: most children who fail their final exam go back to the streets, or to Somalia, and are likely to use drugs, to work, or to marry. In this situation, efforts must urgently be made for the decongestion of the schools and the classrooms, to ensure a good learning environment for the children. In response to this educational crisis in Dadaab refugee camps, in August 2011, UNICEF agreed with the local NGO AVSI to construct 152 school units: 3 schools with 19 units each (16 classrooms, 2 staff rooms and one kitchen for the school feeding) in Kambios catering for the new arrivals in Hagadera camp; 3 schools with 19 units each in the Ifo extension catering for the new arrivals in Ifo camp; and 38 single units in the blocks of Dagahaley, Ifo and Hagadera to serve as Early Childhood and Development (ECD) centres and helping to the decongestion of the overcrowded existing schools. Semi-permanent structures are under construction and will be ready to use in January 2012. In the mean time, tents have been pitched in schools to support the school opening in September. To cater for the new arrivals that did not have access to education before, CARE is managing accelerated learning programmes, with support from UNICEF, to cater 1,500 out of 6,000 primary-school-age new arrivals.

In addition to the decongestion of the infrastructure, efforts must also be sustained in the provision of teaching and learning materials. UNICEF, CARE and other NGOs have already sent out education kits (including books, pencils, exercise books, a black board and other supplies) and recreational kits for the schools in the camps.

Moreover, the teachers need to be trained in order to provide a good quality education. The child friendly schools trainings must be strengthened, and support to the school clubs that foster child protection and child participation must be provided. The importance of these clubs is not to be neglected, and it would be interesting to link the school clubs with the youth clubs in the camps, and organize events to reach out the vulnerable out-of-school children and the rest of the community.

The number of children who finish primary school and are not able to go to secondary school is also a great challenge: strengthening the capacity of secondary schools to enrol more students should be a priority. Strengthening youth education programmes and vocational trainings is equally crucial to reaching out those children and limiting child protection issues.

It is important to note that if education has an important role to play as a protection tool, it would not be effective without the support and participation of the community and the families. Children in Abdi Aziz Primary School (Ifo camp) said that “parents have a role to play to protect the children and prevent any abuse”, and also highlighted the need for parental care and support. Indeed, the main reasons for children to drop out of school are linked with their family situation, and the lack of parental support. Communication with the community is also crucial to promote the importance of education, and to raise awareness on child protection issues and how to prevent these. To address this situation, the Child Friendly School framework proposes increased partnerships between the parents, the children, the teachers and the community, to provide a quality education.

Finally, it is important to note that, if the donors' commitment in response to the emergency has been increasing, and has allowed for many life-saving and life-sustaining interventions in terms of education and child protection, the NGOs and UN agencies have to think long-term, and to ensure that the financial commitments do not run out after six months of the emergency, and that Dadaab does not become a “forgotten humanitarian crisis”. Children in the camps cannot wait any longer to get a good quality education; they need a long-term commitment that will ensure them and their brothers and sisters a decent future, and even more importantly, a bright and constructive future for themselves and their communities.

More broadly, quality education is of paramount importance for children in emergencies, their families and their communities, and especially given that it is a very strong and efficient tool for protecting children and improving their lives. It is not likely that the international objectives of education for all and parity of enrolment for boys and girls by 2015 (the MDGs 2 and 3, and the Education For All Framework for Action adopted in Dakar in 2000) can be reached in time. But the international community has the collective responsibility to fulfil these targets, and for that to happen one day, education for refugees and in emergencies MUST urgently become a priority for all humanitarian actors. Education in emergencies is an investment for the future, through interventions necessary to build a better humanity, a better world, for a bright collective future.

Annexes

ANNEX 1. PRESENTATION OF THE INTERNSHIP IN UNICEF KENYA COUNTRY OFFICE.....71

ANNEX 2. TYPOLOGY OF PEACE EDUCATION, LYNN DAVIES.....72

ANNEX 3. DADAAB REFUGEE CAMPS POPULATION STATISTICS, UNHCR DADAAB SUB-OFFICE, 28 AUGUST 2011.73

ANNEX 4. NEW ARRIVALS REGISTRATION TRENDS 2011, UNHCR DADAAB SUB-OFFICE, 28 AUGUST 201174

ANNEX 5. OVERVIEW LOCATION OF DADAAB REFUGEE CAMPS, UNHCR, SEPTEMBER 2011.....75

ANNEX 6. QUESTIONNAIRES FOR SCHOOL CHILDREN AND TEACHERS IN THE CAMPS.....77

TABLE OF CONTENTS

INTRODUCTION.....	8
PART ONE: THE IMPORTANCE OF EDUCATION FOR THE PROTECTION OF CHILDREN IN EMERGENCIES.....	13
CHAPTER ONE. THE ISSUES	14
I. <i>Children at risk</i>	14
A) High vulnerability during and after emergencies.....	14
B) Heightened Child Protection Risks.....	15
II. <i>What is meant by "Education in Emergencies"</i>	15
A) What is Education ?.....	15
B) The conceptualization of "Education in Emergencies".....	16
III. <i>The difficulty to raise education as a life-saving intervention</i>	19
CHAPTER TWO. INTERNATIONAL FRAMEWORK.....	21
I. <i>The right to Education in all situations</i>	21
A) Education as a right.....	21
B) Education and Child Protection under the Convention of the Rights of the Child.....	22
C) Education and child protection in emergencies.....	23
D) The "Dakar Framework for Action"	24
E) Education, an enabling right.....	25
II. <i>Education in Emergencies : Main actors</i>	26
A) The central responsibility of Governments	26
B) United Nations agencies.....	27
C) NGOs.....	28
D) The Inter-Agency Network for Education in Emergencies (INEE).....	29
CHAPTER THREE. EDUCATION, PROTECTING CHILDREN AND SUSTAINING LIVES IN EMERGENCIES?	
THEORETICAL BACKGROUND.30	
I. <i>A safe and protective space</i>	30
A) Physical protection : A safe environment.....	30
B) Psychosocial protection and identification of specific protection needs.....	31
II. <i>Empowering children and the community</i>	33
A) For more resilient communities: Education and Disaster Risk Reduction	33
B) Hygiene promotion, health and nutrition good practices	34
C) Learning to live together : Peace education and children's rights.....	35
III. <i>Back to normalcy : From the aid concept to a development approach</i>	37
A) Restoring hope and positive energy	37
B) Building back better.....	38
IV. <i>Conclusion Part One</i>	39
PART TWO : CASE STUDY, DADAAB REFUGEE CAMPS	41

CHAPTER FOUR. PRESENTATION OF THE RESEARCH FRAMEWORK.....	42
I. Objectives and research project.....	42
II. Methodology.....	43
A) Data collection.....	43
B) Schools visits and interviews.....	44
III. Limits and challenges.....	45
A) The security challenge.....	45
B) Possible bias.....	46
CHAPTER FIVE. BACKGROUND ANALYSIS.....	48
I. Dadaab refugee camps, a protracted crisis.....	48
A) The largest refugee camp in the world.....	48
B) Overwhelmed capacities in overcrowded camps.....	49
C) Chronic crisis and high vulnerability.....	50
II. Education overview.....	50
A) The education sector in Dadaab.....	50
B) An overwhelmed sector.....	51
C) Challenges linked with the new arrivals.....	52
III. Child Protection issues.....	52
A) Main issues.....	52
B) What programmatic response in the camps?.....	55
CHAPTER SIX. MAIN FINDINGS.....	56
I. Schools as safe places.....	56
A) Security and physical well-being.....	56
B) Psychosocial protection.....	57
II. My teacher, the hero.....	58
III. Education for resilience.....	59
A) What children learn in class.....	59
B) Children's clubs.....	61
IV. Quality matters.....	62
A) Quality education.....	62
B) School absenteeism.....	63
C) No future, no hope? Lack of opportunities after primary school.....	63
CONCLUSION PART 2.....	65
CONCLUSION, RECOMMENDATIONS AND WAY FORWARD.....	66
ANNEXES.....	70
REFERENCES.....	81

References

- AGUILAR Pilar, RETAMAL Gonzalo, *Rapid Educational Response in Complex Emergencies: A Discussion Document*, UNESCO-IBE, Geneva, 57 p.
- AS Elmi, « The Chewing of Khat in Somalia », *Journal of Ethnopharmacology*, August 1983, pp. 163-176.
- BENSALAH Kacem, *Guidelines for Education in Situation of Emergency and Crisis, EFA Strategic Planning*, UNESCO, Paris, 2002, 38 p.
- BOYDEN Jo, « Children under Fire: Challenging Assumptions about Children's Resilience », *Children, Youth and Environments* 13(1), Spring 2003. Retrieved [date] from <http://colorado.edu/journals/cye>.
- DAVIES Lynn, "Teaching About Conflict Through Citizenship Education", *International Journal of Citizenship and Teacher Education*, Vol 1, No. 2, 2005, pp.17-34.
- DAVIES Lynn, "Understanding the Education-War Interface", *Forced Migration Review*, Supplement, October 2006, p. 13.
- DAVIES Lynn, *Capacity Development for Education Systems in Fragile Contexts*, University of Birmingham, Birmingham, 2009, 58 p.
- DAVIES Lynn, *Thinkpiece on Education and conflict*, Paper commissioned for the 'EFA Global Monitoring Report 2011, The hidden crisis: Armed conflict and education', UNESCO, Paris, 2010, 26 p.
- DOLAN Janice, *Last in Line, Last in School, How Donors Are Failing Children in Conflict-Affected Fragile States*, Save the Children, London, UK, 2007, 55 p.
- DUNCAN Joan, ARNTSON Laura, *Children in Crisis : Good Practices in Evaluating Psychosocial Programming*, Save the Children Federation Inc., London, 2004, 130 p.
- FERRIS Elizabeth, WINTHROP Rebecca, *Education and Displacement : Assessing Conditions for Refugees and Internally Displaced Persons affected by Conflict*, Paper commissioned for the sEFA Global Monitoring Report 2011', UNESCO, Paris, 2010, 49 p.
- GREELEY Martin, ROSE Pauline, "Learning to Deliver Education in Fragile States", *Forced Migration Review*, Supplement, Octobre 2006, pp. 14-15.
- HART Jason, "Putting Children in the Picture", *Forced Migration Review*, Supplement, Octobre 2006, pp. 9-10.
- HERSCHBACH Dennis, HAYS Frances and EVANS David, *Vocational Education and Training : Review of Experience*, Academy for Educational Development, Washington, 1992, 83 p.
- IKAMARI Lawrence, « The Effect of Education on The Timing of Marriage in Kenya », *Demographic Research*, Volume 12, February 2005, pp. 1-28.
- Inter-Agency Network for Education in Emergencies (INEE), *Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction*, INEE, Paris, 2004, 94 p.

- Kenya Institute of Education, *Primary Education Social Studies Syllabus*, Ministry of Education, Nairobi, 2009, 76 p.
- Kenya Institute of Education, *Primary Education Syllabus, Volume One, Subjects: English, Kiswahili, Mother Tongue, Physical Education and Creative Arts*, Ministry of Education, Nairobi, 2002, 247 p.
- Kenya Institute of Education, *Primary Education Syllabus, Volume Two, Subjects: Mathematics, Science, Christian Religious Education, Hindu Religious Education, and Islamic Religious Education*, Ministry of Education, Nairobi, 2002, 229 p.
- Kenyan Ministry of Education, *Education Sector Emergency Preparedness and Response Plan*, Nairobi, 2010, 22 p.
- KIRK Jackie, WINTHROP Rebecca, « Promoting Quality Education in Refugee Contexts : Supporting Teacher Development in Northern Ethiopia », *International Review of Education, Special Issue on Quality Education in Africa : Challenges and Prospects*, volume 53, #5-6, 2007, pp. 715-723.
- LANDGREN Karin, « The Protective Environment : Development Support for Child Protection », *Human Rights Quarterly*, Volume 27, Number 1, February 2005, pp. 214-248.
- LAWS Sophie, MANN Gillian, *So You Want to Involve Children in Research? A Toolkit Supporting Meaningful and Ethical Participation in Research Relating to Violence Against Children*, International Save the Children Alliance, London, 2004, 80 p.
- League of Nations, *Geneva Declaration of the Rights of the Child*, Geneva, 26 September 1924.
- MITCHELL Lisa, « Child-Centered? Thinking Critically About Children's Drawings as a Visual Research Method », *Visual Anthropology Review*, Vol. 22, Issue 1, 2006, pp. 60-73.
- NICOLAI Susan, *Fragmented Foundations: education and chronic crisis in the Occupied Palestinian Territory*, UNESCO IIEP/Save The Children, Paris, 2007, 155 p.
- NICOLAI Susan, TRIPLEHORN Carl, "The Role of Education in Protecting Children in Conflict", *Humanitarian Practice Network, Network Paper 42*, London, March 2003, www.odihpn.org/publist.asp.
- NUUNE Rashid, « Forced Marriage, A Way of Life in Somali Culture », *SomaliaReport*, 5 May 2011, <http://www.somaliareport.com/index.php/post/778>.
- PENROSE Angela, TAKAKI Mie, « Children's Rights in Emergencies and Disasters », *www.thelancet.com*, Volume 367, February 25, 2006, pp. 698-699.
- PIGOZZI Mary Joy, *Education in Emergencies and for Reconstruction : A Developmental Approach*, United Nations' Children Fund, New York, 1999, 21 p.
- PLAN INTERNATIONAL, *Child-centered Disaster Risk Reduction, Building Resilience Through Participation*, Plan, London, 2010, 48 p.
- SAVE THE CHILDREN, *Reducing Risks, Saving Lives, Save the Children's Approach to Disaster Risk Reduction and Climate Change Adaptation*, International Save the Children Alliance, London, 2009, 6 p.

SAVE THE CHILDREN, *The Future Is Now, Education For Children in Countries Affected by Conflict*, International Save the Children Alliance, London, 2010, 71 p.

SINCLAIR Margaret, *Planning Education in and after Emergencies*, UNESCO International Institute for Educational Planning, Paris, 2002, 140 p.

SINCLAIR Margaret, *Learning to Live Together : Building Skills, Values and Attitudes for the Twenty-First Century*, UNESCO-International Bureau of Education, Geneva, 2004, 167 p.

SMITH Alan, VAUX Tony, *Education, Conflict and International Development, Department for International Development DFID*, London, 2003, 75 p.

SOMMERS Marc, *Peace Education and Refugee Youth*, UNHCR, Geneva, 2001, 48 p.

SOMMERS Marc, *Youth : Care and Protection For Children in Emergencies*, Save the Children Inc., London, 2001, 40 p.

TEFFERI Hirut, *Psychosocial Needs of Children in Armed Conflict and Displacement. A Module for Training Teachers and Caregivers*, Radda Barnen, Stockholm, 1996, 38 p.

TRIPLEHORN Carl, *Education : Care & Protection of Children in Emergencies, A Field Guide*, International Save the Children Alliance, London, UK, 2001, 83 p.

UMBIMA Joyce, KOELBEL Andrea, HASSAN Ahmed Adan, *Joint Review and Assessment of the Education Sector in Dadaab Refugee Camps, Kenya*, 2010, 51 p.

UN General Assembly, *Universal Declaration of Human Rights*, New York, 10 December 1948, 217 A (III).

UN General Assembly, *Convention of the Rights of the Child*, New York, 20 November 1990, 44/25, 15 p.

UN General Assembly, *Declaration on the Right and Responsibility of Individuals, Groups and Organs of Society to Promote and Protect Universally Recognized Human Rights and Fundamental Freedoms*, New York, 8 March 1999, 53/144,.

UNESCO, *The Dakar Framework for Action: Education for All : Meeting our Collective Commitments*, World Education Forum, Dakar, 26-28 April 2000, 77 p.

UNESCO, *Thematic Study on Education in Situations of Emergency and Crisis, Challenges for the New Century*, UNESCO, Paris, 2001, 53 p.

UNHCR, *Refugee Children : Guidelines on Protection and Care*, UNHCR, Geneva, 1994, 183 p.

UNHCR, *Learning for a Future: Refugee Education in Developing Countries*, UNHCR, Geneva, 2001, 259 p.

UNHCR, *Education, Field Guidelines for Educational Assistance to Refugees*, UNHCR, Geneva, 2003, 75 p.

UNICEF-Kenya Country Office, *Manual Child Friendly Schools*, UNICEF, Nairobi, 2010, 202 p.

UNICEF-Kenya, Country Office Kenya *Global Thematic Humanitarian Report 2010*, UNICEF, Nairobi, 2011, 29 p.

UNICEF, *Defining Quality in Education*, International Working Group on Education meeting, Florence, June 2000, 43 p.

- UNICEF, *Core Commitments for Children in Humanitarian Action*, UNICEF, New York, 2010, 52 p.
- UNICEF, *2011 Humanitarian Action for Children, Building Resilience*, UNICEF, New York, 2011, 72 p.
- United Nations International Strategy for Disaster Reduction Secretariat (UNISDR), *Disaster risk reduction in the United Nations*, UNISDR, 2009, 135 p.
- UNOCHA, *Consolidated Humanitarian Appeal Process 2011*, UNOCHA, Geneva, 2010, 67 p.
- USAID, *Somali Refugee Attitudes, Perceptions, and Knowledge of Reproductive Health, Family Planning, and Gender-Based Violence, Findings from Discussions Groups with Adult Men and Women, Youth, Religious Leaders and Health Workers in Dadaab, Kenya*, The Extending Service Delivery (ESD) Project, USAID, Washington DC, May 2008, 37 p.
- VAN DER STOUWE Marc, Oh Su-Ann, "Educational change in a protracted refugee context", *Forced Migration Review* No. 30, April 2008.
- WEDGE Joanna, *Where Peace Begins, Education's Role in Conflict Prevention and Peacebuilding*, International Save the Children Alliance, London, 2008, 37 p.
- WERNER Emmy, « Resilient Children », *Young Children*, volume 39, 1984, pp. 78-83.
- WINTHROP Rebecca, "Emergencies, Education and Innovation", *Forced Migration Review*, Supplement, Octobre 2006, p. 12.
- ZUTT Johannes, *Children at War : Wandering Peace in Southern Soudan*, UNICEF, New York, 1994, 50 p.