

Education

Education may be severely affected in a conflict or natural disaster. Getting children and youth back to school is a high priority with affected communities as it restores a degree of normality, provides protection and helps to cope with the shock and distress of disaster.

What is education in emergencies?

There are approximately 50 million out-of-school children and adolescents living in conflict-affected countries. Protracted conflicts can mean families displaced for up to 20 years. This can leave whole generations uneducated, disadvantaged and unable to provide for the future and well-being of their families and society. Education in emergencies gives hope to children and youth to envision and build a secure future:

- Providing safe places, ensuring physical protection against the risks of sexual or economic abuse or recruitment to fighting or criminal groups.
- Enabling psychological recovery for children and youth through offering a sense of normality, stability and hope after the distress and shock of experiencing a conflict or disaster.
- Addressing every individual's right to an education and to future economic stability through the development of basic life skills.
- Enabling opportunities that are conflict-sensitive and 'building back better' education systems to improve the access to and quality of education.
- Facilitating community-wide learning in critical issues such as peace building, conflict resolution, environmental conservation, hygiene promotion, human rights and inclusion of excluded groups.

INEE Minimum Standards for Education

These standards aim to ensure a minimum level of access, quality and accountability in education in emergencies and to 'mainstream' education as a priority humanitarian response. The Minimum Standards cover 5 categories:

- **Foundational standards:** community participation, utilisation of local resources, responses based on an initial assessment followed by an appropriate response and continued monitoring and evaluation.
- **Access and learning environment:** partnerships to promote access to learning opportunities as well as inter-sectoral linkages with, for example, health, water and sanitation, food aid and shelter, to enhance security and physical, cognitive and psychological well-being.
- **Teaching and learning:** promote effective teaching and learning through curriculum, training, instruction and assessment.
- **Teachers and other education personnel:** administration and management of human resources in education, including recruitment and selection, conditions of service, and supervision and support.
- **Education policy:** policy formulation and enactment, planning and implementation and coordination.

These Inter-Agency Network for Education in Emergencies (INEE) standards were adopted as 'companion Sphere standards'. See 'Sphere Standards' page.

Additional resources on All In Diary web site:

Minimum Standards for Education: Preparedness Response Recovery © INEE 2010
Safe Schools Declaration – a Framework for Action, GCPEA 2017
Implementing the Guidelines: for Protecting Schools and Universities from Military Use during Armed Conflict, GCPEA, 2017

Web links for further information

Global Coalition to Protect Education from Attack:
<http://www.protectingeducation.org>
INEE: <http://www.ineesite.org/en/education-in-emergencies>
UNHCR: <http://www.unhcr.org/pages/49c3646cda.html>



Refugee education

Refugee children and youth are often excluded from school due to:

- Exclusionary legal or policy frameworks
- Missing identity-related documentation required for school enrolment or examination eligibility
- Language barriers
- Being over-age
- Capacity of schools
- Discrimination and bullying
- Gender attitudes
- Early pregnancy and/or marriage
- Poverty and child labour

UNICEF and Save the Children are co-lead agencies for the [Education Cluster](#).

UNHCR have a mandated responsibility for the education of refugee children and adolescents.