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Development Module



Diplomatic
Academy.



EDUCATION IN EMERGENCIES

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ACRONYMS

CFS	child-friendly spaces
DFAT	Australian Government Department of Foreign Affairs and Trade
DRR	disaster risk reduction
EFA	Education for All
EiE	education in emergencies
IDPs	internally displaced persons
IFRC	International Federation of Red Cross and Red Cross Societies
IIEP	International Institute for Educational Planning (UNESCO)
INEE	Inter-Agency Network for Education in Emergencies
IRC	International Rescue Committee
M&E	monitoring and evaluation
OCHA	United Nations Office for Coordination of Humanitarian Affairs
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNHCR	United Nations High Commissioner for Refugees



1 INTRODUCTION

The purpose of this module is to provide introductory information on what an emergency is, how emergencies affect education, and what a response looks like. On successful completion you will be able to be an informed participant in forums related to education in emergencies.

2 DEFINING EMERGENCIES

What is an emergency?

Defining emergencies is not at all straightforward but we can think about them in three broad categories: natural disasters, man-made disasters and complex emergencies.



In 2014, it was estimated that 19.3 million people were displaced as a result of natural disasters in 100 countries (Yonetani 2015). By the end of 2015, it was estimated 65.3 million individuals were forcibly displaced worldwide due to persecution, conflict generalised violence, or human rights violations (UNHCR 2016).

Source: Yonetani 2015, Global estimates 2015: People displaced by disasters, p. 8; UNHCR 2016, Global trends: Forced displacement in 2015, p. 2.

Natural disasters

Natural disasters include hurricanes, cyclones, tsunamis, earthquakes, droughts, floods, landslides and disease epidemics. They tend to strike with little warning. Natural disasters have different intensities and affect various groups of people, women, men, girls and boys, differently. Depending on the severity and scale of the disaster, effects can be short or long term. Examples of large scale natural disasters include devastating earthquakes in Haiti, Pakistan, and Nepal, the Indian Ocean tsunami, cyclones in Myanmar and the Pacific, and the Ebola outbreak in West Africa. A number of countries are either routinely affected by weather patterns, such as cyclones, or increasingly affected by climate change.

Man-made disasters

Violent conflict, which includes ethnic cleansing and genocide, is now the main reason why people are forced to migrate from their homes, either within their own countries as internally displaced persons (IDPs) or to neighbouring countries as refugees. Violence has multiple triggers, often erupts spontaneously, and creates great uncertainty.

Warfare or civil conflict often last over extended periods of time, leading to prolonged emergencies or protracted crises. Some countries are affected by chronic insecurity and intermittent civil conflict which generates high levels of vulnerability for entire populations. It traps refugees in protracted exile and individuals are often displaced



multiple times and for extended periods. This type of conflict is often regional in nature and may involve international military intervention. A feature is the creation of a war economy which means that some groups – warlords, local militia, and illegal traders of drugs or mineral resources – have more to gain from perpetuating conflict than promoting peace. An example is the situation in Afghanistan.

Complex emergencies

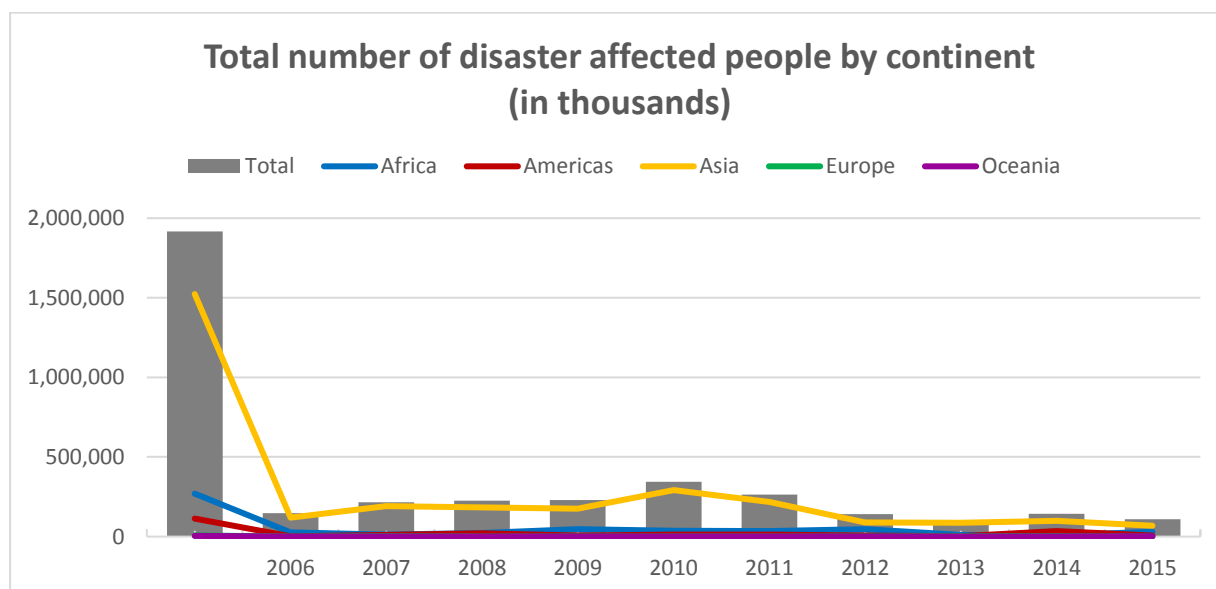
Complex emergencies are major humanitarian crises that are caused by a combination of natural and man-made disasters. In such circumstances the devastating effects of a disaster are dramatically compounded. For example, the effects of conflict in Yemen have been significantly exacerbated by drought, extreme food shortages and disease outbreaks.

Population groups affected by emergencies include:

- refugees: people forced to seek asylum in another country
- IDPs: people forced to flee their homes but who remain within their countries' borders
- returnees: refugees or IDPs returning to their home country after a short or prolonged period
- those whose lives and schooling are disrupted by conflict, but do not flee from their home.

Further, each of these population groups are affected by additional factors such as their gender, ethnicity, tribal affiliations, age and/or politics.

Figure 1 – Total number of disaster affected people by continent, 2006-2015



Source: International Federation of Red Cross and Red Cross Societies (IFRC) 2016, World disasters report 2016: Resilience: Saving lives today, investing for tomorrow, Table 3, p. 234.



Figure 1 and the following statistics outline the far reaching impact of disasters:

- At the end of 2015, the global population of forcibly displaced people was 65.3 million people, including 21.3 million refugees.
- 40.8 million people were internally displaced by conflict.
- During 2015, 574 natural disasters, caused by earthquakes, floods, landslides and heatwaves, killed over 32,550 people and affected over 108 million people. Asia reported the most number of disasters.

Sources: UNHCR 2016, Global trends: Forced displacement in 2015; Internal Displacement Monitoring Centre (IDMC) 2016, On the grid; Yonetani 2015, Global estimates 2015: People displaced by disasters; IFRC 2016, World disasters report 2016: Resilience: Saving lives today, investing for tomorrow.

An activity for you

Identify examples of natural, man-made and complex emergencies resulting in refugees and IDPs.

Is your country program or a developing country that you are familiar with been affected by a major disaster? If so, consider its impact on the local and national community.

Why is Asia the most heavily affected by disasters? Think about earthquakes and windstorms, and countries with high population density.



3 HOW DO EMERGENCIES AFFECT EDUCATION?

Emergencies disrupt education in similar ways

In all categories of emergency, education is disrupted in similar ways, plunging people and systems into crisis. People face high levels of stress and fear during emergencies and, if displaced outside their own country (and even within linguistically diverse countries), may face new challenges of culture and language. Children are particularly vulnerable and may have lost links with their families and communities. Whether the education system and services remain functional or not often depends on the scale of the emergency and the conditions prior to the event. In the vast majority of conflict-related emergencies, education is likely to have been disrupted for some time.

Supply effects

Schools, facilities and resources may be damaged, destroyed, looted or inaccessible. Some may be used for other reasons such as temporary shelter or military purposes. The consequence is that schools are permanently or temporarily unavailable for learning activities.



Teachers may be killed, displaced or too busy with their own survival to continue teaching. In some conflicts teachers are targeted and may be afraid to work. Female teachers, in particular, may face discrimination or deliberate exclusion. System failures (e.g. payroll systems breaking down) may also negatively affect the delivery of education in a predictable and consistent manner.

Demand effects

During emergency situations, family priorities quickly shift to survival and meeting basic needs. Loss of assets or lost wage earning members mean children often need to work to re-establish livelihoods.

Logistical problems may prevent access to regular schools and/or reduce the willingness of families to send children to school. This can be particularly acute for girls because of security concerns at or on the way to school.

Vulnerability

Stress and fear are high for young people during emergencies, especially for those separated from their families and those who bear witness to or must deal with immense trauma.

In emergencies, children face increased risks of sexual abuse, particularly girls, trafficking and forced labour. In conflict-related emergencies there are risks of military conscription and violence against particular groups.

4 WHAT IS EDUCATION IN EMERGENCIES?

Humanitarian assistance for children in emergencies

'Education gives shape and structure to children's lives. When everything around is chaos, schools can be a haven of security that is vital to the well-being of war-affected children and their communities.' (G Machel 1996,

Section H: Education)

Grac'a Machel's ground breaking 1996 United Nations' report [The Impact of Armed Conflict on Children](#) drew attention to the millions of children killed, seriously injured or permanently disabled in violent conflict, as well as countless others who had been forced to witness or to take part in horrifying acts of violence. This report recommended that health, psychosocial wellbeing and education be pillars of all humanitarian assistance for children in emergencies. It stated that, because education lies at the centre of a viable community, maintenance of schooling during emergencies is an indispensable imperative. It also noted that the needs of adolescents be given priority to discourage their participation in armed conflict, trafficking, prostitution and drug abuse.

Education has been enshrined as a basic human right since the [1948 Universal Declaration of Human Rights](#), and outlined in legally binding treaties, such as the [1989 United Nations Convention on the Rights of the Child](#). Despite this, however, knowledge and research related to education in emergencies (EiE) is relatively new. In the past, education has been



considered a development issue, receiving just two per cent of humanitarian aid appeals (UNESCO 2011). Since the adoption of Sustainable Development Goal 4 (Quality Education), it has been recognised that **“it will be impossible to deliver education to all without successfully reaching children, youth and adults in fragile states and those affected by conflict and natural hazard”** (UNESCO 2016). This represents a shift in focus towards increasing support for education in humanitarian responses and protracted crises to address short, medium and long term needs in fragile and conflict-affected states.

Sources: Machel 1996; UNESCO 2011, The hidden crisis: Armed conflict and education, p. 3; United Nations 1948; 1989; UNESCO 2016, Education 2030: Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4, p. 69.

What is the aim of EiE?

The aim of EiE is to provide a broad range of education activities which provide immediate protection from life threatening risk, help to restore normality, and provide hope for the future. This includes:

- providing protection for those particularly at risk such as minorities, girls, children with disability, and out-of-school adolescents who might otherwise be exploited
- conveying life skills and values for health (including prevention of HIV/AIDS), prevention of gender-based violence, conflict resolution, peace-building, responsible citizenship and environmental awareness
- protecting the investment that children, families and nations have made in children's education.

An activity for you

Reflection: In your country program or a developing country known to you, which children would be particularly at risk if an emergency happened? Why?



Guidelines and standards

Many agencies have their own policies, guidelines and operational toolkits, links to which are provided in the References and Links section at the end of this module. These include:

- 🔗 [IIEP Guidebook for Planning Education in Emergencies and Reconstruction \(UNESCO\)](#)
- 🔗 [Education in Emergencies: The Gender Implications \(UNESCO\)](#)
- 🔗 [Education in Emergencies: A Resource Toolkit \(UNICEF\)](#)
- 🔗 [Education Field Guidelines \(UNHCR\)](#)

Sources: IIEP 2010; Kirk 2006, UNICEF 2006; UNHCR 2003.



Is EiE on the global agenda?

Education in emergencies has been kept on the global agenda through advocacy campaigns and policy publications. The [World Humanitarian Summit](#) provided a unique opportunity to ensure that education remains part of humanitarian discussion by highlighting the importance of education as a humanitarian intervention and necessary for all stages of societal development. The [Education Cannot Wait global fund](#) which prioritises education in humanitarian action was launched at the summit. It has five core functions: inspire political commitment, plan and respond collaboratively, generate and disburse additional funding, strengthen capacity to respond to crises, and improve accountability.

In 2011, UNESCO's [Education for All \(EFA\) Global Monitoring Report - The Hidden Crisis: Armed Conflict and Education](#) concluded that most of the EFA goals would be missed by a wide margin and that countries affected by armed conflict face particularly daunting challenges. It also noted that the humanitarian aid system is failing children caught up in conflict.

In 2016, the UNHCR reported that only 61 per cent of refugee children attend primary school. There is progress, however, with the proportion of refugees enrolled in primary school in 2016 having increased from 50 per cent in the previous year. This is due largely to measures taken by Syrian neighbouring and European countries increasing refugee enrolment.

Sources: Agenda for Humanity 2016; Education Cannot Wait c. 2017; UNESCO 2011; UNHCR 2016, Global trends: Forced displacement in 2015.

An activity for you

Think about the statements below and note the issues to consider for each statement.



- Minimum standards for education are relevant for all emergencies.

Issue to consider: It is important to re-establish normality for children.

- Armed guards are recommended to protect children at school.

Issue to consider: Other means are preferable to armed guards at schools.

- Education is a right for all children including in an emergency.

Issue to consider: Education is a human right, whatever the context.

- After a natural disaster the first priority is to rebuild schools.

Issue to consider: There are many priorities and classes can be held in temporary structures (for example, in tents).

- Child-friendly spaces help children express their feelings after trauma.

Issue to consider: Teachers can provide children with support to address trauma.

- If female teachers face security risks it is better to support male teachers.

Issue to consider: Ways need to be found to support female teachers as well as male teachers.



5 WHAT DOES AN EDUCATION IN EMERGENCY RESPONSE LOOK LIKE?

Aim to restore education programs as early as possible

In times of crisis, the aim is to restore education programs as early as possible to create a sense of normality, provide reassuring routine and continuity, and restore hope for the future.

Immediate response

In the immediate aftermath of a disaster the provision of safe spaces can help protect children from death, bodily harm or recruitment in extremist causes. A temporary school can give knowledge and skills for survival such as promoting critical lifesaving information on simple hygiene and health issues that have emerged as a result of the emergency. Child-friendly spaces can also provide a context in which threats to children's safety and physical and emotional wellbeing can be addressed. It may be possible to identify and reunite separated children with their families and identify particularly vulnerable children. It can also offer some protection for children who are vulnerable to being recruited into armed groups or being trafficked.

In the longer term

In the longer term education is a critical ingredient for prospects of return and social reconstruction. On average, displaced children spend eight years in displacement so their education cannot 'wait' until they return home or are locally integrated. Longer-term education issues also apply in sudden-onset natural disaster situations. Quality education plays a critical role in promoting conflict resolution, tolerance, global citizenship and a respect for human rights. It can also increase children's earning potential, enable them to keep their families healthier, and improve their ability to break out of the poverty cycle.

Appropriate EiE responses

Based on the way in which education is affected, appropriate responses to an emergency include any activities that enable education activities to continue in a way which is inclusive to all young people.

Examples of EiE responses include:

- temporary schools such as tents, straightforward repairs or easily constructed new structures
- child-friendly spaces where children of all ages can play and interact. They have simple play materials and are supported by adults to process their emotions. Family members can attend to urgent survival needs, knowing their children are safe
- support to existing teachers where they are available, including orientation on psychosocial issues, and/or recruitment and basic training of temporary teachers (including female teachers) or youth leaders. Enabling the payment of reasonable



and regular salaries is important to maintain motivation and commitment. Some teachers may themselves need psychosocial support

- support to the formal system so that responsibility remains with the authorities of the country. The extent of support depends on the capacity and preparedness of the system
- support to community initiatives where the state system has collapsed completely or did not exist
- creation of school committees to give parents some ownership of the process
- alternative schools to provide, for example, accelerated education for older children who have missed out on school, with pathways to re-enter mainstream education. For example, in 2014-15 Australia funded support of an adult literacy pilot in Bougainville for around 1,400 people who missed out on an education during the Bougainville crisis (Australian High Commission PNG c.2015)
- youth programs such as vocational training, literacy development and life skills, to enable youth participation in rebuilding and productive livelihoods. For example, the World Bank supported [Second Chance Education Project in Timor-Leste](#). The development objectives of this project included increasing the number of out-of-school youth and young adults completing recognised equivalency programs, and decreasing the rate of program leavers in order to increase internal efficiency of the program
- support for disaster risk reduction (DRR) such as identification of and preparedness for risks
- increasing access to education by timing classes when children are not busy with family survival, providing childcare facilities for teachers, and providing rations for the most vulnerable.

Sources: Australian High Commission Papua New Guinea c.2015; Summary of Australia's development assistance to the autonomous region of Bougainville; World Bank 2016.

An activity for you

The concept of child-friendly spaces (CFS) has caught on in the EiE community.

Watch the UNICEF video about [CFS for Syrian refugee children in Lebanon](#) to understand the basic concept. Make a note of the various purposes a CFS is supposed to meet.

Is the CFS for all children? Which ones might benefit most? Are they the only approach to EiE? In what circumstances are they most useful?

Source: UNICEF 2012.





Overview of INEE standards in EiE

The [Inter-Agency Network for Education in Emergencies \(INEE\) standards](#) aim to ensure that education is an integral part of the planning and provision of humanitarian response.

There are 19 foundational standards – clustered in three overarching principles:

- community participation – in analysis, planning, design, implementation, monitoring and evaluation (M&E)
- coordination – supports access to and continuity of quality education
- analysis – timely assessments, inclusive responses, regular monitoring, systematic evaluation.

The INEE standards are to be applied across four domains:

[Access and learning environment](#)

Equal access to quality and relevant education; protection and wellbeing in safe and secure environments; linkages with health, water and sanitation, nutrition and shelter to enhance security, safety and physical, cognitive and psychological wellbeing.

[Teaching and learning](#)

Culturally, socially and linguistically relevant curricula; training, professional development and support for teachers; learner-centred instruction and learning processes; and appropriate assessment of learning outcomes.

[Teachers and other education personnel](#)

Enough appropriately qualified and diverse staff, recruited transparently; clearly defined conditions of service and appropriate compensation; and supervision and support mechanisms so they can be effective.

[Education policy](#)

Law and policy formulation and enactment to prioritise continuity and recovery; planning and implementation in line with international and national policies and plans.

Source: Inter-Agency Network for Education in Emergencies (INEE) 2010.



Case study: South Sudan's minimum standards



South Sudan is the newest nation in the world. It faces the challenge of reconstructing, and in many areas establishing for the first time, its education system. It is doing this so that it can meet the needs of school-aged children, as well as older children and youth who have missed out on school due to involvement with armed groups, displacement, or limited access.

The South Sudan Ministry of Education and the Education Cluster (of the humanitarian aid system) coordinated through OCHA (United Nations Office for Coordination of Humanitarian Affairs) have both committed to ensuring all children and youth affected by emergencies have access to education. This was enshrined through a process of adaptation of the Minimum Standards to the particular context.

For example, the country's standard on assessment states that:

'Timely education assessments means that the first (needs) assessment should take place within the first three weeks after a crisis, or as soon as it is safe to do the assessment. Depending on the context, the second needs assessment should take place three months after the first assessment. A second assessment is very important because it measures the current course of action and progress to determine whether a change of intervention strategy is required. From then on, regular assessments should take place and should link with ongoing monitoring. Even though assessment timing can vary, the overall objective is to collect information frequently enough so that the response is relevant to the affected population. To share assessment information, education stakeholders should have access to communication devices.'

Reflection: Were you aware that there were standards for EiE? Do you have any experience in applying them? Can they be enforced?

Find out if your country program or a developing country known to you has Minimum Standards for EiE.

Source: South Sudan Education Cluster 2010, South Sudan minimum standards for education in emergencies.



6 GENDER AND INCLUSION IN EDUCATION IN EMERGENCIES

What are the gender issues?

Girls and boys are affected differently in emergencies. Girls are almost two and a half times more likely to not attend school in conflict-affected countries (UNESCO 2015). Some of the factors are the same as for normal situations in that girls are more likely to be kept home from school because they have defined gender roles in the household, most often in childcare for younger siblings and domestic duties. In acute emergencies this is exacerbated as family survival is often critical or resources are inadequate for all children.

There are dangers of direct attacks and disproportionate targeting of girls in school in conflict situations. Examples include the kidnapping of Nigerian school girls by an extremist group and the disproportionate targeting of girls' schools in Afghanistan (UNESCO 2015). In addition, the risk of sexual violence or the pressure to engage in prostitution can sometimes be significantly increased and the number of female teachers often decreases. These atmospheres of elevated insecurity can quite understandably result in a decline in the number of girls attending school.

Attempts to initiate education activities may mean crowded classrooms of mixed age children and youth so that younger girls are more at risk from older boys. Boys also face new risks, especially the likelihood of being drawn into violent conflict.

Source: UNESCO 2015, Humanitarian aid for education: Why it matters and why more is needed, p. 3.

How are gender concerns addressed?

Gender concerns can be addressed by:

- locating temporary schools away from risk points such as dense bush or soldiers' quarters
- positively recruiting female teachers and providing appropriate childcare in a safe and secure environment
- developing a code of conduct for all teachers
- involving community members to ensure safe travel to schools
- providing flexible timing of classes for girls and boys, separately if appropriate, to avoid times when they are involved in household or income generating activities
- providing additional food rations as incentives for attendance.

Inclusion

Gender is not the only issue of inclusion. After this module, try to find time to look at the modules on *Marginalisation* (Foundation and Practitioner level) so that you are aware of the issues across all aspects of education. Here, we will just acknowledge that inclusion is



something which, like gender, is best addressed at the earliest possible opportunity rather than being put in the ‘too hard’ basket.

Case study: Out-of-school children in Pakistan

After an earthquake in Pakistan, Save the Children Sweden’s team set up community education councils linked to each rehabilitated school. Each council had at least two children as representatives.



Children would report who was regularly absent from school and why they thought these children were absent. Often girls and children with disabilities were kept at home because their families thought going to school was not safe, or that they would not benefit from education. Once out-of-school children had been identified, the community education council was asked to develop a plan to make it easier for them to attend school and to have a positive experience once there.

Source: Inter-Agency Network for Education in Emergencies (INEE) 2009, Education in emergencies: Including everyone, INNEE pocket guide to inclusive education.

7 WHAT IS THE ROLE OF DEVELOPMENT PARTNERS?

Development partners have been reluctant to fund EiE

Development partners’ response to protracted crises and large-scale natural disasters typically prioritises the most visible, immediate and acute needs, such as food, health, water and sanitation (UNESCO 2015). This is based on the notion of an ‘emergency response spectrum’, with certain activities believed to be suited to one of three different stages: (1) the immediate emergency response; (2) the recovery period; and (3) a stable state of development. In this view, education responses are typically reserved for stage (3), with some actions taken in stage (2). However, approaches spearheaded by the INEE and others position education as a continuous process that should not be interrupted when disaster strikes. Education-related responses should occur at all three stages.

Development partners often separate humanitarian funding from development funding. Humanitarian funding is intended to be disbursed quickly, but for short periods of time, whereas development funding has long processes of design and tends to be for several years. In DFAT’s EiE work, efforts should be made to allow for a smooth transition from humanitarian funding (immediate emergency response) to development funding, as the situation progresses into recovery, reconstruction and greater stability.

Source: UNESCO 2015, Humanitarian aid for education: Why it matters and why more is needed, p. 6.



An activity for you

Imagine you receive proposals from various partners who seek humanitarian funds for emergency education activities after a huge earthquake.



Which of these do you think you should support with humanitarian funds? Which should be prioritised for development funding? How might you go about engaging with your counterparts at the Ministry of Education and elsewhere on these matters? (Note, there are no right or wrong answers.)

- school reconstruction
- teacher training
- provision of learning materials
- parent teacher committees
- development of inclusive curriculum
- childcare for teachers
- disaster preparedness
- food incentives for participation
- policy on vocational training
- coordination support for Education Departments.

Check your answers.

In an emergency situation, the following might be the most urgent: school reconstruction; provision of learning materials; disaster preparedness training; food incentives for participation. (You may have different suggestions.)



Case study: The tsunami in Aceh, Indonesia



The tsunami's effects on the education system in Aceh were devastating. Over 40,000 students and 2,500 teachers and education personnel were killed. More than 2,000 schools were damaged, including kindergartens, primary, junior and senior high schools, technical and vocational schools and universities, and 150,000 students lost access to proper education facilities (Humanitarian Practice Network 2005). Schools opened two months after the tsunami using makeshift tents and absorbing students and teachers from destroyed schools into surviving ones.

Three agencies involved in the INEE Working Group – International Rescue Committee (IRC), Save the Children and UNICEF – distributed the Minimum Standards handbook (INEE 2010) to all stakeholders. The standards were widely accepted, and provided a common framework, shared between all agencies, enabling a greater level of coordination and improved practice. The framework guided early discussions and actions, leading to more effective emergency education responses that laid the groundwork for long-term quality education.

How were the standards used in Aceh?

Some of the uses of the standards were:

- the 'Focused Conversation' template was used to better understand the education situation and design interventions, with an emphasis on learning from communities themselves
- an emergency teacher certification program was initiated for the 1,500 new recruits with no previous teaching experience
- the no longer used system of clustering schools was revitalised, making one main school a meeting/training place for teachers and administrators from surrounding schools.

What were the main challenges?

There were many challenges in implementing a coordinated, quality emergency education response. The three main ones were:

- the continual state of flux inherent in the emergency phase made it difficult to schedule meetings, and scheduling conflicts were common
- high staff turnover in international agencies meant that several Working Group meetings had to focus on orientation
- maintaining momentum when key advocates for the INEE Minimum Standards left Aceh, thus decreasing momentum and increasing the burden on staff that remained.

Sources: Human Practice Network 2005, Humanitarian Exchange, no. 32, December. p. 21; Inter-Agency Network for Education in Emergencies (INEE) 2010, Minimum standards for education: Preparedness, response and recovery.



8 TEST YOUR KNOWLEDGE



Assessment questions

Answer the following questions by ticking 'True' or 'False'. Once you have selected your answers to all the questions, turn the page to 'The correct answers are...' to check the accuracy of your answers.

Question 1

The main categories of emergency are natural disaster, man-made disaster and complex emergency.

Is this statement true or false?

☐ True

☐ False

Question 2

The education in emergency (EiE) approach is only concerned with physical rehabilitation of schools and distribution of textbooks.

Is this statement true or false?

☐ True

☐ False

Question 3

Education can give shape and structure to children's lives even in the midst of chaos.

Is this statement true or false?

☐ True

☐ False

Question 4

There are no minimum standards in EiE.

Is this statement true or false?

☐ True

☐ False

Question 5

Child-friendly spaces provide protection and psychosocial support as well as learning opportunities.

Is this statement true or false?

☐ True

☐ False



Question 6

EiE guidelines are good for all countries and do not need adaptation according to the country context.

Is this statement true or false?

☐ True

☐ False

Question 7

Girls tend to be more at risk from gender-based violence than boys and need special consideration.

Is this statement true or false?

☐ True

☐ False

Question 8

Research indicates that in most cases parents are very concerned about the loss of education for their children due to natural disasters, man-made disasters and complex emergencies.

Is this statement true or false?

☐ True

☐ False



The correct answers are...



Question 1

The main categories of emergency are natural disaster, man-made disaster and complex emergency.

This statement is true.

Question 2

The education in emergency (EiE) approach is only concerned with physical rehabilitation of schools and distribution of textbooks.

The statement is false. Education in emergencies is concerned with the physical rehabilitation of schools and the distribution of textbooks. However it is also concerned with many other issues including creating child-friendly spaces, supporting existing teachers, identifying alternative schools for students to attend, and providing support for disaster risk reduction.

Question 3

Education can give shape and structure to children's lives even in the midst of chaos.

The statement is true.

Question 4

There are no minimum standards in EiE.

The statement is false. The 'Minimum Standards for Education: Preparedness, Response and Recovery' were developed by the Inter-Agency Network for Education in Emergencies (INEE) in 2004 and are widely used in EiE.

Question 5

Child-friendly spaces provide protection and psychosocial support as well as learning opportunities.

The statement is true.



Question 6

EiE guidelines are good for all countries and do not need adaptation according to the country context.

The statement is false. EiE guidelines always need to be adapted to the specific country context.

Question 7

Girls tend to be more at risk from gender-based violence than boys and need special consideration.

The statement is true.

Question 8

Research indicates that in most cases parents are very concerned about the loss of education for their children due to natural disasters, man-made disasters and complex emergencies.

The statement is true.



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- ✂ *Gender and Inclusion in EiE by watching this video:* http://www.unicef.org/infobycountry/kenya_67044.html



- ✎ *The Inter-Agency Network for Education in Emergencies (INEE), found at:*
<http://www.ineesite.org/en/>
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