

id21 insights

communicating international development research

Educating young people in emergencies

Time to end the neglect

Armed conflict and natural disasters tear communities apart. Lives are lost, families displaced and separated and support systems break down. Opportunities for education are very few: over half of the more than 200 million children and young people who have not completed primary school, live in regions devastated by armed conflict. The impact on adolescents and youth is uniquely devastating.

Young people (aged 10 to 24) are more likely than young children to:

- miss out on an education
- be recruited into fighting forces
- suffer sexual violence
- be forced into early marriage
- face reproductive health risks
- have to earn a living
- head households.

Young people must take on responsibilities in societies that are often very young: 60 or more percent of the population of many developing countries (where most armed conflict takes place) are under 25. Without education, young people are more vulnerable to abuse and exploitation and less able to fulfill the many roles they are forced to play to ensure their own and others' survival. Females are particularly at risk.

Although education during emergencies and post-emergency situations is increasingly seen as critical to the protection, survival and recovery of communities, youth education is not prioritised. Emphasis is often placed on primary education.

This approach is short-sighted given the reality of education gaps and needs. Age-related data on communities affected by war is limited, illustrated by **Lynne Bethke** in this issue of *id21 insights education*. Displacement often lasts years and existing data show that most young people do not complete primary school; youth and adult unemployment is also often extremely high.

This issue of *id21 insights education* asks: What is at stake when primary, post-primary and vocational opportunities for young people are neglected and what can and should be done?

What is education in emergencies?

According to the Inter-Agency Network for Education in Emergencies (INEE), education in emergencies protects the well-being of people living in conflict or where a natural disaster has struck; it fosters learning opportunities for people – nurturing their social, emotional, cognitive and physical development; it offers stability and protection in chaotic and dangerous environments; it restores hope and is life-saving. In schools or through non-formal education activities, essential safety information can be provided concerning, for example, landmines, trafficking, exploitation and the prevention of HIV/AIDS.

Diverse youth education needed

Governments at the 1990 World Conference on Education for All in Thailand committed to ensuring a range of educational opportunities from primary and vocational education to adult literacy. Yet action to meet these and other targets for education for all has focused on the provision of primary education: the second Millennium Development Goal

Northern Uganda: this young boy and many other boys and girls abducted by the Lord's Resistance Army, a rebel group from northern Uganda, have reintegrated more easily into their communities. Boys involved in this bicycle repair course build skills for self sufficiency while also healing psychosocial wounds.
Photo by Jane Lowicki-Zucca

is 'to achieve Universal Primary Education' (UPE) by 2015. If education for young people is neglected, those who miss out on primary-level schooling will be far less equipped to help create stable, prosperous societies that support UPE and further education over the long term.

In acute emergencies, non-formal education provides safe spaces for interaction and psychosocial healing; it creates a routine, helping participants cope with their circumstances and providing opportunities for protection. Quick action to re-establish formal schooling also meets these needs, write **Lucia Castelli**, **Elena Locatelli** and **Dorothy Jobolingo**, meaning that less work is required to rebuild institutions and systems in the later stages of reconstruction and transition to peace. However, few of these activities effectively engage young people.

Education that is appropriate and relevant for young people in all phases of emergencies is essential. **Ann Avery** and **Marina López Anselme** focus on the need for flexible options for completing formal primary and secondary education. In addition, accelerated learning programmes will assist those who have missed years of schooling and are considered too old for primary school. **Barry Sesnan** offers examples of youth-led vocational training. These and other types of livelihood support help young people become self-sufficient, avoid abuse and exploitation (particularly females) and build skills needed for reconstruction. Life skills approaches are critical. **Eldrid Midttun** describes an approach to functional literacy and vocational education in Sierra Leone. **Anna Obura** and **Margaret Sinclair** show how



- ▶ HIV/AIDS and peace education build skills for survival, recovery and development.

Policy-makers must increase investment in accelerated learning courses at primary level and in relevant vocational and other skills training for young people; they need to prioritise youth leadership in programme planning and implementation. They must also determine which groups can best provide these services, given the varying roles of Ministries of Education and Youth, non-governmental organisations (NGOs) and others. **Peter Buckland** discusses structural and programmatic challenges facing policy-makers post-conflict.

Three young people – **Amir Haxhikadrija, Akello Betty Openy and Mohammed Alie Kanu** – describe how their peers prioritise education, after peace and security. Initiatives in partnership with young people are vital as part of a comprehensive approach to youth protection and development that addresses the effects of armed conflict, natural

disaster and other emergencies.

Ways forward

After two years of global consultation, the INEE launched the Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction (MSEE) in 2004 (see box below). They emphasise that the right to education is not limited to those under 18 and call for a focus on children *and* youth; they are an important tool for advancing youth education. **Carl Triplehorn** discusses the use of these standards in Indonesia after the tsunami.

Neglecting youth education in emergencies is a gamble young people, their communities, national governments and the international community cannot afford to take. What else can be done?

- Ensure the MSEE are implemented using age- and gender-specific approaches; develop and test tools; fund and evaluate youth-focused education pilot projects.

- Improve data collection to help respond to the educational needs of all ages.
- Strengthen links between humanitarian and development assistance for youth.
- Include youth affected by armed conflict in a renewed Global Programme of Action for Youth in 2005.
- Set up a UN agency focal point for youth affected by armed conflict.
- Increase donor funding for youth protection and development, linking education and economic development initiatives in conflict and post-conflict.
- Involve young people in planning and implementing emergency programmes ■

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Applying minimum standards in Indonesia

For many humanitarian agencies, the tsunami in December 2004 tested their ability to assist in educating children on a massive scale. It also raised important challenges in applying the new Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction (MSEE) recently developed by the Inter-Agency Network on Education in Emergencies (see box right).

Minimum standards in education are vital. The MSEE aim to support *everyone*: children under 6, youth and adults are rarely prioritised during emergency situations.

Within days of the tsunami, Save the Children set up emergency education programmes in targeted areas and began applying the MSEE in Aceh, Indonesia. In the aftermath of the tsunami, Save the Children reflects on its use of the MSEE and provides some insights into how they could be used to ensure the right to education in future emergencies:

Dissemination of MSEE

Many organisations involved in the development of the MSEE such as Save the Children, UNICEF and the International Rescue Committee tried to raise awareness of the standards through MSEE translations, presentations and discussions. However, staff did not have the time or resources for the necessary training; and newer organisations did not see the benefits of the MSEE as they don't represent additional funding from donors or recognition by the government.

A key challenge for MSEE

Studying and sitting for national exams are major challenges in crisis situations. In Aceh the tsunami disrupted over two months

of schooling. The Indonesian government waived the national matriculation exam for primary schools but not for middle and secondary schools. Without additional support, students taking these exams are at a significant disadvantage to those in other parts of the country. Save the Children initiated rapid school-based tutorials to help over 2,000 students catch up.

Involving young people

Techniques for youth involvement in emergency assessment, especially during the acute phase, are developing. To try and understand their needs, Save the Children held focus groups with young people regarding their psychosocial well-being, education and protection during the acute emergency. While not ideal, these focus groups were conducted by adults and younger staff, and illustrate the need for increased youth-led assessment tools.

Focusing on youth education

Early on in the tsunami crisis, humanitarian assistance focused on re-starting primary schools and to a lesser extent on middle and secondary schools and those not in school. Few organisations focused on young people as a means of addressing the needs of their peers or for supporting humanitarian relief. Yet a large number of young people, especially university students, came from other parts of Indonesia to help and could have been more coordinated to support non-formal or other education activities. Even now, many organisations are not engaging with the Department of Youth under the Ministry of National Education or with local youth organisations such as the Scouting Movements, Community Learning Centres or various student associations.

Young people are mostly ignored in times of crisis. The MSEE are a possible tool to address this, requiring:

- a designated MSEE person in the UN or a non-governmental organisation

What are the minimum standards?

The MSEE have been developed by the INEE and are published as a handbook or CD ROM (available for free from the website below). The minimum standards are a commitment to ensuring the rights of children, young people and adults to education during emergencies. They are divided into five categories:

Minimum standards common to all categories: community participation and analysis (assessment, response, monitoring and evaluation)

Access and learning environment: partnerships that promote access to learning opportunities

Teaching and learning: curriculum, training, instruction and assessment

Teachers and other education personnel: administration and management of human resources

Education policy and coordination: policy, planning and implementation

www.ineesite.org/standards/

(NGO) to raise awareness of the MSEE amongst government, NGOs and young people

- a dedicated youth position focusing on assessment, programming and protection issues throughout all phases of humanitarian response
- greater support for indigenous youth organisations and international organisations with local branches, such as the Scouting Movements, to reestablish themselves and support the reconstruction efforts ■

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Tsunami relief and reconstruction: through the eyes of the children, Save the Children, June 2005

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The role of education in protecting children in conflict, HPN Paper #42, Overseas Development Institute, by Susan Nicolai and Carl Triplehorn, 2003

www.odihpn.org/pdfbin/networkpaper042.pdf

Survey reveals major gaps in education

Most children and young people growing up in war zones miss out on education. Precise data, however, are lacking.

The 180 countries attending the World Education Forum in Dakar in 2000 promised to ensure by 2015 that all children in difficult circumstances (including those affected by war) have access to and complete free and compulsory primary education of good quality. Many organisations support education in emergencies yet there is no systematic approach to data collection.

The Global Survey on Education in Emergencies attempts to gather precise information about education for young refugees and internally displaced people (IDPs).

For the ten countries from where the highest number of IDPs and/or refugees originate, the survey estimates that between 25 and 28 million young refugees and IDPs (or 70 percent of the world's total) aged 5 to 17 did not attend school in 2002. The disruption of conflict means that young people need alternative solutions to finish primary and secondary schooling, basic literacy and other skills training.

The United Nations High Commissioner for Refugees currently reports population data by age group: 0 to 4, 5 to 17, 18 to 59, and 60 and over. Although we know how many students are enrolled in each grade or level of schooling, we don't know the exact ages of students enrolled or how many adolescents are in a given refugee population. Without more detailed age-related data it is impossible to determine how many young people are left out, which programmes are most effective and how to organise good quality education to match their needs.

Further findings include:

- Opportunities for formal post-primary education are limited (see chart below). Between 1993 and 2002 an average of 13 percent of refugee students worldwide, most of them male, were enrolled in grade 6 and above.
- Although the gap between male and female enrolment increases in the higher grades, overall the actual number of students in secondary school is miniscule (see chart below).
- Most of the 25 to 28 million children that did not attend school in 2002 were internally displaced or affected by conflict in their own country. UNHCR's protection mandate gives refugees more opportunities for primary and secondary education than IDPs.

Key policy lessons include:

- Young people need choice and flexibility including formal education,

accelerated learning, skills training and basic literacy programmes.

- Although it is sometimes difficult to determine the ages of refugees and displaced people, population data should represent sub-groups of children, adolescents and adults rather than overly broad age categories such as 5 to 17 or 18 to 59.
- Data collection needs improvement, to measure progress toward Education For All and to determine more precisely how many young people have been and are being educated and what opportunities are available in emergency situations ■

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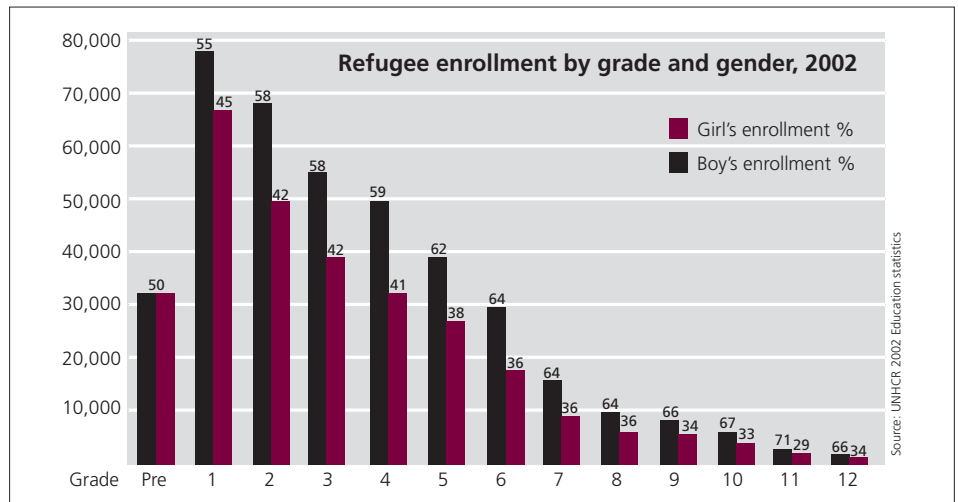
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Global survey on education in emergencies, Women's Commission for Refugee Women and Children, New York, by Lynne Bethke and Scott Braunschweig, February 2004 (the chart below is on page 15)

www.womenscommission.org/pdf/Ed_Emerg.pdf



Life skills, peace education and AIDS prevention

Adolescents in conflict situations face many risks including HIV/AIDS and recruitment by fighting forces. Life skills training can add enormously to general education and provide support for emotional and social skills, particularly for HIV prevention and peace-building.

Effective education for HIV/AIDS prevention teaches medical facts but life skills are as important if not more so. Using role play and practice in a variety of risky situations, students develop negotiation skills that give them the confidence, for example, to avoid going to discos without reliable friends or to avoid unwanted or unprotected sex. Effective peace education includes negotiation and mediation skills for conflict prevention and resolution at personal and community levels.

Life skills can change behaviour

In practice, education programmes for life skills, peace and HIV/AIDS prevention are often not well designed or implemented. They

lack skilled teachers and time for monitoring what students learn. The life skills and peace education programme developed by UNHCR and its partners however – known as the Inter-Agency Network for Education in Emergencies (INEE) Peace Education Programme – shows good results in an evaluation study in 2002.

The programme sets out the skills to be learned each week, encourages practice in class and gives weekly, manageable, monitored homework in the school, home and community. The INEE programme has been shown to change behaviour. In one case, young refugees who had attended the courses refused to join in a fight instigated by their elders, saying that they were peace education workers; no fight took place.

The principle of learning skills through regular manageable tasks also applies to life skills and HIV/AIDS education. Successful programmes include learning the skills within dedicated timetabled classes such as civics, religious or social studies. External assessment shows, however, that in schools without specially trained and motivated teachers, these classes may not be regular, partly due to examination pressures, and independent skills lessons may be created solely for inspection purposes.

When skills are practised and learned on a regular basis, learners and teachers are

enthusiastic: learners like *doing* something in class. Learning skills also produces young conflict mediators and HIV peer facilitators. Young people welcome this kind of responsibility and their peers are keen to ask their advice.

The secret of a good skills programme, in addition to appropriate curriculum design, is high quality, ongoing teacher education, the input of a highly specialised trainer and a dedicated lesson each week.

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The impact of HIV/AIDS on education systems in the eastern and southern Africa region and the response of education systems to HIV/AIDS: life skills programmes, UNICEF, by Debbie Gachuhi, 1999

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Learning to live together: building skills, values and attitudes for the twenty-first century, IBE UNESCO, by Margaret Sinclair, 2004

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Young people speak out

Between 2000 and 2002 over 150 adolescents led studies on the problems facing young people in Kosovo, northern Uganda and Sierra Leone, with the Women's Commission for Refugee Women and Children and other organisations. Despite the different stages of conflict and the diverse cultural, political and social backgrounds of the 3,000 adolescents and adults interviewed, most said that education is critical to achieving physical protection, psychosocial recovery, peace and development.

Kosovo

Despite ethnic divisions most young people had similar concerns (mostly insecurity and psychosocial problems), and education was seen as a main solution. Youth education needs varied along ethnic, gender and rural/urban lines and across different stages: pre-war, a refugee and internally displaced persons period, and post-war.

Albanian students were expelled from schools in 1991. Refugees who fled to Albania during the war in 1999 were not immediately accepted into host country schools, and attended non-formal and community schools. After the war, thousands of young Serbs were displaced and missed out on education. Quality fell for all; there were few school materials; teaching methods were old fashioned and vocational skills training limited. Overall, we found that:

- Education protects young people and helps them cope.
- Education creates a bridge to fragile post-war periods.
- Education curricula need to look ahead and help create a more tolerant society.
- Collaboration between parents, teachers and young people is vital.
- Youth activism is strong yet young people are excluded from decision-making processes.

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Northern Uganda

The hundreds of young people we interviewed have lived all their lives with war. In addition to peace and security, they said education is the key to rebuilding their lives and restoring communities. Also:

- Parents need to see education for girls as a good investment.

- Girls should not be forced into marriage at an early age.
- Girls should not have to take care of the house while boys go to school.
- Girls who attend school must be protected from sexual abuse.
- Adolescents abducted by rebels need help returning to school.
- Teachers need to be well trained; they also need more teaching resources.
- More secondary schools and lower fees are needed.
- Programmes must teach skills needed to earn a living.

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Sierra Leone

Without education, young people say they feel hopeless and at times turn to destructive activities. Most interviewees could not get an education as it is too expensive, schools are too far away, there is gender discrimination, and they lack learning materials. Many schools are barely functioning, have little furniture and few teachers. Even if primary education were free the cost of uniforms and supplies is too high; there are fewer secondary schools and costs are even higher.

I lived in Makeni – under rebel control – and missed five years of schooling. My parents couldn't pay the fees. Today I am a father and must care for myself and my child while I continue my education. For girls, it is more difficult. A girl in Makeni said: 'I couldn't go to school because my parents preferred paying for my brother. So I ended up in prostitution'.

Only with formal and non-formal education will we be able to follow a steady path to peace and not be forced into prostitution, war or other dangerous work. We can rebuild Sierra Leone, but we need education to do it.

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Youth speak out: new voices on the protection and participation of young people affected by armed conflict, Women's Commission for Refugee Women and Children, by Jane Lowicki, 2005

www.womenscommission.org/pdf/cap_ysofinal_rev.pdf

Young people take the initiative

Young people in Africa face obstacles – poverty, war, discrimination – to a better life and to fulfilling their dreams. In frustration some resort to joining militias or becoming petty criminals or prostitutes in search of friendship, protection and food. Most do not want this, however; they want to get better educated and earn a living.

Formal training courses, even if accessible and affordable, are often long and inflexible and less useful for girls who generally cannot leave home or take the same risks as boys.

Drop-in centres

Echo Bravo, an organisation of educationalists in eastern Africa, helps young people get an education in difficult circumstances. It provides drop-in 'education bases' in north-west Uganda where young people can follow courses, hold meetings, keep shared resources and feel at home. It has worked particularly well in refugee camps where young people use the base to read or run sports and musical groups.

Adding value

The ability to drive, computer and business

knowledge, or an additional language add value to a person's skills. In the Congo and Uganda a two-day bee-keeping course helps people onto the first step of the economic ladder. A workshop on 'pleasing the customer' encourages craftsmen to introduce variety into their products.

Creating their own opportunities

Young people gain confidence by teaching each other skills. From 'boda-boda' bicycle taxi riders to barbecued-chicken sellers and those carrying out door-to-door trade, young people in Uganda are forming unions or associations: they set standards and are proud of their knowledge and services; they learn management and business skills.

Youth initiatives are undermined

Governments and NGOs lag far behind young people's survival and leadership trends and can be reluctant to see that youth can and want to take the initiative.

Learning a skill

In Kinshasa, Democratic Republic of Congo (DRC), teenage AIDS orphans are deliberately dropping out of school to work and keep their younger brothers and sisters in school. Aspiring young hairdressers say they need a set of scissors, combs and electric razor to take to friends' salons to learn more skills.

Young people are inventive

Throughout Africa the business of mobile phone repairs fully illustrates the inventiveness of young people as they react to the market they are living in. No older 'experts' set the agenda; no school yet offers a course. Repairers, always young, teach each other and the person with knowledge gains respect as he passes on a particular skill, even though it may reduce his own business.

Learning from each other

In the eastern DRC, ravaged by war, young people have set up FM radio stations using old walkie-talkies and cassette players. In Bunia, Radio Canal Revelation provides what the audience wants on the tiny income they get from greetings messages. It has also become an informal journalism school.

What help is needed?

Even small investments open the door: a generator would help the radio station. We need to take risks. Young people who are already identifying problems and working out solutions have to be trusted. Mistakes will be made, money may be lost but everyone will learn lessons ■

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Make learning relevant, say young people

As thousands of Rwandans were skilled or fled to neighbouring countries ten years ago, primary school education was provided in exile camps and local communities. Surveys by the Norwegian Refugee Council (NRC) found that young people wanted to learn but felt that education is not available or relevant.

Many young Rwandans cannot enter the formal education system and so non-formal alternatives are needed. A 'Youth Literacy Package' in Tanzania and Rwanda was the model for the Youth Pack developed in Sierra Leone with the Ministry of Education and ActionAid. After the peace agreement, the challenge of re-integrating young people is now critical to achieving lasting peace.

Youth Pack is a one year full-time programme for young people with little or no formal education, who cannot spend longer studying before having to look for paid work. Training in life skills, literacy, numeracy and other skills are offered in small classes – half girls and half boys – given that pupils need lots of attention and teachers have limited experience. Two locally

recruited and trained teachers are allocated to each class - one male, one female. Female teachers provide protection for girls; male and female teachers provide role models for both sexes.

After completing two years of Youth Pack, NRC is evaluating its effectiveness and identifying useful lessons for other countries. Findings in June 2005 include:

- Young people, teachers, community members and leaders say that Youth Pack has had a beneficial effect on reintegration and on self-confidence.
- Young people have 'found a purpose in life' or have changed from being 'trouble-makers' to positive role models.
- Vocational and skills training are seen as the main benefit. Most first year graduates are building on what they have learnt as apprentices, in employment, or in school.
- Young participants say that the Youth Pack has 'equipped them with skills to make a living and to be self-reliant'; a teacher estimates that '66 percent of first year students are self-employed and doing well'.

- Most young people did not learn to read and write due partly to a lack of integration between the literacy and numeracy classes and vocational training.
- Lack of experience in managing partnerships (with ActionAid Sierra Leone) led to some disagreements.

Recommendations include:

- The curriculum needs adapting to young people's needs, their level of education and pace of learning.
- Literacy training should use practical examples from skills training to make learning more relevant.
- In-service training to improve the teaching skills is essential.
- Programmes developed in partnership with local agencies with planning and implementation skills will be more sustainable; training may be needed.
- National and international field staff need good training in constructive conflict management and cross-cultural communication skills ■

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Civil war in Uganda Education for protection

Over 18 years of civil war in northern Uganda, fought mainly between the Lord's Resistance Army (LRA) and the Ugandan military, has prevented young people from getting a good education. Over 90 percent of people live in camps for internally displaced people and most schools in Kitgum and Pader districts are closed despite efforts to achieve Universal Primary Education.

Many young people have missed out on years of schooling and are subjected to harmful forms of child labour. They live in daily fear of abduction by the LRA to become soldiers and/or sex slaves. Some are recruited into government military service; others are sexually exploited and abused; domestic work is also common.

ORACLE – Opportunities for Reducing Adolescent and Child Labour through Education – began in 2004 to raise awareness about the worst forms of child labour and address them by improving the quality of and access to education. It is run by the International Rescue Committee (IRC) and the Italian Association for Volunteers in International Service (AVSI).

ORACLE sees education as a means of protection, creating opportunities for young people's involvement, equal opportunity for girls and community engagement. ORACLE enrolls children and adolescents in schools, runs catch-up classes and works to prevent students from dropping out. For those who need a secure income, ORACLE offers non-

formal vocational skills to help them find a job and become self-supporting. A survey in 2004 highlighted the following:

- Adults living in camps cannot provide for their families, let alone afford schooling for their children. Education is supposed to be free but paying for supplies such as pens and exercise books prohibits attendance.
- Local communities lack information about child labour, child rights, the need to educate girls and the overall importance of education.
- Former child soldiers find it difficult to return to school and teachers are inexperienced in handling multi-age and multi-level classes.
- Communities often see child labour as normal and rely on contributions to family income irrespective of the type of work involved.
- Teachers and district officials believe parents give their children too much work which interferes with their schooling, especially girls.

Young mothers and former child soldiers are encouraged to return to classes; mothers can bring their babies along. Vocational courses include carpentry, tailoring, brick-laying, baking and business skills. ORACLE also trains teachers to better relate to young people affected by conflict.

These activities cannot ensure an end to the conflict or guarantee a regular income, but they do help communities cope with their circumstances and provide opportunities for a more stable future. Clearly, there is a need for strong support for education in emergencies with a focus on young people. Specifically:

- Policymakers, donors and practitioners need to recognise the protective role of education, ensuring safe spaces for learning, psychosocial healing and development on many levels.
- More funding is needed for education in emergencies for rebuilding schools, learning materials, teacher training and vocational and skills training.
- Education models are needed that support young people's lives through education in environments where economic opportunity is limited ■

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ORACLE survey report: attitudes, actions and awareness towards education and child labour in northern Uganda, by Debra Sheldon, June 2004

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Post-primary education

Time to deliver

Primary education is increasingly seen as a priority on the same level as 'life saving' activities such as ensuring good health, food supply and water and sanitation facilities. Most refugee camps have primary schools and many adolescents attend these classes. After primary, however, there is a mixed pattern of refugee education.

At best, there are a few secondary schools in refugee camps, some scholarships to attend national secondary schools or integration into the national system, as it was in Iran for many Afghan students. There may be a few vocational courses and literacy classes or more rarely accelerated learning courses. At worst, young refugees have no access to post-primary education: it is estimated that in developing countries 7 percent of refugees attend secondary school compared with 18 percent of national citizens.

Lack of funds is the reason usually given for the neglect of secondary or vocational education. Behind this is a policy decision about who should be educated. Basic education, usually including lower secondary, is now included by most countries as a requirement. For refugees, it is even more crucial to continue post-primary schooling: their primary schooling is often weak and they are liable to lose their literacy and numeracy skills if they do not continue. Education can protect young refugees from the many dangers they have to confront.

To end this neglect, the Foundation for the Refugee Education Trust (RET) was established in 2000 to facilitate international cooperation in post-primary education for displaced youth. It has also helped develop INEE's Minimum Standards for Education in Emergencies.

The RET draws the following recommendations for designing and managing programmes:

- Donors need to revise their policy orientation to include expenditure on education for displaced adolescents and young adults from the beginning of an emergency through to the finding of a lasting solution. Refugee communities and host countries often cannot contribute to this education; user fees exclude young people from economically poor families.
- Budgets must be flexible to allow adjustments to changing emergency conditions.
- Donors should help local organisations undertaking innovative programmes for young people.

- Cuts should not be made in education programmes just because a process of repatriation is envisaged. Young people remaining in the host country must have access to education. Students should not be forced to give up their studies to return to areas without educational opportunities.
- Refugee education projects should provide benefits to host country schools to lessen feelings of envy and some nationals should be admitted to refugee programmes.
- Policymakers should find ways of showing respect to teachers, giving them training, cooperation, supplies and good wages ■

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Young people reshape the future

Conflict has a devastating impact on education – it disrupts schooling and destroys infrastructure. Yet education systems are usually expected to contribute significantly to rebuilding shattered societies. They have to do this in a society suffering from the effects of conflict and the psychological impact felt by pupils, teachers and communities. In post-conflict situations, political authority and civil administration are often weak, compromised or inexperienced; civil society is in disorder and financial resources limited.

Each restriction, however, also presents possibilities. New political authorities are more likely to seek reform and distance themselves from the previous regime particularly with the help of international aid. Weakened bureaucracies are more disposed to change and civil society often focuses on education as a key strategy around which it can join together to promote reform. The publicity arising from conflict often attracts an influx of resources that can help initiate reconstruction.

International agencies tend to focus resources on basic education to the detriment of secondary and tertiary levels. While there has been significant progress in provision of education for refugees and internally displaced people, little work has been done on how to integrate these achievements into the reconstruction of national education systems.

Young people are a potential threat to stability as they could be recruited into military or criminal activity; they are also an important potential resource for development and reconstruction. Few programmes, however, successfully address the needs of youth in post-conflict societies or tap into their potential contributions to reconstruction.

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Reshaping the future: education and postconflict reconstruction, World Bank, by Peter Buckland, 2005

www1.worldbank.org/education/pdf/Reshaping_the_Future.pdf

Useful web links

See online version for further links

www.id21.org/insights/insights-ed04/sse.html

INEE Minimum Standards for Education in Emergencies

www.ineesite.org/standards/msee.asp

'Education in emergencies: learning for a peaceful future'

Forced Migration Review – Issue 22, January 2005

www.fmreview.org/FMRpdfs/FMR22/FMR22full.pdf

Women's Commission Children and Adolescents Program

www.womenscommission.org/projects/children/index.shtml

UNESCO Education in situations of emergency, crisis and reconstruction (see themes)

<http://portal.unesco.org/education/en/>

INEE Technical Kit on Education in Emergencies and Early Recovery

<http://193.231.189.110:8080/gsdsl/cgi-bin/inee/library.fcgi>

UNHCR Protecting Refugees – Education

www.unhcr.ch/cgi-bin/texis/vtx/home?page=protect&id=405027d34

Youth at the United Nations

www.un.org/youth

Global Information Networks in Education (GINIE) Crisis Site

www.ginie.org

Eldis education in emergencies

www.eldis.org/education/emergencies.htm

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