

NRC

NORWEGIAN
REFUGEE COUNCIL

PERSPECTIVE
Thematic Report

EDUCATION IN EMERGENCIES

It is time to learn



PHOTO: Jonathan Hyams

Perspective is a production series that aims to provide insight, raise debates and stimulate ideas in an on-going effort to improve the lot of millions of people suffering from the effects of today's humanitarian crises.



PHOTO: Jonathian Hyams

04 A LIFE-SAVING LESSON

Can education really matter as much as food, water and sanitation in emergencies? Those affected by conflict certainly believe so.

08

FACTS & FIGURES

An overview of facts and statistics, including quotes from international leaders supporting the claim to education in emergencies.

10

DRC

Meet the real Nobel Peace Prize winners of 2012, in a school in Masisi, eastern DRC.

13

PROFILE

Teacher Esdras Birigiro knows all too well how war can affect children's learning.

14

COLOMBIA

Mauricio dreams of starting his own prawn business. With a curriculum adapted to his background, that dream may now be realised.

15

SYRIA CRISIS

It is graduation day in Zaatar refugee camp in Jordan, and Ahmad from Syria is one of the lucky few who has access to education.

JAN EGELAND is the Secretary General of the Norwegian Refugee Council



Time to learn

Great strides have been made in ensuring that we deliver the right kind of assistance at the right time. Yet at least one serious gap remains: the strong demand for education in emergencies. A recent survey of aid recipients in Masisi, DRC, showed that 30 per cent prioritised receiving access to education over food, health services, water, or shelter. Recent surveys in Haiti and the Syria region also revealed a similarly strong demand for education, underscoring that this is an underserved sector. Yet humanitarian funding for education globally has fallen to a new low of 1.4 per cent.

It can be easy to dismiss calls for more education in emergencies with arguments such as: "it isn't life-saving", "more education means less food or health", and "it is the job of development actors". But according to those struck by emergencies, education is absolutely life-saving.

In an emergency, schools are a secure location for children to be while their parents go about securing other necessities. "School is the only safe place for children to be," according to a community leader in Masisi. "If you wait three months, many of these children will go with the armed forces or face violence, and they may die."

Rather than competing with other sectors, schools have long been a platform for delivery of nutritious meals, health services, and life-saving knowledge about hygiene, sanitation and the conflict. A parent in Masisi noted that their children "come home from school and share all this knowledge with their little brothers and sisters, and even with us".

The communities affected by on-going conflict in Masisi are also emphatic that education cannot wait for development. Rather, it is education provided in emergencies that can lead to stability and development in the longer term. In Masisi, a community leader explains, "We see that the school is a stabilising influence on the community." A parent notes, "It was education that helped me understand that the land here is very fertile, and how to manage it."

People living with conflict know that education is an investment that can not be lost. A 13-year-old girl explains to us the universal value of education: "If I have to flee again, all the things I have I will have to leave, but I will always bring the knowledge I have in my head."

■ ■ If you wait three months, many of these children will go with the armed forces or face violence, and they may die.

COMMUNITY LEADER, Masisi, DRC

It is a well-established tenet of humanitarian action that we who deliver assistance must be accountable to those whom we seek to assist. Among other things, this means ensuring that affected communities are consulted when determining the assistance we provide. It is common sense; help that people are not asking for is not really help at all.

People affected by emergencies are telling us what they need. It is up to us to learn the lesson. ■



SAFETY IN CONFLICT. In eastern DRC, armed groups routinely recruit or abduct children. But according to Congolese communities, a child in school is much less likely to be a target. Photo: Marcus Bleasdale

A LIFE-SAVING LESSON

Half of the world's out-of-school children live in conflict-affected areas. Getting those children back to school can save their lives and their futures.

TEXT: Sara Tesorieri

The basic survival needs of humans are well-known. When crises strike, whether natural or man-made, clean water, nutritious food and safe shelter are the first things relief workers usually provide to the people affected, along with medical attention. These four sectors are the focus of most humanitarian response, and are considered to be 'life-saving'.

But a recent survey by NRC and Save the Children of people receiving humanitarian assistance in North Kivu, Democratic Republic of the Congo (DRC), and Dollo Ado, Ethiopia, found that so-

mething else scored higher on their list of necessities: education.

Across both communities, education was prioritised by 30 per cent of respondents, with food coming second, chosen by 19 per cent of respondents. This observation is backed up by UN Secretary General Ban Ki-moon, who in September 2012 stated, "In almost all my visits to areas ravaged by war and disaster, the plea of survivors is the same: 'Education first'".

A SMART INVESTMENT

When people have lost their homes,

and most probably their source of income, asking for education over shelter or food may seem an odd choice. But where people are often displaced not once but multiple times, it is seen as a good investment. New houses and crops can be burned, newly-distributed possessions looted or destroyed, and water sources polluted or poisoned - all forcing people to flee again. Knowledge, however, cannot be destroyed.

A woman who fled the conflict in Darfur summed up the reasoning of many people in a similar position



BACK IN SCHOOL. Children at the Don Bosco school in Goma, DRC. The school works to get vulnerable children into the classroom. Photo: Tiril Skarstein

around the world: “We had to leave behind all of our possessions. The only thing we could bring with us is what we have in our heads, what we have been taught - our education. Education is the only thing that cannot be taken from us.”

SCHOOLS GIVE SAFETY

Several studies have found that where there is fighting, schools can provide particular safety for children, keeping them out of harm’s way physically, and giving them a constructive alternative to joining - or being forced to join - the conflict. In eastern DRC, armed groups routinely recruit or abduct children. But according to Congolese communities, a child in school is much less likely to be a target.

In a forthcoming report by NRC and Save the Children on education in emergencies, a young boy explains his first-hand experience, “I was in the militia and I wanted so badly to leave, so I asked for an authorisation to go for four days. I took the opportunity to escape. School is the only safe place for me now, because even if they find me here it is hard for them to take me.”

He continues, “Once, when I was still with them they found someone who had escaped to a school but they couldn’t get permission from the commander to take him back, because the commander had studied a little, and he said ‘no, we can’t take him from school.’”

PREPARING FOR THE FUTURE

The importance of not just surviving, but also recovering, is cited as a priority by aid recipients. Education is seen as a key ingredient in this respect.

In the Horn of Africa, where droughts are common and often disastrous for the population, learning how to cope with them better is seen as a matter of survival, and as a strategy



SAFE LEARNING SPACE. Congolese children attending NRC’s education programme at Lushebere Primary education. For many this will be the very first time that they have been given the opportunity to learn in a

tegy for reducing the need for other kinds of aid. In Ethiopia, for example, refugees with access to education have learned to build and use irrigation systems, making the next drought less likely to impact their food supply.

A community leader in a refugee camp in Dollo Ado, Ethiopia, explained how education is linked to basic needs: “In the future, before the drought comes, the educated children will know how to save water and food. They will help the community change our lifestyle. The educated children will help their community to better survive.”

IT TAKES A VILLAGE

However, establishing schools is no simple task. Building a school requires

either pooling of a community’s resources or outside assistance.

In the Lushebere camp for displaced people in DRC, the community was so concerned about the lack of a school that a group pooled their savings in order to buy land on which to build a school, and re-purposed materials given to them for shelter to provide classrooms instead. But with few resources for such a large project, they struggled.

A local leader explained, “So many members of the community gave the little that they had to contribute to this, and we built the school using leftover tent sheets. The conditions were very bad - even with the sheets to help protect the children from the storms and rain, it was still wet and full of mud. The quality was low, and it was so hard because we had no materials or funds. How can we do this properly on our own?”

WHO DECIDES?

Those affected by conflict have understood the importance of education. However, aid organisations struggle to convince donors that education



School, DRC. The education in emergencies project will ensure that over 7,000 children across 13 schools in Masisi have access to quality basic safe, protective and nurturing environment. The schools also provide child friendly spaces for young children to play.



Photo: Jonathan Hyams

should be integral to the humanitarian emergency response.

In Syria, the world’s biggest current humanitarian crisis, almost 2 million children have dropped out of school. The situation for Syrian refugees is also dire: in Lebanon, only a quarter of Syrian children are in school. Yet even accommodating this minority has the Lebanese school system bursting at the seams. Projections indicate that refugee children will soon outnumber locals in many areas, in a school system that does not have the resources for the dramatic expansion this forecast would warrant.

While the need and demand are clearly great, available funding - already stretched thin - is even scarcer for education than for other needs. According to UNICEF, “education is the least-funded area of UNICEF’s emergency response and its importance is not resonating enough with donors.”

EMERGENCY OR DEVELOPMENT AID?

Syrian refugees are not alone. Education is the least-funded sector of humanitarian response globally, and some donors oppose entirely the use

of emergency funds for education, arguing that schools are the responsibility of development actors. The implication is that education can wait for the longer timelines and slower adjustments - and of course, the greater funding amounts - of development actors.

Meanwhile, proponents of education in emergencies urge sceptics to re-evaluate the potential for the life-saving impact of education provided in conflict and disaster settings.

“Emergencies are not just sudden and transitory,” says Lori Heninger, Director of the Inter-Agency Network for Education in Emergencies (INEE). “Often the emergency phase lasts for years.” She points out that the average length of displacement for refugees is 17 years, and the average length of conflict in the least developed countries is 12 years.

She is supported by NRC Education Advisor Dean Brooks. “We know now that it is too late to wait for education activities until the emergency phase is over, and the development phase begins. Yet we still struggle to finance education in emergencies.”

The Daadab refugee camp in Kenya serves as a cautionary tale. The camp

houses 500,000 Somali refugees, some of whom have been there for two decades. Children and young people from Somalia have been stranded there for years, the majority without proper access to education. Their lack of skills means that they have little to contribute to a post-conflict Somalia.

“If they ever get to return home, they will be a lost generation, rather than a generation who can contribute to rebuilding their shattered country,” says Brooks. He believes that the humanitarian sector has failed to document the vital importance of integrating education into humanitarian emergency response.

“MORE THAN WHAT WE EAT”

If the views of the communities of people displaced by conflict in DRC and Ethiopia are any indication, people affected by emergencies see education as a high priority, and for good reasons. Now humanitarians and their donors just need to catch up with their reasoning.

A Congolese parent puts it best: “You can’t just bring food and forget about education - as people we are more than what we eat.” ■

■ ■ **School is the only safe place for me now, because even if they find me here it is hard for them to take me.**

■ SCHOOL BOY, DRC

Why invest in Education in Emergencies?

Comments from the Education Cannot Wait conference, New York, September 2013



■ ■ **My country is broken and our children are calling for help from the international community. Almost 4.4 million children, half of our child population, are out of school. We've lost two generations already, and we cannot afford to lose a third generation.**

HON. ABDI FARAH SAEED, Minister of Education, Puntland, Somalia



■ ■ **Education should never be a casualty of crisis. Education cannot wait for wars to end, for disasters to be over or for funding to be available. Education cannot wait because children cannot wait.**

ANTHONY LAKE, Executive Director of Unicef



■ ■ **Our message is not that children need education even in emergencies. It's that they need it especially in emergencies.**

QUEEN RANIA of Jordan



■ ■ **The world has denounced military recruitment of children as child soldiers; the world has decried sexual violence. Let us work to condemn and take action against attacks on schools with the same strength and conviction. And let us do it now before another school year passes.**

LEILA ZERROUGUI, UN Secretary-General's Special Representative for Children and Armed Conflict



■ ■ **Education is a compelling priority, but sadly the mobilization of resources is not following that priority. We are not even asking for the right amount of money.**

JOHN GING, Office for the Coordination of Humanitarian Affairs (OCHA)

Facts And Figures

28 500 000

28.5 million children in countries affected by conflict are denied education. In other words, half of the children out of school world wide (57 million) live in in countries affected by conflict.

SOURCE: gloaleducationfirst.org



INEE Minimum Standards

In order to achieve a minimum level of educational access and quality in emergencies, as well as to ensure the accountability of the workers who provide these services, The Inter-Agency Network for Education in Emergencies (INEE) has developed the INEE Minimum Standards for Education: Preparedness, Response, Recovery.

The INEE Minimum Standards are designed for use in emergency preparedness, response, and recovery and in humanitarian advocacy. They are applicable in a wide range of situations, including natural disasters and armed conflicts. The standards give guidance on how to prepare for and respond to acute emergencies in ways that reduce risk, improve future preparedness and lay a foundation for quality education. They provide flexibility in responding to needs at the most important level – the community – while providing a harmonized framework to coordinate the educational activities of national governments, other authorities, funding agencies, and national and international agencies.

SOURCE: INEE (ineesite.org)

Education Cannot Wait

In support of the UN Secretary General's five year education strategy Education First, the education in emergencies community came together to initiate Education Cannot Wait, a call to action to address the three fronts that are essential to ensure that children and youth in situations of conflict and humanitarian emergencies do not lose their right to a quality education:

Plan for emergencies by integrating emergency prevention, preparedness, response and recovery in education sector plans and budgets.

Prioritise education in emergencies by increasing humanitarian aid to education and improving the way it is delivered on the ground.

Protect students, teachers and education facilities from attacks.



RETURN TO SCHOOL. 13-year-old Domina (third from left) is glad to be back in school. The young girl spent several years away from the classroom after she had to flee her village in eastern DRC.



PEACE PRIZE WINNERS. They are all winners, the pupils at Bukombo Primary School in Masisi, DRC. With money from EU's Children of Peace Initiative, NRC has been able to rebuild several schools in Masisi, provide school kits and catch up classes for those who have missed vital time at school, and vocational training such as weaving, sewing and carpentry for older children.

DRC

THE REAL PEACE PRIZE WINNERS

When the EU was awarded the Noble Peace Prize, it was also a victory for Domina (13) in DRC and for all children affected by war.

TEXT: Tiril Skarstein PHOTO: Jonathan Hyams

"I was out playing with the other children, when the militia came. We quickly fled into the forest and kept on running," Domina remembers.

It was during her first year at school that her village in Masisi in eastern Democratic Republic of the Congo (DRC) was attacked. There was no time to prepare, no time to bring any belongings, no time for the children to search for their parents.

"There was a relative of mine there with me. When we were running, she was shot and killed. She was even younger than me. We just had to continue running," Domina says.

For months the children hid in the forest. At some point Domina was reunited with her aunt. She is not sure what happened to her mother and father. She thinks they were killed. People said nobody was left in the village.

TEACHER IN THE MAKING

When the young girl arrived at a displacement camp in Bukombo together with her aunt, they could not afford to enroll her in school. It would take several years before she was back in a classroom.

"Education is really important. I learn a lot of things I did not know before. If I finish studying, I will be able to work, get money, support my family and become independent," Domina says.

Every day she goes to school in the morning. Then, in the afternoon, she helps her aunt cultivate their land. The young girl is already determined to become a teacher so that she can give everything she has learned back to the next generation.

"If all children were educated, the war would stop. If people are educated they will learn why joining the militia is bad," she explains.

LOST GENERATION

More than 2.7 million people in DRC are living in displacement as a result of more than two decades of war, and the fighting is on-going. Many families have been forced to flee several times.

Last year, the fighting in parts of eastern Congo escalated again, and more than 500 schools in North Kivu were occupied, looted or destroyed by rebel groups.

"We risk losing a generation due to the conflict and this on-going crisis. It is evident that the education sector here has not received a lot of funding in the course of the last decade. The priorities have been towards basic household items, shelter, and water and sanitation," says NRC's Education Programme Manager Nadia Bernasconi.

"There are major gaps in child

Facts DRC

- More 2.7 million are internally displaced and more than 500,000 have fled DRC, as a result of more than two decades of conflict.
- Heavy and sporadic fighting continues in the Eastern provinces of the country. In North Kivu, 529 schools were either occupied, destroyed or looted in 2012, affecting the education of almost 85,000 children.
- It is estimated that only 37 per cent of children living in camps in North Kivu are enrolled in some sort of education scheme, and this figure drops as low as 20 per cent for those in spontaneous sites around the camps.
- The government has currently no capacity to respond to the specific needs of the displaced and there are no funds to repair and resupply schools.

EU CHILDREN OF PEACE

- Upon receiving the 2012 Nobel Peace Prize, the EU decided to dedicate the prize money to those most vulnerable and often hardest hit by war and conflict, namely children.
- The EU uses the prize money to fund humanitarian projects providing 28,000 conflict-affected children in Africa, Latin America, and Asia with education.
- While the EU Children of Peace Initiative helps conflict-affected children with their educational needs, it is also meant to raise awareness and advocate for more integrated support in this area.
- One of the projects is run jointly by the Norwegian Refugee Council and Save the Children and will ensure that over 14,000 highly vulnerable children displaced by conflict in DRC and Ethiopia have access to quality education, many for the very first time.



IDP CAMP. An internally displaced persons camp, Masisi, North Kivu, DRC

protection and education activities, and there is a need to refurbish and rehabilitate schools after occupation or attacks. It is estimated that up to 70 per cent of the displaced children in North Kivu are not attending school," she adds.

PRIORITISING EDUCATION

With money from EU's Children of Peace Initiative, NRC has been able to rebuild several schools in Masisi, and provide school kits and catch-up classes for children who have spent years out of school. Domina is one of the children who benefits from the project.

The initiative was launched after the EU received the Nobel Peace Prize. The EU wanted to dedicate the prize money to children in conflict areas.

"It was obvious for us that the Nobel Peace Prize money should be allocated to the most vulnerable who are often the hardest hit by wars: the children of this world. We want 'children of war' to become 'children of peace'," said Jose Manuel Barroso, the President of the European Commission, when he announced the initiative.

PROVIDES PROTECTION

"This was a very important decision by the EU, not only because the funding would make a difference for the children receiving assistance but also because it sent a clear message about

education being a priority in emergencies," says Bernasconi.

Her experience from DRC has convinced her of the importance of education, *especially* in emergencies. The risk for young boys and girls of being forcibly recruited to armed groups and used as porters, soldiers or sex slaves is high. Schools offer a safe haven for many children.

"If the children are not going to school, they are in great danger of being recruited by the militia," says Bernasconi.

In addition, school helps children overcome some of the traumatic consequences of war.

"Staying in school can help a child remain a child. We train the teachers so that they know how to handle traumatised students and to understand the children's fears," explains Bernasconi.

THE BIGGEST FEAR

Domina's biggest fear is losing her aunt. In November 2012, the young girl had to flee for a second time when her camp was attacked by a militia.

"I was very afraid my aunt would be killed. I have no parents. What will happen with me if I lose my aunt as well?" she asks.

The thirteen year old girl prays it will never happen again.

"I want peace. If we have peace we will no longer have to flee." ■

PROFILE: TEACHER

"Traumatised students need special attention"

When some children in his class act out, teacher Esdras Birigiro (58) gives them special attention and love.

TEXT: Tiril Skarstein **PHOTO:** Jonathan Hyams

"I have to show the traumatised students my love so they do not feel abandoned," says Birigiro.

The teacher at Lushebere primary school in North Kivu, in the eastern part of the Democratic Republic of the Congo (DRC), understands what some of the troublemakers in his class may have gone through. Many of the children have fled their homes several times when armed groups have attacked their villages, and they fear it may happen again. Some of the children have seen family members executed. Others have been raped by armed rebels or recruited and forced to commit unspeakable atrocities.

"It is difficult to teach children who are affected by war. Many are traumatised and their lives are not easy. While you are teaching, the child may be thinking about what he or she experienced in the past," explains Birigiro.

When he has children in his class whose minds are wandering, he makes an additional effort to tell them stories, play with them and give them advice.

"These children are the future of Congo. Maybe among these children we will find the future leaders of our country," he says.

FORCED TO FLEE

The teacher knows just too well what war may do to children and families. In 2004 he and his family were themselves forced to flee.

"Different rebel groups came to the village attacking and killing people. They set our house on fire. We had to

flee the house without even having the time to bring any belongings," Birigiro recounts.

They arrived in Lushebere where they now live in displacement.

"My children did not go to school at that time. Being a teacher myself, I was feeling bad. I know the importance of education and I also wanted my children to be educated," Birigiro says, before quickly adding that all his children are now back in school.

A KEY TO PEACE

The high number of Congolese children who never get the opportunity to go to school, worries the teacher.

"My hope is to see all children in Congo be educated. Some children are not in school because they have no money or because they have been taken by the rebel groups. By having many children out of school, we are preparing the ground for a society of bandits," he explains.

Birigiro believes that education will be the key to peace in his country.

"If all these children were not in school, where do you think they would be?" he asks, looking over at the young children playing innocently in the school yard.

"They would be in the militias, making war." ■

HAS A DREAM. "Those children who do not go to school are easily recruited or forced to join the militias," says teacher at Lushebere primary school in Eastern Congo, Esdras Birigiro. His wish is that all children will go to school.





IMPROVED. In the absence of education facilities, some young students attend classes in improvised spaces. Most of the students are women who attend classes with their children.

COLOMBIA

Fishing dreams

With books tailored to his cultural background, Afro-Colombian Mauricio is back in the classroom.

TEXT: David Garcia and Oscar Rodriguez **PHOTO:** David Garcia

More than three years ago Mauricio and his family were displaced by the internal conflict in Colombia. Ever since, poverty has persistently haunted them.



Mauricio wants to have his own prawns business, and has returned to the classroom.

“Fortunately the only thing that we’ve never lacked is food because we live next to a sea full of fish,” declares Mauricio in a hopeful voice. Four to five times a week he and his partner go out fishing and return with many kilos of prawns.

“Unfortunately we don’t do well in

business because we do not have any education,” Mauricio says.

He is convinced that with a better education he can improve his income and escape from poverty.

“I dream of having my own business without depending on anyone,” he explains.

LACK RELEVANT EDUCATION

As a result of more than five decades of armed conflict, 5.1 million Colombians have been forcibly displaced. This has had a shocking impact on the ability of youth to access education. An estimated 1.1 million children and young people have not been able to return to school after displacement.

Despite the efforts of the Colombian

government, the lack of state presence and limited education opportunities in areas of conflict deepens the serious situation of the displaced population. The poverty levels in the displaced population surpass 50 per cent before displacement and 94 per cent after it.

Among the displaced there are large numbers of Afro-Colombians and indigenous people, many of whom do not find the existing education opportunities relevant.

ETHNO-EDUCATION

In this context, NRC’s education programme, in coordination with the National Education Ministry, manages to include displaced people that find themselves on the outside of the formal education system through an innovative programme which recognises cultural differences.

“Teaching us to read with the usual books was a step towards the loss of our culture. Now we all get educated in our own way, with books that teach us our own culture,” says Mauricio, who hopes to learn the relevant business skills to make the best out of the hundreds of kilos of prawns he fishes every month. ■

Facts

Colombia

- One out of ten Colombians has been forced to flee. 5.1 million are internally displaced and more than 500,000 have fled Colombia, as a result of more than five decades of conflicts.
- The armed conflict and general violence affect Afro-Colombians and indigenous communities adversely.
- 33 per cent of the displaced population are between 10 and 24 years of age and an estimated 1.1 million children and young people fail to overcome barriers to access education after displacement.
- Between 1991 and 2012, 871 teachers were killed, about 3,000 threatened and 60 reported “missing”, according to a teacher’s union.

Sources: UNICEF, NRC, UNESCO

SYRIA CRISIS

Hope for the Future

Education and vocational training brings normality and hope to Syrian refugee children and youth who have been forced to leave their homes and everyday life behind.

TEXT: Christian Jepsen and Andreas Stensland **PHOTO:** Christian Jepsen

It is graduation day in Zaatari refugee camp in northern Jordan. Ahmad, an 18-year-old Syrian refugee, holds his head high as he exchanges a firm handshake with Mr. Bashar Al Asal from Jordan’s Ministry of Education. Ahmed glows with pride as he returns to his fellow classmates with a certificate, offering proof of a successful three-month training stint as a welder at the NRC Youth Center.

“The training was great - I can now weld doors, windows and chairs,”

Ahmad boasts as he holds up the certificate. “My hope is to one day return to Syria and help weld it back together,” the young graduate states.

LIMITED CAPACITY

Ahmed is one of the lucky few in Zaatari. Humanitarian agencies offering such alternative education programmes in the vast refugee camp can only accommodate a small percentage of the more than approximately 20,000 children and youth in the camp who are in need of education outside the formal education system.

“Don’t forget that many children have often missed out on school in Syria for many months due to the raging war,” says NRC’s Country Director Carsten Hansen.

“And the limited capacity in Zaatari means that there is a huge need for informal programmes so that the children are not left too far behind,” he adds.



PROUD WELDER. Ahmad, an 18-year-old Syrian refugee, glows with pride as he holds up a certificate offering proof of a successful three-month training stint as a welder, at the NRC Youth Centre in Zaatari refugee camp in Jordan.

PSYCHO-SOCIAL NEEDS

For those who are given the chance, informal education programmes are of great value.

“I recently witnessed how a group of girls in Zaatari changed through a six-month educational programme. At the outset many of them were shy and withdrawn, but over time they became much more engaged and eager to express themselves,” says Jennifer Roberts, an education in emergencies expert with NORCAP, NRC’s standby roster. “In the end, they wrote and performed a play about issues affecting girls for community leaders. An enormous change from when they were almost too shy to look directly at the mentors working with them.”

For the past four months, Roberts has been deployed to UN’s Organization for Education, Science and Culture (UNESCO) in Jordan to help the organisation develop and manage programmes for young Syrian refugees in need of education and training. She points to an important aspect of educational activities in refugee contexts: “For children who are traumatised from experiences of war and loss of loved ones, education and training programmes serve as an arena to address psycho-social needs and trauma.” ■

Facts

Syria crisis

- Since last school year, almost two million Syrian children have dropped out of school, equivalent to nearly 40 per cent of all pupils registered in grades 1 to 9. One million Syrian children are now refugees.
- In Jordan, around two-thirds of Syrian school-aged children are out of school. Of the 30,000 school-aged children who live in the Zaatari Refugee Camp, 12,000 are registered for school.
- NRC’s youth centre in Zaatari offers vocational training such as IT and welding skills to 300 youth between the age of 16 to 24 in each three-month cycle. The NRC informal learning centre teaches Arabic, English, mathematics, science, sports and arts for six months at a time for 600 out-of-school children.
- UNESCO offers alternative education to 1,290 children in Zaatari.

Sources: UNICEF, NRC, UNESCO

**■ ■ People affected by
emergencies are telling us
what they need. It is up to us
to learn the lesson.**

JAN EGELAND, Secretary General of the Norwegian Refugee Council



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