

# Education in Crisis and Transitional Settings: *Common Programming Features*

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## I. Background

Of the 113 million children in the developing world who do not have access to educational opportunities, the majority—half to more than three quarters—are living in crisis or transition countries.<sup>2</sup> Most of these crisis situations have evolved from man made conflicts. In 2003, the number of armed conflicts totaled 36 in 28 countries.<sup>3</sup> The impact of conflicts on educational systems is destructive. Without proper interventions, many children and their societies are destined to grow up in a culture of violence, poverty, and instability with ripple effects in other parts of the global village.

The Dakar Education For All (by 2015) initiative recognized this escalating situation and declared as one of its strategies that governments must “meet the needs of education systems affected by conflict, natural calamities, and instability, and conduct education program in ways that promote mutual understanding, peace and tolerance, and that help to prevent violence and conflict.”<sup>4</sup>

To further this strategic goal, conflict prevention analysis may be undertaken to determine what policies and operational strategies contribute to exacerbating the situation. Inclusion of conflict analysis into education programming is a constructive tool in either the “early warning stages or more realistically, in the aftermath of the war, when all the societal conditions that may have led to war, including the role of education, come under close scrutiny.”<sup>5</sup>

Linking education analysis to conflict-sensitive education responses is crucial in the delivery of sustainable long-term programs that are grounded in a development paradigm that progresses from crisis to post-crisis (rehabilitation) to development planning and programming approaches.

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<sup>2</sup> DfID (2003). Education, Conflict and International Development. P. 9 Also, the Women’s Commission for Refugee Women and Children’s global survey on education in emergencies released in 2004 found that more than 50 percent of the 55-million school-age children affected by conflict (including refugees and IDPs) had no access to education in 2002.

<sup>3</sup> Project Ploughshares. Armed conflicts Report (2004). <http://www.ploughshares.ca/>

<sup>4</sup> Dakar Framework for Action. (2002). Education for All: Meeting Our Collective Commitments. (Section IV – Strategies). Dakar, Senegal.

<sup>5</sup> Isaac, Annette. (2002). *Education, Conflict, and Peace building: A Diagnostic Tool*. Peace Building Unit. CIDA.

This brief is an analysis of fifteen education programs that are designed to be conflict-sensitive and promote programming that enhances access to and quality of education programs for all populations: male and female; adolescent and adult; urban and rural.

## **II. Education in Crisis and Transitional Settings: Definitions**

Profiles of fifteen education projects serving populations in crisis or transitional settings were developed and reviewed. For purposes of this research, the following definitions have been applied:

*Crisis settings:* Educational programming in crisis settings refers to situations in which children, youth, and adults who are not able to access education opportunities due to man-made conflict, or natural disasters. The duration of the crisis can be short or prolonged (chronic crisis) and can last for years or even decades with ongoing conflicts and insecurities that produce refugees or internal displacement within the borders of the country. Educational activities that serve populations in refugees and Internally Displaced Persons (IDPs) camps, and non-displaced populations living in areas of instability are considered part of this programming.

*Transitional settings:* Education programming in transitional settings refers to the rebuilding of educational systems in countries where the crisis is declared over, with a special emphasis on post-conflict contexts. Programs that serve refugee returnees are part of this programming.

There are differences between education programs in crisis and transitional settings from those in relatively stable socio-political settings. Education in crisis and transitional settings tend to have additional features and interventions designed to respond to the needs of learners in especially difficult situations, such as

- Psychosocial needs of children and adolescents affected by conflict or disasters that have disrupted their lives, studies, and social networks.
- Protection needs of children in emergencies.
- Life-skills such as health and survival messages,
- New skills and values that promote peace, tolerance, conflict resolution, democracy, human rights, environmental conservation, etc.
- Past deficiencies and discrepancies in the education system that led to crisis and fueled civil conflict.
- Reconstruction of the economic basis of family, local and national life.

## **III. Data Gathering and Analysis**

The findings presented in the brief are limited to profile information provided by CARE International, International Rescue Committee (IRC), Catholic Relief Services (CRS), World Education, Agha Khan Foundation (AKF), and Academy for Educational Development (AED), and Plan (UK) in Sierra Leone. Though this work is not inclusive of all the varieties of education programs that serve populations in crisis and transitional settings, it offers a snap shot of common approaches and interventions; further analysis and additional “systematic

procedures...to identify essential features and relationships”<sup>6</sup> will be need to be undertaken as additional profiles are developed.

The profiles were reviewed and cross analyzed to find commonalities, i.e., key areas of programming that are part of conflict-sensitive education programs. The first layer of data analysis was individual program data, e.g., work plans, evaluation reports, and other written documents. As a form of verification, profiles were sent to the organizations and officials implementing the programs to ensure profile accuracy. The second layer of analysis focused on cross-analyzing the profiles data to agree on commonalities across programs. From this analysis, categories, key programming responses, and examples of those responses were identified.

Of the 15 programs profiled, six are in crisis settings (two in refugee camps in Ethiopia, and Thai/Burmese border; and four in countries Somalia, South Sudan, and West Bank and Gaza, counties or areas with long-term crisis). Nine profiles are in countries recovering from conflicts.

**Table 1: Profiled Programs in Crisis Settings**

<b>Program</b>	<b>Country</b>	<b>Implementing Agency</b>
Rebuilding Education and Civil Society	South Sudan*	CARE
Support to Primary Education	Somaliland*	CARE
Popular Theater in Palestine	West bank and Gaza	CARE
Sudan Transitional Assistance for Rehabilitation (STAR)	South Sudan*	IRC
Education Assistance to Refugees from Burma	Thai/Burmese border	World Education Consortium

**Table 2. Profiled Programs in Transitional Settings**

<b>Program</b>	<b>Country</b>	<b>Implementing Agency</b>
Reintegration Support	Sierra Leone*	IRC
Participation Education and Knowledge Strengthening (PEAKS) in Central Asia	Tajikistan	AED Consortium
Improving Basic Education (IBET) in Tajikistan	Tajikistan	AKF
Strengthening Education Programs for Orphans and Vulnerable Children (STEP-OVC)	Burundi	CARE
Community-Organized Primary Education (COPE)	Afghanistan**	CARE
Education Renewal Project	Sierra Leone	Plan (UK)
Support Program for Traumatized children Kosovo	Kosovo	CARE
Community-based Psychosocial Programme	Kosovo	CARE
Unexploded Ordinances/Landmines Awareness Education	Vietnam	CRS

<sup>6</sup> Wolcott, Harry. (1995). *Transforming Qualitative Data*. Thousand Oaks: Sage Publications. (p.24).

\* Countries that can be classified as Fragile States where the central government is weak or non-existent and unable to provide basic services.

#### IV. Summary of Common Features

From the analysis of the profiles data, five main features emerged. The underlining premise of the features is that **education programs in crisis and transitional settings that have proven to be effective use a multiplicity of interventions that work in tandem to increase access and retention as well as improve the quality of the local learning environs. These include understanding of local political and socio-cultural context, using holistic approach to build capacity of human resource base, promoting rights, importance of complimentary education programs, and mechanisms for systematic advocacy.**

1. *Understanding of local political and socio-cultural context is critical in order to ensure the use of best approaches for implementing education programs that can transcend the crisis phase and that can be used as the foundation for education programming during the transitional (reconstruction/ rehabilitation) and development phases.* Programs that reflect local cultural traditions, customs, and institutions that respect the positive practices, belief systems, and needs of the community, and integrate them into the curriculum and teaching approaches have had the most success. For example, in Afghanistan, the Community-Organized Primary Education project enables communities to manage their school affairs effectively and fosters cultural acceptance and ongoing school development after CARE staff withdrawal. The Taliban banned girls' education yet had accepted or tolerated programs like CARE's COPE partly because the project approach builds on the traditional educational system where instruction takes place in Mosques or private houses and teachers are hired from local communities. Curriculum includes secular subjects such as languages, math, social science, and sciences in addition to religious subjects, making this approach acceptable to local religious and community leaders.
2. *Using a holistic approach to build a comprehensive and inclusive human resource base among key stakeholders, e.g., community members, school/education officials, civil society, etc., is essential to ensure effective and efficient delivery of education services.* Research has shown that the use of a community-based participatory approach, with an emphasis on capacity-building, is advantageous,<sup>7</sup> and the programs profiled demonstrate that community participation and mobilization are essential elements in encouraging indigenous development processes.

Community participation revitalizes the traditional mechanisms and systems of authority on the part of the community and stresses productive relationships among the community, the teacher in the classroom, and local authorities. In addition, building the broader capacity of community-based organizations is critical for the collective social development efforts, as a lack of sufficient local capacity for the planning and management of education threatens their long-term sustainability and effectiveness.

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<sup>7</sup> Sinclair, Margaret. (2002). *Planning Education In and After Emergencies*. UNESCO: International Institute for Educational Planning. (pp. 51-52).

3. *Promoting rights. Enhancing individual and community engagement in power structures is imperative* if education systems are to be transformed with increased ownership and accountability at the community levels. Communities, particularly those experiencing mid- to long-term conflict situations, have limited understanding of their rights and how to engage productively with power structures (e.g., local authorities). For example, in southern Sudan the education initiative focuses on rebuilding civil society, and demonstrates the importance of helping individuals and communities learn of their rights and how their ‘voices’ and concerns about the education environment may be channeled upward to local authorities and/or *de facto* national education officials.
4. *Importance of complementary education programs. Educational interventions in crisis settings should not only impart children with basic reading, writing, arithmetic, and critical thinking skills but should also promote the protection, mental, emotional and physical well-being of learners.* Examples include school-based trauma healing and psychosocial counseling services, programs that promote survival skills such as landmine and HIV/AIDS awareness, education for peace, reconciliation and conflict management, and health and hygiene. These assist in transforming interventions from individual to community concerns. In addition, the learning environs become inclusive and take into consideration critical social aspects to improve access and quality of education. For example, positive attitudes about students with disabilities from land mines, HIV/AIDS, blindness, deafness, mental disabilities, or otherwise and the contributions they can make to society are fostered.
5. *Putting in place mechanisms that allow for systemic advocacy and sharing of experiences and lessons across a broad spectrum is vital.* Strengthening and developing strong indigenous forum(s) that allow communities and schools/education programs to work collectively to share lessons learned, coordinate resources (human, financial, and material), and promote grass-roots advocacy, is an effective catalyst for developing a quality learning environment. This works best in conjunction with understanding individual and community rights.

## **V. Key Areas of Programming**

**From the profiles developed, the following categories and key headings and sub-headings were identified:**

### **1. Levels and types of education programs**

This category identifies the most common types of educational programs and learners, the primary beneficiaries:

- **Ninety percent of the profiled programs offer basic primary education to children of ages 6-14 in formal schools or non-formal programs as well as alternative or accelerated learning programs for older children ages 10-16 and are designed to provide condensed primary education in 3-4 years with the hope that they will transitional to formal education. Most programs have special emphasis on girls’ access.**

- Approximately 60 percent of the programs combine the provision of basic education with complementary education activities such as psychosocial development; landmine awareness; survival skills, peace building, conflict resolution; cultural, social, and recreation activities.
- Slightly more than 30 percent of the programs offer non-formal basic education for youth and adults including literacy, vocational and skills training, and distance education.
- Only four programs offer early childhood development education to children ages 3-5.
- Only one program has activities that benefit students in secondary schools, and one other has a component for children with special needs.

**Table 3: Counts of Program Types**

Category	Sub-category	# Of Programs
<b>Levels and types of education programs</b>	Basic Primary Education (formal and non-formal education for children)	14
	Complementary education programs, e.g., psycho-social programs; survival skills, peace building, conflict resolution; and cultural, social and recreation activities	9
	Basic Education (non-formal, for youth and adult)	5
	Early Childhood Development	4
	Secondary Education	1
	Special Education	1
<b>Community</b>	Community Participation, Empowerment, and Mobilization	13
	Community Groups: Parent Teacher Associations, Village Education Committees	12
	School Groups: School Management Committees	4
<b>School</b>	Teacher Professional Development	11
	Physical Rehabilitation and Construction of Schools	10
	Curriculum Development and Enrichment	8
	Instructional Materials	8
<b>Civil Society</b>	Capacity Building for Civil Society Organizations	9
	Advocacy	5
<b>Resources</b>	Human	13
	Financial	10
	Material	9

**Areas that are underrepresented in the profiles include early childhood development, special education, and secondary education.**

## **2. Community**

Common modalities and structures of programs have been set up to ensure community involvement in the provision of education services:

- **Most programs (87 percent) mobilize communities to participate in the activities of the programs to a varying degrees ranging from consultative to active participation in decision-making and community contributions (cash or in kind).**
- **Most programs (80 percent) establish some form of structures for community participation, such as Parent Teacher Associations (PTAs), Village Education Committees (VECs), or Community Education Committees (CECs). Community participation in School Management Committees is less common among the profiled programs; perhaps because school administrators, district education supervisors and teachers usually dominate this set up with token representation of parents.**

## **3. Schools**

Common types of support programs offered at the school level include

- Teacher professional development (73 percent)
- Physical rehabilitation and construction of schools (67 percent)
- Curriculum Development and enrichment (53 percent)
- Instructional Materials (53 percent)

## **4. Civil Society:**

These activities develop the capacity of civil society to provide education services and to engage in advocacy. Advocacy here refers to whether a program has advocacy as a component of its activities. While the majority (60 percent) of the programs engages in some of capacity building for civil society, not many programs carry out advocacy activities.

## **5. Resources**

Resources include support for human development in the form of professional development, financial inputs such as grants or salaries, and material inputs for construction and instructional improvements. Almost all the programs provide resource inputs, which indicate their importance due to the scarcity of local resources in crisis and transitional settings where people's resource capacity has been weakened by conflicts or natural calamities. Many programs, however, encourage community and government contributions where feasible.

**Analysis of the data from profiles can be grouped as Responses Options and Human Resource Development Training matrix. In the Response Options, responses proven to be most effective and programs that exemplify this work have been identified. In the Human Resource Development matrix, key professional development activities are outlined. This latter matrix illustrates how it may be possible to use a holistic approach to build a comprehensive and inclusive human resource base among key stakeholders.**

## **VI. Responses Options**

**A common feature of programs to support education in crisis and transitional settings is the multiplicity of their interventions. Most programs adopt holistic approaches to restoring and improving access to formal and non-formal education. These include building the capacity of communities, education personnel, and civil society organizations to provide educational services. Response Options proven to be most effective and programs that exemplify this work include the following:**

### **1. Support to Formal Education Structure**

In crisis and transitional settings, national governments and communities often lack the capacity and resources (human, material, and financial) to reestablish education systems that can contribute to stability and normalcy and for increasing the crisis-diminished human resource pool critical for reconstruction. The majority of profiled programs operate in post-conflict or transitional settings and support the formal education structures at national, regional, or local levels for government authorities (official or de facto) as well as communities and civil society organizations to provide education services. Included in this category are a number of programs that are in chronic crisis settings where there are intermittent conflicts and displacements such as Somalia, South Sudan, and West Bank Gaza.

Interventions in this category include activities such as capacity building of ministry of education personnel and institutions at national, regional, and local levels; as well as supporting schools, teachers, administrators, and communities. Specific common interventions include

- **School rehabilitation and construction**

Most programs engage in school rehabilitation and construction that create secure and conducive learning environments. Community involvement, contribution, and ownership are highly valued and often are the prerequisite for investment. Amenities include school furniture, gender-friendly sanitation facilities, drinking water, playgrounds, and fencing to keep outside influences from disrupting classes.

***Improved Basic Education (IBET) in Tajikistan:*** This program aims to help the government realize its EFA goals and strengthen its educational sector reform to encourage decentralization of decision-making and build capacity of education managers at all levels, as well as improve school infrastructure. The program illustrates vital models for decentralization, private-public engagement, teacher professional development, and the core school and allied school concepts for governments to learn from these pilots to consider in the process of educational reform.

***(Southern) Sudan: STAR Education and Economic Rehabilitation Program:*** In southern Sudan, the education program focuses on assisting populations to transfer from ‘relief to development’ programming that targets capacity building of local authorities (County Development Committees) and Civil Society. The focus of the program is to strengthen decentralized local authorities to have the capacity to undertake school rehabilitation, promote increased community involvement, and enhance gender equality (e.g., recruiting of female teachers) in the education system.

- **Teacher professional development activities**

In addition to teaching of modern children-centered methodologies, professional development includes understanding of gender issues, awareness of post-traumatic stress syndrome linked to conflict and the impact this has on student learning, and approaches and management techniques that promote a learner-centered environment.

- **Curriculum and instructional materials**

Programs emphasize curricula and learning materials that ensure relevance of learning content to the present and anticipated future needs of the learners and reconstruction of the country and promote equity, tolerance, and universal values. Instructional materials provided include student and teacher textbooks and guides, supplies, and school equipment (e.g. computers). Often the core curriculum is complemented with topics such as crisis-related health issues, landmine awareness and peace education.

## **2. Support to Community schools with linkages to the formal education structure**

In crisis and transitional settings, public services are often severely limited or non-existent, particularly in refugee and IDP situations in the early stages. In addition, communities in remote and rural areas do not have access to public services such as education and health even in normal times. In these settings, communities often initiate their self-help services before receiving any assistance from NGOs. Though a program may have some kind of linkage with the formal education structure, the primary focus of this category of programs is community empowerment to sustain their educational programs.

Target populations include refugees, IDPs and other crisis-affected communities. By building on community initiatives to organize education activities for their children, programs expect to increase the relevance and quality of education, improve school governance and community ownership, reach disadvantaged groups, mobilize additional resources, and build institutional capacity. Common features include

- **Structures for wider community representation and participation.** This

includes creating new and strengthening existing community structures such as community education committees, village education committee, parent-teacher associations (PTAs) that respect local culture and educational traditions as well as draw on local coping mechanisms and mobilize community contributions both cash and in kind.

### **III. Afghanistan: Community Organized Primary Education (COPE)**

In Afghanistan, Village Education Committees take on the management and financial responsibilities of schools to ensure full community ownership. The COPE project instills a strong sense of ownership awareness of the rights of their children to education. Interventions are drafted in the light of the current operating environment, local attitudes, knowledge and beliefs. The program is accepted partly because the project approach builds on the traditional educational system where instruction takes place in mosques or private houses, and teachers are hired from

- **Professional development.** Professional development builds human and institutional capacity of community organizations to manage schools' human, financial, and material resources to promote community empowerment.
- **Activities that reflect contextual environment.** Focusing on socio-cultural context, such as local attitudes, knowledge, and beliefs, assists in determining approaches best suited for supporting education interventions.
- **Income-generation and community grants.** These activities, which support schools, teachers, and offset the cost of education for families, can enhance enrollment and retention include food incentives and hygiene supplies for girls.

### **3. Complementary education programs that enhance effectiveness of the learning environment.**

This category covers interventions that not only address individual needs but also address the well-being of the community as a whole (e.g., psycho-social needs; land mine awareness, survival skills, peace building, conflict resolution; and cultural, social and recreation activities).

- Information, education and communication activities (e.g., video clips or local theater) are developed based on actual life conditions and events. This enhances teachers and parents/community understanding of post-conflict issues and how to support each other.
- Teacher professional development that equips teachers with tools and skills to improve psychosocial well-being and protection issues of children as well as promoting peace, reconciliation, and conflict management particularly as it relates to improving access to and quality of learning environment.
- Extra-curricular activities that focus on strengthening inter-personal skills to improve children's self-confidence (e.g., popular theater, social, cultural or sports clubs and centers).

*Kosovo: Community-Based Psycho-Social Programme and Support Program for Traumatized Children in Kosovo: **In Kosovo, the school is used as the entry point for helping the community to heal and address conflict/post-conflict issues. Teachers' and education officials' knowledge is enhanced to improve the psychosocial well being of children and to change attitudes in education and child care. Teachers are provided training to understand children's well-being, build conflict resolution and communication skills to promote tolerance and respect. The project's holistic activities provided trauma therapy work on a group basis thus avoiding isolating (and stigmatizing) the most severely affected children and redefines psychosocial interventions by reducing the emphasis on medical interventions instead addressing the***

***Vietnam: Landmine Awareness Education Program:** A landmine awareness curriculum that complements the formal education curriculum is in place to make the learning environment more inclusive. The curriculum assists students in learning about unexploded ordnances; promotes acceptance of disabled students as valuable members of the classroom; and encourages students and teachers to change their attitudes towards children with disabilities.*

- Youth leadership training that covers skills/crafts development, sports/recreation activities, student clubs/associations management and peer support activities, as well as “life skills” training that includes active listening, understanding emotions, cooperation, problem solving, prejudice reduction, negotiation and mediation promoting conflict resolution, tolerance and peace (e.g., games and creative projects) to help children relax and focus on positive aspects, away from conflict memories.
- Access to basic food supplements, income generation activities to support teachers, students or school, as well as hygiene supplies for girls to minimize absenteeism.

#### **4. Strengthening Civil Society to be education service providers**

These include interventions that enhance capacity of civil society organizations as well as formal and informal networks and coalitions to provide education services and to strengthen education governance structures. Civil society development provides counter-balance to government and promotes a check and balance system to increase transparency and accountability of education systems.

- Capacity-building that promotes civil society regeneration of indigenous traditional structures that have been dismantled by conflict. These include interventions that focus on community self-reliance and development and build organizational capacity of CSOs to be programmatically and financially sustainable.
- Activities that focus on helping individuals and communities understand their rights and allow them to engage with government/local authorities.

##### **West Bank and Gaza: Popular Theater in Palestine:**

In the West Bank, popular theater is being used as a development tool to promote human rights and equity and to encourage self-help and effective participation in families and civil society in Palestine. A key target of the project is to train teachers to use the methodology to facilitate youth to learn through self-exploration, co-operation, and action. This includes conflict and its peaceful transformation, bias and prejudice awareness, and cooperative problem solving.

**Education Renewal Project in Sierra Leone:** PLAN and its local partners provide quality basic education through the provision of school furnishings, materials, books, teachers’ guides, in-service teacher training and school rehabilitation; complementary programs such as trauma healing, education for peace, reconciliation and conflict management and school based counseling services; health and hygiene education through a child-to-child approach; and capacity building for governmental, voluntary and community institutions to support primary education.

## VII. Human Resource Development Matrix

This section highlights key target groups and common elements included in their training.

**Table 4: Target Groups and key Elements of Human Resource Development in Crisis and Transitional Settings Education Programs**

Target Group	Key Elements
<b>Education Personnel: Teachers, School Officials, Local Authorities for Improving the Quality of the Learning Environment</b>	Professional Development for Teachers and Head Teachers <ul style="list-style-type: none"> <li>▪ <b>Participatory methods for teacher education</b></li> <li>▪ <b>Classroom strategies for promoting female participation and achievement</b></li> <li>▪ <b>Understanding constraints to girls education and strategies for improving female participation and achievement</b></li> <li>▪ <b>Learning theory into practice</b></li> <li>▪ Lesson planning and developing schemes of work</li> <li>▪ Classroom management</li> <li>▪ Teaching materials</li> <li>▪ <b>Building community school relations</b></li> </ul> <p><i>III. Local Education Authorities Training</i></p> <ul style="list-style-type: none"> <li>▪ Supervisory skills</li> <li>▪ Finance and administration management</li> <li>▪ Strategic planning and basic education (action) planning techniques</li> <li>▪ <i>Report writing (personnel and management)</i></li> <li>▪ <i>Performance appraisal of education staff</i></li> <li>▪ <i>Education management information systems</i></li> <li>▪ <i>Gender equity in management and supervision</i></li> </ul>
<b>Teachers, Education Personnel, Social Workers, Youth Leaders to Address Psycho-Social Issues</b>	<p><i>IV. Child Development and Mental Health Issues in School</i></p> <ul style="list-style-type: none"> <li>▪ Life stages and development</li> <li>▪ Important factors in child development</li> <li>▪ Stress and trauma</li> <li>▪ Dealing with aggressive children</li> <li>▪ Children with difficulties in learning and teaching process</li> </ul>

Target Group	Key Elements
	<p><b>Progress and Evaluation towards Success in the Classroom</b></p> <ul style="list-style-type: none"> <li>▪ Interactive methods in decreasing behavioral disorders</li> <li>▪ Methods of modern valuation</li> <li>▪ Establishing positive relationships between teachers and learners</li> <li>▪ Group work in the classroom as a necessary support</li> <li>▪ Methods for achieving better success in the classroom</li> <li>▪ Practical methods for stimulation of democratic tendencies in the classroom</li> <li>▪ Education of children with special demands</li> </ul> <p><b>Empowering Teachers</b></p> <ul style="list-style-type: none"> <li>▪ Support groups</li> <li>▪ Incorporation of the community to design and address problems</li> <li>▪ Identification of problems in community and their effects in the classroom</li> <li>▪ Children with difficulties in educational program</li> </ul> <p><b>Dealing with Community Problems in the Classroom</b></p> <ul style="list-style-type: none"> <li>▪ Violence against children</li> <li>▪ Effects of family violence in the classroom, including prevention of child abuse</li> <li>▪ Communication skills</li> </ul> <p><b>Cross-cutting Elements of Psychosocial Assistance for Traumatized Children in School</b></p> <ul style="list-style-type: none"> <li>▪ Communication skills and creative techniques for solving problems in schools</li> <li>▪ Social-creative activities for children (e.g., forms of local drama/theater) and for youth (e.g., skills/crafts development, sports/recreation activities, student clubs/associations management and peer support activities)</li> <li>▪ Life-skills training that include active listening, understanding emotions, cooperation, problem solving, prejudice reduction, negotiation and mediation promoting conflict resolution, tolerance, human and children’s rights and peace building.</li> </ul>
<p><b>Community/School Organizations (Parent Teacher Associations,</b></p>	<p>➤ <b>Administrative and Management</b></p> <ul style="list-style-type: none"> <li>▪ Financial management skills: purchasing, payments, record keeping, reporting, and budgeting to ensure accountability and transparency</li> </ul>

Target Group	Key Elements
<p><b>School Governance Committees) to Strengthen Community Participation in Local Education Environs</b></p>	<ul style="list-style-type: none"> <li>▪ Administration and management skills I: planning meetings, forming committees, and report writing</li> <li>▪ Proposal and program development skills: education data and information, proposal/planning outline, resource mobilization (income generation activities)</li> <li>▪ Advocacy and networking: development of relationships with other institutions, external development agencies</li> </ul> <p><b>Monitoring and Evaluation</b></p> <ul style="list-style-type: none"> <li>▪ Development and administration of basic school data collection tools</li> <li>▪ Use of data in informing school decisions</li> <li>▪ Monitoring education quality and attendance</li> <li>▪ Supporting programs that foster inclusion of all, regardless of age, gender, ability, ethnicity, and implementing community-based peer-education programs on life skills and conflict prevention</li> </ul> <p><b>Community-School Partnership</b></p> <ul style="list-style-type: none"> <li>▪ Community-school relationships: how to ensure good parent/teacher/community relationships; how to manage conflict (peace building component)</li> <li>▪ IEC strategies: facilitation tools and techniques (e.g., use of print and mass media, community drama and public fora)</li> <li>▪ PTA/Board of Governors monitoring and supervision: action planning, monitoring and supervising teacher and pupil attendance, monitoring quality of instruction, incentives for teachers</li> </ul> <p><b>Participatory Learning and Action</b></p> <ul style="list-style-type: none"> <li>▪ Needs assessment, data collection, and analysis to make informed decisions</li> </ul>
<p><b>Civil Society to Enhance Educational Accountability and Transparency as well as Promoting Human Rights</b></p>	<p><b>Organizational Governance</b></p> <ul style="list-style-type: none"> <li>▪ Strategic planning</li> <li>▪ Job descriptions (roles, responsibilities and authority level)</li> <li>▪ Policy issues (HIV/AIDS and gender)</li> <li>▪ School management</li> <li>▪ Project management—financial, administration, etc.</li> <li>▪ Legal documents (Constitution, membership, transparency/accountability)</li> </ul>

Target Group	Key Elements
	<ul style="list-style-type: none"> <li>▪ Learning systems (information-sharing, documentation)</li> </ul> <p><b>Advocacy and Networking (this may include activities such as local drama/theatre)</b></p> <ul style="list-style-type: none"> <li>▪ Presentation skills (verbal and written)</li> <li>▪ Media partnerships (how to interact with radio, newspaper, television)</li> <li>▪ Documentation of activities (newsletters, brochures, website)</li> </ul> <p><b>Action Research</b></p> <ul style="list-style-type: none"> <li>▪ Methods (quantitative and qualitative)</li> <li>▪ Sampling/selection of informants</li> <li>▪ Data collection tools and techniques (e.g., surveys, interviews, focus groups)</li> <li>▪ Analysis of data</li> <li>▪ Write-up of data (report writing)</li> <li>▪ Information dissemination</li> </ul> <p><b>Monitoring of Government Budget and Expenditures</b></p> <ul style="list-style-type: none"> <li>▪ Ministry of Education budget and sector strategy plan (understanding of government expenditures, inputs, outputs)</li> <li>▪ Key informants (national, district, and school-community level)</li> <li>▪ Analysis and write-up of information</li> </ul>

**Appendix 1. List of Education Programs and Agencies**

<b>Name of Program</b>	<b>Location</b>	<b>Type of Setting:</b>	<b>Life of Project</b>	<b>Status of Profile</b>
<b>Academy for Educational Development</b>				
Afghan Friendship Project	Afghanistan	Crisis/Transitional	2001-2002	Not developed
Blue Pack Project	Afghanistan	Crisis/Transitional	2002-2003	Not developed
Support to Basic Education in Afghanistan	Afghanistan	Transitional (Post-Conflict)	2002-2007	Not developed; program still learning lessons
Urgent Rehabilitation Support Programs in Afghanistan	Afghanistan	Crisis/Transitional	2002-2002	Note developed
Improving Basic Education (IBET) in Tajikistan	Tajikistan	Areas of instability/on-going security threat	2003-2005	Developed
Ethiopia Basic Education System Overhaul (BESO) Project	Ethiopia	Transitional	1995-2002	Not developed
Higher Education Support Initiative (HESI)	Israel; West Bank/Gaza	Crisis	2002-2007	Not developed
Nicaragua Basic Education Project (BASE)	Nicaragua	Transitional	1993-2003	Not developed
Early Childhood Development for Displaced Communities in Sudan	Sudan	Transitional	1999-2001	Not developed

<b>Name of Program</b>	<b>Location</b>	<b>Type of Setting:</b>	<b>Life of Project</b>	<b>Status of Profile</b>
Central Asian Republics (CAR) Basic Education Sector Strengthening Participation, Education, and Knowledge Strengthening in Central Asia (PEAKS)	Tajikistan	Transitional	2003-2005	Developed
<b>Aga Khan Development Network (AKDN)</b>				
Support to Basic Education in Afghanistan	Afghanistan	Transitional (Post-Conflict)	2002-2007	Not developed; program still learning lessons
Improving Basic Education (IBET) in Tajikistan	Tajikistan	Areas of instability/on-going security threat	2003-2005	Developed
<b>Catholic Relief Services (CRS)</b>				
Accelerated Learning and Life Skills for Rural Youth	Afghanistan	Crisis (area of instability/on-going security threat)	2002-2003	Not developed; program in initial stages
Parent School Partnership	Albania, Armenia, Bosnia-Herzegovina, Bulgaria, Croatia, Kosovo, Macedonia, Montenegro and Serbia	Transitional (post-conflict)	1999-2004	Developed
Learning Peace in Kindergarten	East Timor	Transitional (post-conflict)	2002-2003	Not developed; program in initial stages
Transitional Education Activities	Liberia	Transition (post-conflict)	1999-2002	Not developed
Urban Youth Project	Sierra Leone	Transitional (post-conflict)	1998-2002	Not developed

*Education in Crisis and Transitional Settings: Common Programming Features*

<b>Name of Program</b>	<b>Location</b>	<b>Type of Setting:</b>	<b>Life of Project</b>	<b>Status of Profile</b>
Education Rehabilitation Program	Southern Sudan	Crisis (long-term conflict/area of instability)	2001-2004	Developed
Global Food for Education Project	Uganda	Crisis (area of instability/conflict)	2002-2003	Not developed; program in initial stages
UXO/Landmine Education Program	Vietnam	Transitional (post-conflict)	2001-2003	Developed
Connecting and Protecting Children in Palestine	West Bank and Gaza	Crisis (area of instability/conflict)	2002-2003	Not developed; program in initial stages
<b>Cooperative for Assistance and Relief Everywhere (CARE)</b>				
Community Organized Primary Education	Afghanistan	Crisis: areas of instability/on-going security threat	1997 and ongoing	Developed
Strengthening Communities through Partnerships for Education	Ethiopia	Transitional (post-conflict)	2002-2006	Not developed; program still learning lessons
Community-Based Psychosocial Programme	Kosovo	Transitional (post-conflict)	Ended 2002	Developed
Support Program for Traumatized Children	Kosovo	Transitional (post-conflict)	Ended 2002	Developed
Support to Primary Education	Hargesia, Somaliland	Crisis (long-term instability)	1999-2003 (ongoing)	Developed
Sudan Basic Education Program	Southern Sudan	Crisis (long-term conflict)	2002-2007	Not developed; program still learning lessons
Supporting Partnerships for Education in Tajikistan	Tajikistan	Areas of instability/on-going security threat	2001-2004	Not developed
Popular Theater in	West Bank and Gaza	Crisis (areas of		Developed

<b>Name of Program</b>	<b>Location</b>	<b>Type of Setting:</b>	<b>Life of Project</b>	<b>Status of Profile</b>
Palestine Project		instability/conflict)		
Strengthening education programs for Orphans and Vulnerable Children (STEP-OVC)	Burundi	Transitional (post-conflict)	2004-2006	Developed
<b>International Rescue Committee (IRC)</b>				
School Rehabilitation Program	Afghanistan	Crisis (areas of instability due to conflict) and Transitional (post-conflict)	1997 and ongoing	Not developed
Burundi Emergency Education and Psychosocial Support for Children and Adolescents Project	Burundi	Transitional (post-conflict)	2000 and on going	Not developed
Education for refugee children from Democratic Republic of the Congo	Congo-Brazzaville			Not developed
Education Program	Guinea	Crisis (refugee camp—third country location)	1995 and ongoing	Not developed
Formal and Non-Formal Education Program	Ingushetia	Crisis (areas of instability)	2000 and ongoing	Not developed
Education Program	Sierra Leone	Transitional (post-conflict)	1999 and ongoing	Not developed
Female Education Program	Pakistan	Crisis (refugee camp—third country location)	1995 and ongoing	Not developed
Demobilized Children's Program	Sierra Leone	Transitional (post-conflict)	1999 and ongoing	Not developed
Demobilization and	Southern Sudan	Crisis (long-term	2001 and ongoing	Not developed

<b>Name of Program</b>	<b>Location</b>	<b>Type of Setting:</b>	<b>Life of Project</b>	<b>Status of Profile</b>
Reintegration of Child Soldiers		conflict)		
Emergency education and Psychosocial Support for Eritrean refugees in Ethiopia	Ethiopia	Crisis (refugee camps)	[Information not available]	Developed
Reintegration Support	Sierra Leone	Transitional (post-conflict)	[Information not available]	Developed
<b>Save The Children Federation/USA</b>				
Child Soldiers 2	Guinea - Kankan, Upper Guinea, Dabola, Kissidougou	Transitional (political instability)	9/02-9/03	Not developed
Mozambique Flood Relief	Xai-Xai Province, Mozambique	Transitional (post disaster)	2000	Not developed
Afghan Refugee Camps	Balochistan, Quetta City, Haripur District, Pakistan	Crisis (long-term conflict)	1989-present	Not developed
Early Childhood Development Program	Terai, Nepal	Crisis setting (political instability)	1998-present	Not developed
Jigjiga Refugee Camps	Somali Regional State	Crisis setting (political instability)	2002	Not developed
Partnerships for Innovation in Education	Somaliland	Crisis setting (political instability)	6/01-9/02	Not developed
Sudan Basic Education Program	Nuba Mountains	Crisis setting (political instability)	7/02-7/07	Not developed
Education	South Kordufan, Sudan	Crisis setting (political instability)	1994-present	Not developed
Food for Education	Nakasongola	Transitional (post conflict)	8/01 - Open	Not developed

*Education in Crisis and Transitional Settings: Common Programming Features*

<b>Name of Program</b>	<b>Location</b>	<b>Type of Setting:</b>	<b>Life of Project</b>	<b>Status of Profile</b>
Urban Street Children	Indonesia	Crisis setting (political instability)	8/00-9/03	Not developed
Access to Primary Education And Literacy for Females (APEAL)	Minya, Egypt	Crisis setting (political instability)	1996-2003	Not developed
ECCD and Basic Education	West Bank/Gaza	Crisis setting (long term conflict)	2003-	Not developed
Hurricane Mitch Response	El Salvador	Transitional (post disaster)	11/98-5/99	Not developed
Haiti	Maissade, Grand Guave	Crisis setting (political instability)	1999-2003	Not developed
Hurricane Mitch Response	Honduras	Transitional (post disaster)	11/98-5/99	Not developed
Hurricane Mitch Response	Nicaragua	Transitional (post disaster)	11/98-5/99	Not developed
Early Childhood Development	Sarajevo	Transitional (post conflict)	1993-1999	Not developed
Umbrella Grant	Kosovo	Transitional (post conflict)	11/99-9/04	Not developed
School Feeding and School Farm Project	Tajikistan	Transitional (political instability)	1994-2002	Not developed
School reconstruction	Tajikistan	Transitional (post conflict)	2002-2005	
Response to War	Iraq	Crisis setting (conflict)	2003	Not developed
<b>World Education</b>				
Other Vulnerable Children	Nepal	Crisis (working with children and youth affected by Maoist conflict)	September 2002-September 2004	Not developed

<b>Name of Program</b>	<b>Location</b>	<b>Type of Setting:</b>	<b>Life of Project</b>	<b>Status of Profile</b>
Education as a Preventive Strategy Against Sexual Exploitation of Girls	Cambodia	Child labor	July 2002-December 2003	Not developed
Brighter Futures: Combating Child Labor through Education in Nepal	Nepal	Child labor	April 2002 – April 2006	Not developed
Awareness Raising and Occupational Development in Mekong Border Communities	Laos	Trafficking	<i>July 2002 – June 2004</i>	Not developed
Education Assistance to Refugees from Burma	Thailand	Crisis (long-term)	June 1999 – waiting for extension date	Developed
HIV/AIDS Education for Children	Cambodia	HIV/AIDS	September 2000-December 2002	Not developed
Mine Risk Education Project for Children	Cambodia	Post-conflict	July 2000-December 2002	<i>Developed</i>
Strengthening HIV/AIDS Partnerships in Education (SHAPE) Program	Ghana	HIV/AIDS	2001-2004	<i>Not developed</i>
<b>Plan International (UK)</b>				
Education Renewal Project	Sierra Leone	<i>Transitional (post-conflict)</i>	2002-2005	<i>Developed</i>

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Profiles Developed  
2003-2004

Africa Region

*Burundi* (transitional: post-conflict)

- Strengthening Education programs for Orphan and Vulnerable Children (STEP-OVC).

*Ethiopia* (host to refugee Camps)

- Emergency Education and Psychosocial Support to Eritrean Refugees in Ethiopia

*Sierra Leone* (Transition: post-conflict)

- Reintegration Support
- Education Renewal

*Somalia* (crisis: long-term)

- Support to Primary Education

*Southern Sudan* (crisis: long-term)

- **Rebuilding Education and Civil Society**
- **Sudan Transitional Assistance for Rehabilitation Education and Economic Rehabilitation Program**

Asia Region

*Afghanistan* (crisis and post-crisis)

- Community Organized Primary Education

*Thai/Burma Border* (Crisis: areas of instability due to conflict) and transitional (post-conflict)

- Education Assistance to Refugees from Burma

*Vietnam* (transitional: post-conflict)

- Unexploded Ordnances/Landmine Awareness Education Program

*Tajikistan* (transitional: post-conflict)

- Improving basic education (IBET) in Tajikistan
- Participation, education, and Knowledge Strengthening (PEAKS) in Central Asia

Middle East and Europe Region

**Kosovo** (post-crisis)

- Community-Based Psychosocial Programme
- Support Program for Traumatized Children in Kosovo

**West Bank/Gaza** (crisis: areas of instability and refugee camps)

- Popular Theater Project