

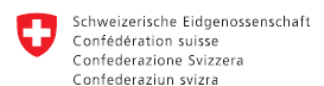


RECI THEME DAY - CONFERENCE DOCUMENTATION

## Children and Youth in Crisis: Education in Emergencies

An event organized by the Swiss Network of Education and International Cooperation RECI, supported by the Swiss Agency for Development and Cooperation SDC and Swiss Solidarity.

*Thursday, November 16, 2017  
Berne University of Teacher Education*



Swiss Agency for Development  
and Cooperation SDC

## Table of Contents

<b>Introduction</b> .....	<b>3</b>
<b>Conference Program</b> .....	<b>4</b>
<b>Part I – Intro &amp; Inputs</b> .....	<b>5</b>
Relevance of Education in Situations of Emergencies .....	5
A Commitment to Provide Quality Education in Emergencies.....	6
Learning in Times of Crises.....	6
<b>Part II - Workshops</b> .....	<b>7</b>
Workshop 1: EiE after Natural Disasters – Haiti and Nepal.....	7
Workshop 2: Education in War and Post-war Situations – Iraq and Columbia .....	7
Workshop 3: Youth Education in Emergencies – Kenya and Switzerland .....	8
Workshop 4: Forgotten and Especially Vulnerable Children in Emergencies – Essence of Learning .....	9
<b>Part III – Panel discussion</b> .....	<b>10</b>
Reflections on the Level of Strategic and Political Perspectives .....	10
<b>Conclusion</b> .....	<b>11</b>
<b>Exhibition</b> .....	<b>12</b>
Participants of the Exhibition .....	12
Impressions .....	12
<b>Annexe</b> .....	<b>13</b>
I. Presentation of Ernst Lüber, Swiss Solidarity.....	13
II. Presentation of Andreas Huber, SDC.....	14
III. Presentation of Laura Davison, INEE .....	15
IV. Presentation of Beatrice Rutishauser Ramm, Caritas Switzerland / RECI .....	17
V. Workshop Presentations & Results .....	19

## Introduction

Millions of children and youth worldwide are still denied their right to quality and relevant education. The most precarious situations are observed in the context of humanitarian crises, as conflicts and disasters increase the likelihood for children to be out of school. More than 75 million children and youth are «out-of-school» in conflict-affected countries. In addition, only 50 percent of refugee children have access to primary education, while the situation is even worse for refugee adolescents. They are in urgent need of education to prevent lost generations and build up sustainable perspectives.

Today, the international community recognises «Education in Emergencies» (EiE) as a priority issue on the agenda of «Education 2030». Hence, a majority of RECI's members are engaged in educational programs in the contexts of emergencies.

Given this context and the ever-increasing relevance of the topic, RECI decided to organize a theme day on Education in Emergencies and open a public debate in Switzerland. With the support of the Swiss Agency for Development and Cooperation (SDC) and Swiss Solidarity and the participation of the International Committee of the Red Cross (ICRC) and the Inter-Agency Network for Education in Emergencies (INEE), the event took place on 16 November 2017 under the theme «Children and Youth in Crisis: Education in Emergencies». Up to 80 people met at the Berne University of Teacher Education and for the first time in Switzerland, actors from civil society, universities, international organisations and representatives of the administration came together to discuss the issue.

The goal was to provide the participant with relevant inputs on the sector, present concrete experiences of RECI members and partners, while reflecting on synergies between approaches implemented abroad and in Switzerland. The following question were formulated to guide the day:

- What are the needs of children and youth in emergency situations?
- How do actors in the field respond to these needs and what are the experiences of RECI members?
- Can the 2030 SDG education related goals on «quality education for all» be integrated in the EiE responses?
- How can actors in Switzerland, dealing with crises-affected children and young refugees in particular, learn from international programs and how can approaches in Switzerland inspire international engagements?
- How can RECI as a Swiss network contribute to the advocacy efforts of promoting EiE?

The subsequent conference documentation shall provide the reader with a summary of the lectures, discussions and insights gained. Part one gives a résumé on the introductory and input presentations. Those were held by the event's partners SDC and Swiss Solidarity, followed by two inputs of the INEE and Caritas Switzerland. In a succeeding session, the participants attended workshops focussing on specific topics related to contexts and to target age groups. Part two provides the reader with the results of these workshops. Part three, finally, presents the concluding panel, where representatives of SDC, ICRC, INEE and the Zurich University of Teacher Education debated on how to connect operational experiences with the strategic and political level and the conclusions of the day. Impressions on the parallel exhibition conclude the report.

The thematic day was a starting point for RECI's debate in Education in Emergencies. The issue will stay on RECI agenda, focussing on priorities such as Education and Migration, on the integration of psychosocial support in education and finally the presentation of what we call good practice in order to strengthen EiE approaches in the field and – through evidence-based advocacy work – on political and strategic level.

We would like to express our gratitude to our partners, to the participants and to RECI members who contributed to a successful theme day and cooperated in this important issue.



Ruth Daellenbach  
Secretary general of the Swiss Network for Education and Cooperation RECI



## Conference Program

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9:45	<u>Introduction</u> <b>Welcome note</b> Fabienne Lagier, RECI <b>Relevance of Education in Situations of Emergencies</b> Ernst Lüber, Swiss Solidarity Andreas Huber, SDC
10:00	<u>Inputs</u> <b>A Commitment to Provide Quality Education in Emergencies</b> Laura Davison, Inter-Agency Network for Education in Emergencies INEE <b>Learning in Times of Crises</b> Beatrice Rutishauser Ramm, Caritas Suisse / RECI
11:00	<i>Coffee break / <b>exhibition*</b></i>
11:30	<u>Workshops:</u> Four different workshops in parallel sessions with presentation of projects and discussion  <b>(1) EiE after Natural Disasters / Haiti and Nepal:</b> Terre des Hommes Switzerland, Aide et Action  <b>(2) EiE in War and Post-war Situations / Iraq and Columbia:</b> Save the Children, Vivamos Mejor  <b>(3) Youth Education in Emergencies / Kenya and Switzerland:</b> RET International, University of Teachers education Berne  <b>(4) Forgotten and Especially Vulnerable Children in Emergencies / Essence of Learning:</b> Caritas Suisse
13:00	<i>Lunch break / <b>exhibition*</b></i>
14:30	<u>Panels</u> Panel 1: <b>Workshop presentations of results and conclusions</b> Panel 2: <b>Reflections on the level of strategic and political perspectives</b> Sabina Handschin, SDC; Geoffrey Loane, ICRC; Wiltrud Weidinger, University of Teacher Education Zürich; Laura Davison, INEE
16:45	Conclusions and outlook
17:10	End of the conference

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**Moderation:** Daniela Toupane, Swiss Solidarity

**\*Exhibition:** presenting EiE-projects of RECI members and partners



## Part I – Intro & Inputs

### Relevance of Education in Situations of Emergencies

by Ernst Lüber, **Swiss Solidarity**, and Andreas Huber, **SDC**

Ernst Lüber of Swiss Solidarity and Andreas Huber of SDC as partners of the event introduced the topic with their contributions on the relevance of Education in Emergencies (EiE)<sup>1</sup>.

Ernst Lüber, head projects department at Swiss Solidarity, started his input speech by emphasizing Swiss Solidarity's goal to contribute to learning in the Swiss humanitarian sector. Concerning education, Swiss Solidarity considers education especially relevant, since as humanitarians, their role is not merely saving lives, but to contribute to rebuilding lives and recover from the effects of crises or disasters. Starting recovery - of which education is one aspect - at an early stage has increasingly gained importance in Swiss Solidarity's approach. Another reason for the growing importance of education within Swiss Solidarity is the fact that protracted crisis and displacement situations now often last for long periods. The way Swiss Solidarity engages in the education sector has further evolved by adding school-linked activities: they improve water supply, hygiene and sanitation facilities in schools, add nutrition programs or support preschool programs. Next, Lüber emphasizes two words of caution concerning education, especially EiE: First, many schools still fail to provide safe environments for children. Second, the quality of education is often insufficient. Finally, Swiss Solidarity is willing to commit to EiE also in the future and demonstrates its commitment by making it the topic of the 2017 "Jeder Rappen zählt" fundraising campaign.

In a second part, Andreas Huber, deputy head of SDC humanitarian aid and SHA (Swiss Humanitarian Aid) talked about the importance of education in today's world. He emphasized the enormous convening and also transformative power which education entails and exemplified his statements by his own experience in humanitarian work. Students in situation of emergencies from Afghanistan to Kivu province revealed their need for education by making it a top priority – before water or shelter. Furthermore, the meaning of education to tackle poverty and inequality is emphasised, as an indispensable instrument for lifesaving, structure, hope and the future. Acknowledging that EiE has been neglected for too long, Huber appreciates that the topic ~~now~~ has now steadily been receiving the much-deserved humanitarian attention, also within SDC. In order to prevent losing generations, SDC has committed itself to increase funding to education by 50% compared to the past few years. This year, it has also launched a strategy which aims at bolstering education in fragile and conflict-affected contexts.



Ernst Lüber, Swiss Solidarity.



Andreas Huber, SDC.

<sup>1</sup> The detailed speeches can be found in annex I, p. 13, and annex II, p. 14.

## A Commitment to Provide Quality Education in Emergencies

by Laura Davison, **INEE**

The first input speech was held by Laura Davison of the Inter-Agency Network of Education in Emergencies (INEE)<sup>2</sup>. INEE is a fast-growing global network, founded by the UN in 2000, to enhance collaboration, information-sharing and advocacy for Education in Emergencies. More precisely, the network engages in creating spaces, meet-ups, policy roundtables, global consultations, knowledge sharing through their website and in providing of tools and resources, trainings and capacity development.

The global statistics on displacement presented underline the urgency of the EiE topic: In 2016, more than 65 million people were forcibly displaced, among those 51% were under 18. Also, the Agenda 2030 acknowledges the relevance, as formulated in the Sustainable Development Goal 4 “Ensure inclusive and quality education for all and promote lifelong learning.” The goal can and must be the integration of the 2030 SDG education related goals into EiE responses. Finally, Davison talked about INEE’s developed minimum standards, which shall guarantee the commitment to quality education also in crisis-affected situations.



Plenary Session in the morning.



Laura Davison, INEE.



Beatrice Rutishauser Ramm, Caritas Switzerland.

## Learning in Times of Crises

by Beatrice Rutishauser Ramm, **Caritas Switzerland / RECI**

The second input speech by Beatrice Rutishauser Ramm (Caritas Switzerland / RECI)<sup>3</sup> was on the topic of children learning in times of crises. Rutishauser Ramm emphasized the complexity of emergency situations, which simultaneously affect parents, teachers, and particularly children.

The learning ability of children in times of crisis is changing due to various reasons which include sudden learning difficulties, e.g. lack of memorizing capabilities, as well as structural problems. Structural problems include for instance interrupted school visits, limited space and time, teacher and parents under pressure. This needs to be considered when we expect children to learn. Restoring the learning ability of children is the first step that has to be undertaken. This should integrate health support, social-emotional learning and protection. Furthermore, it might be necessary that children repeat earlier learning steps, since crisis-affected children tell repeatedly that they are no longer able to use their learning abilities as before. In consequence, such possibilities and chances to restore their sensory awareness have to be provided, until the learning process can restart from where it ended before the crisis.

Rutishauser Ramm concludes that all children want to learn and can learn, but that we have to be aware that crisis-affected children have special needs and tend to be forgotten, hence emergency pedagogues have to search for them since they are oftentimes invisible. Last, she appreciates that the interest in emergency pedagogy is also growing in Switzerland, since children who suffered from war are also arriving in this country.

<sup>2</sup> The detailed presentation can be found in annex III, p. 15.

<sup>3</sup> The full speech can be found in annex IV, p. 17.

## Part II - Workshops

In four parallel workshop sessions, RECI members presented projects of Education in Emergencies. In the subsequent discussion, the workshops' goal was to identify good practices, common principles and major challenges. Hereby, workshop 1 and 2 focused on the context – natural versus man-made disasters – whereas workshop 3 and 4 focused on the groups of concern – youth versus children.

The following section reveals the content and results of the four workshops. The presentations can be found in annex V., page 19.

### Workshop 1: EiE after Natural Disasters – Haiti and Nepal

<b>Moderation</b>	Myriam Gallio, Enfants du Monde
<b>Presentations</b>	<ul style="list-style-type: none"> <li>Jean-Jacques Wagner (Honorary Professor at the University of Geneva) and Isabelle Nicolazzi (Volunteer Educational Advisor), Terre des Hommes Suisse</li> <li>Guigone Devevey (Partnership Manager), Aide et Action</li> </ul>

Major natural disasters have all the more devastating consequences, the less favourable the circumstances are for the population concerned. Relevant stakeholders are called upon to provide emergency and humanitarian aid. On the level of education important factors consist in bringing children and youth back to school as soon as possible and providing psychosocial support which can help to overcome trauma and stress. Furthermore, education has a vital role to play when it comes to prevention and preparedness work, which could protect people from disastrous effects of future calamities of nature. Against this backdrop, workshop 1 presented two educational programmes:

Since the earthquake of 2010 in Haiti, **Terre des Hommes Suisse** is involved in preventive work for the protection of school children. The project "Nou pare" (we are prepared) includes eight schools and different activities such as the sensitisation of teachers and children, evacuation plans and the training of teachers on the theme of risk and disaster management.

Since the earthquake of 2015 in Nepal, **Aide et Action** was involved in urgency and rehabilitation programs in the educational sector. Aide et Action focusses its efforts on children's education and their physical and emotional well-being by different activities such as creating temporary classrooms, rehabilitating infrastructure, training teachers and social animators or supporting families and communities.

#### Results Workshop 1

On a general level it has been stated, that interventions should touch hardware and software. This means, both infrastructure and soft skills must be developed.

On the level of local actors, participation is of key importance. Educational interventions should be recognised as a priority by the local communities and should be based on local demand. It has to be planned and implemented in close cooperation with local communities and authorities. The children and youth, at the heart of the intervention, are not only learners but also powerful actors for conveying messages to the community.

On the methodical level the intervention fosters an active pedagogy including child participation, creative activities and play.

### Workshop 2: Education in War and Post-war Situations – Iraq and Columbia

<b>Moderation</b>	Valeria Kunz, Save the Children
<b>Presentations</b>	<ul style="list-style-type: none"> <li>Sofyen Khalifaoui (Head Protection), Save the Children</li> <li>Sabine Maier (Director), Vivamos Mejor</li> </ul>

Violence and displacement disrupt the educational biography of children and disrupt public services, including educational systems. Within this context, education becomes an important protection and normalising factor in children's lives. Workshop 2 presented two different programmes:

In Iraq over 3.5 million children have been and are affected by the crisis. **Save the Children** presented the type of education interventions which are implemented in several war/post-war settings present in the country. In addition, a focus was placed on the modus operandi (access, partnerships, preparedness) of those education activities aiming to provide immediate safe learning spaces for highly vulnerable girls and boys.

The war in Columbia has resulted in massive displacement and even after the peace agreements have been signed, many children live as IDP within the country. **Vivamos Mejor** presented its educational programs with IDP and reflected the conditions to reintegrate those children in the educational system and governmental programs.

## Results Workshop 2

It has been identified as a common principle in both projects that interventions should be based on approved humanitarian principles and standards (e.g. INEE minimal standards), such as conflict sensitivity, do no harm, child-centred and rights-based approaches. Second, the projects should be accurately contextualized, which includes, for instance, coordination and harmonization with existing education systems to ensure that children can access the formal system in place when available. Furthermore, sustainability has to be ensured through a policy dialogue on all levels, and advocacy work shall improve funding mechanisms to ensure that education is not left out of the humanitarian priorities. Last, the documentation of good/best practices in war/post-war settings can help to improve existing education responses in emergencies, because of the replication of proven approaches at a wider scale.

Some of the best practices identified in the two projects include integrated and inclusive programming to guide the interventions – for instance through joint programming with the sectors of water and sanitation, shelter, health and nutrition. Next, the focus on quality and monitoring has to be maintained, which includes e.g. thorough capacity building of the teachers and the implementation teams in place. Then, given the context of Education in Emergencies, the importance of children's safety has to be kept in mind, and psychosocial support must be integrated into all programs – the vision being that safe learning environments always enhance children's resilience. As a result, in war/post-war zones, education and protection form two faces of the same token.

## Workshop 3: Youth Education in Emergencies – Kenya and Switzerland

<b>Moderation</b>	Marina Lopez-Anselme, RET International
<b>Presentations</b>	<ul style="list-style-type: none"> <li>• Marina Lopez-Anselme (Chief Programme Development Officer), RET International</li> <li>• Gisela Bürki (Professor at the University of Teacher Education Berne)</li> </ul>

For adolescents and youth who have their education disrupted by conflicts, forced displacement, natural disasters or violence, alternative non-formal education provision is a way to complete equivalent level of primary/secondary education, to either return to the education system, or to enhance readiness for obtaining decent work, as well as to improve resilience in managing adversities. Presentations from two different contexts took place:

In Kenya, **RET International** seeks to protect adolescents and youth through provision of education, livelihood and capacity-building interventions, building their resilience for a more sustainable future. Although Joint Strategy for Education in Dadaab 2015-2020 shows progress, it still means that 82% children aged 14-17 years are not reached by secondary education services. In order to contribute to close the gap in provision of education for young refugees, RET is implementing a secondary Accelerated Education Programme in 3 camps in Dadaab.

The **University of Teacher Education Berne** presented the project START. START is a joint initiative of the teacher universities Berne and Zurich, focussing at supporting the education and the access for young migrants to the professional live and labour market. START promotes life skills, job orientation skills and second language skills and consists of a set of learning materials including a learners' booklet, methodical guidelines for teachers and digital material. The workshop presented the competences addressed by START in the three different learning areas, illustrated the participatory process and underlined challenges and key factors that arise in the development for teaching programs and materials for young migrants. The project is further developed and tested in cooperation with young migrants and their educational institutions.



### Results Workshop 3

On a general level, the importance to recognize the particular needs, perspectives and living contexts of the youth concerned has been identified. Regarding the content, the education program should include components of life-skills and knowledge that are useful in different contexts. In terms of structure, it is recommended that the training is modular, focuses on a concrete learning outcome which can be validated. This means that the education programs are certified by national or regional authorities. This, plus an intervention design which aims at filling gaps between the education cycle and the labour market entry, helps to facilitate the transition to working life. Since the learners might find themselves on different levels in the lifecycle, flexibility in different areas, such as admission, attendance and time schedule is important.

Concerning the teachers, they should be trained to cope with a diversity of learners' profiles.

Finally, the education programs offered should not limit the aspirations of displaced youth, but rather give opportunity for self-development which goes beyond a short-term impact.

### Workshop 4: Forgotten and Especially Vulnerable Children in Emergencies – Essence of Learning

<b>Moderation</b>	Claudia Meierhans, Institute for International Cooperation in Education / University of Teacher Education Zug
<b>Presentations</b>	<ul style="list-style-type: none"> <li>• Beatrice Rutishauser Ramm (Senior Adviser Pedagogic), Caritas Switzerland</li> </ul>

Children in different age groups and different living conditions have different development and learning needs. In crisis-affected areas, NGOs have to deal with a constantly changing context, potentially marked by displacement, violence and traumatisation. They have to reach the most vulnerable children and find out how to deal with those in a specific situation.

“Essence of learning” is a specific approach developed by **Caritas Switzerland** and applied in different contexts of crises. By specific methods and materials, it aims at enhancing resilience and restoring the learning abilities of children suffering from trauma and heavy psychosocial stress.

### Results Workshop 4

Every child can learn, but in times of crises children learn very differently. Hereby, the most vulnerable children are mostly those in early childhood age. Thus, orientation on the psychosocial condition, development and learnings steps of the children is important. Accordingly, an age-appropriate language and development-appropriate tasks should be used.

The methodical and didactical approach should aim at restoring self-confidence and self-efficacy. In concrete terms of methodology, it has been stated that learning and playing / drawing are connected. Supporting all senses is recommendable. It is furthermore useful to connect learning tasks to the children's context by bridging the textbook to the real and changing situation. Local recycling materials can be used for learning aids and playing. Last, it is useful to develop a tool to adapt and support a regular curriculum, which helps teachers and learners.



Workshop on the “Essence of Learning” approach with Caritas Switzerland.



Save the Children and Vivamos Mejor in their workshop on education in war/post-war situation.



RET Int. and the University of Teacher Education in Bern on youth education.

## Part III – Panel discussion

### Reflections on the Level of Strategic and Political Perspectives

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with Sabina Handschin, **SDC**; Geoffrey Loane, **ICRC**; Wiltrud Weidinger, **University of Teacher Education Zurich**;  
Laura Davison, **INEE**

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The final panel aimed at linking the operational level, which was discussed in the workshops and its ensuing results in the first panel, to the strategic and political debate which is needed to bring forward Education in Emergencies (EiE).

The panel acknowledges the need for connecting the two spheres. The cooperation between INEE and RECI, as it took place on the theme day, for instance, is an excellent opportunity to link the two levels: on the one hand, the strategic debate is inspired by the operational experience – on the other hand, standards and policies help guiding the operational level. Such events foster the connection mentioned since people from different areas get together for a common debate. We need to create spaces where practitioners, scientists and decision-makers meet.

The consciousness about the importance of EiE has been constantly growing in the last few years and finally resulted in integrating the concern as a priority in the Agenda 2030, more precisely in the Sustainable Development Goal 4. Civil society organizations have been traditionally engaged in EiE and played an important role to pushing the issue higher up in the international agenda. A new and important actor in the domain is the International Committee of the Red Cross (ICRC), who has recently adopted a respective strategy which focusses rather on questions of access to EiE, which is one of the core strengths of ICRC. Thus, the cooperation with institutions present on the EiE conference will allow to link the focus on promoting access to education with the focus on quality. In order to find holistic answers to the challenges of EiE, all actors – including governments, international organizations, NGOs and civil society – are needed to cooperate and to bring in their specific experience and added value.

Next, it has to be considered that the areas of humanitarian and development aid are increasingly overlapping, facing the realities of long-lasting crises and fragile states. Finally, migration tends to soften the perception of crises and non-crisis settings, since also in the developed European countries, migrants are exposed to very precarious situations, where – amongst other – children are denied quality education. Hence, the panel concludes that on the side, humanitarian and development finally must go hand in hand. On the other side, actors working with migrants in Switzerland and abroad also could be supported and strengthened by the exchange of experiences and the formulation of common causes.

## Conclusion

The theme day offered the participants relevant insights into challenges and specific experiences in the fields of Education in Emergencies. The result was a series of findings:

**Education of children and youth in emergencies has to be recognised as a priority on the level of politics, finance and action.** Despite growing awareness of Education in Emergencies worldwide and its integration in the agenda education 2030 it has not yet the necessary support. In 2016 only 2.7% of global humanitarian funds have been allocated to education. 75 million of children affected by crises cannot complete their education and continue living in extremely vulnerability (exposed to violence and other risks). The collective effort of state and non-state actors is still needed in order to generate the necessary recognition and the financial means required.

**Education in Emergencies calls for high flexibility and always must be contextualized in the different situations.** Hence, the main principles for high-quality education remain the same also in situations of crises; in other words, it is important that all parties concerned participate or that a comprehensive approach of education is adopted reaching beyond a mere learning-outcome orientation. Equally, life skills, social components as well as aspects of preparedness and prevention must be included.

**There should be less differences between development and humanitarian aid, especially in the field of education.** On the one hand, because we are increasingly facing long-lasting emergencies. On the other hand, because education even in short-term crises always needs to be oriented to medium- and long-term perspectives. Accordingly, the cooperation between humanitarian and development programmes is highly needed, and consequently, these programmes should not be dealt with separately.

**Finally, Education in Emergencies is not only an issue in war-torn regions or fragile countries.** Precisely in the field of migration, also Switzerland is called upon to educate and train minor asylum seekers. Here, Swiss and international stakeholders could definitely complement each other and benefit from their mutual experiences and knowledge.

The event in Berne gave insight into an important issue, on needs and challenges and also on the important engagement of Swiss actors in this field. For the first time in Switzerland, civil society, state parties and international organisations were all included in a debate on the issue of Education in Emergencies and opportunities were shown how the different players can cooperate and develop common synergies.

## Exhibition

### Participants of the Exhibition

In the parallel exhibition, eleven members of RECI and further partners presented their projects related to the topic of Education in Emergencies and afforded an opportunity to discuss those. The following participants took part in the exhibition:

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- Christoffel Blindenmission
  - Caritas Switzerland
  - Right to Play
  - Stiftung Kinderdorf Pestalozzi
  - Terre des Hommes Suisse
  - World Vision
- Child to Child UK
  - IPE University of Teacher Education Zurich
  - Save the Children
  - Swiss Red Cross
  - Vivamos Mejor
- 

### Impressions



Solar-powered learning tools by World Vision.



Exhibition at the University of Teacher Education Berne.



Helen Walker and Susan Durston from Child to Child.



EiE projects of Save the Children.

## Annexe

### I. Presentation of Ernst Lüber, Swiss Solidarity

On behalf of Swiss Solidarity, I want to start by thanking the RECI for organising this event. We are very pleased to partner with the RECI on this occasion. Swiss Solidarity has among its aims to contribute to learning in the Swiss humanitarian sector. This meeting is a perfect occasion to do that.

Why education?

Our role as humanitarians is not only to help to save lives, but also to contribute to rebuilding lives and to recover from the effects of crisis or disaster. Over the last years we have become increasingly aware that it is important to start the recovery without delay. We want to begin as early as possible to strengthen and to build on the own capacities of the people, families and communities affected by crisis or disaster. Education is an important aspect of this.

Another element that drew our awareness to the importance of education is the fact that protracted crisis and displacement situations last now often for very long periods. It is essential that children and young people don't completely lose out on education.

Education has always been an important topic for Swiss Solidarity. However, the way we engage in the sector has evolved.

For a long time, and still now, we have been supporting the reconstruction of safe and disaster resistant school buildings after natural disasters. Nowadays we try to ensure the access to education more quickly than in earlier years, by also supporting temporary and semi-permanent rebuilding.

We are also quite active to improve the water supply, sanitation and hygiene in schools, by making sure that there is sufficient water and toilets for girls and for boys, that the installations are well maintained and that the children learn about and practice hygienic behaviors.

Another activity linked to schools that we support are school-based nutrition programs. They use schools as entry points, distribution points or places to pass messages.

What is rather new is our support for preschool programs and early childhood development. As evidence-based studies have shown that these are particularly effective interventions for the development of children, we now seek to increasingly support them.

Two words of caution that concern education in general but also are valid for emergency contexts:

Many schools are not safe environments for children. The 2006 UN World Report on Violence against Children has documented that in many countries children are exposed to violence in schools. This violence takes many forms: bullying, physical punishments, sexual violence and others. We cannot accept this. Together, we have a responsibility to make sure that schools are safe for children.

A more recent report, the World Development Report 2018, looks at the quality of education. Schooling is not the same as learning, and in many schools, children learn very little. The authors of the report speak of a learning crisis. It is therefore essential to work on the quality of education, and particularly so in humanitarian contexts.

Many of the partner NGO's of Swiss Solidarity have a strong basis and a lot of experience in development work. This is a great asset as they can now adapt this expertise and know-how to humanitarian situations. I hope that your attendance to today's event is a sign that there is a collective commitment to move in this direction. We want to increasingly develop education projects in protracted crisis, displacement and post-natural disaster situations.

On behalf of Swiss Solidarity, our commitment to today's theme is demonstrated by the topic of this year's "Jeder Rappen zählt" fundraising campaign that takes place in Lucerne during the week before Christmas. The slogan is "Bildung. Eine Chance für Kinder in der Not". The projects we will fund with the proceeds of the campaign will focus on Education in Emergencies.



## II. Presentation of Andreas Huber, SDC

I would like to thank RECI for organizing this timely thematic day on Education in Emergencies and for offering SDC the opportunity to provide some opening remarks: **Let me start with a little exercise** – think of you, your life and what you have become over the years. Think of your defining moments, the values that guide you and your decisions. The closest and deepest friendships that are dear to your heart and spice up your life. Question: What has been the most important factor in all of this? For sure, your parents and your family. What else? It is the school that has shaped all of us from the early stages of our lives up until at least our twenties. What happens in, but also what happens around school has defined to a large extent what we are, how we think and which values we follow: This is the enormous convening but also transformative power of education!

“One book, one pen, one child, and one teacher can change the world!” This has been said by Malala Yousafzai. A young girl from Mingora, Pakistan who was shot by the Taliban for defying the ban against women going to school. Since then, Malala has won the Nobel Peace Prize, traveled all over the world, authored two books, and started studying at Oxford University. In the year 2000 while working for the UN in Afghanistan I witnessed myself what courage was needed to get the basic right for education. Students and teachers took enormous risks to attend the school. In some cities parents risked their lives while negotiating with the Taliban that girls could go to school.

Similar in **Congo**: I could go to the remotest area in the war-torn Kivu province, parents and communities - when asked about their needs - were calling for education opportunities. As a humanitarian, it took me a while to understand why education and not food, water and shelter were their top priorities. Wherever my work and travel took me, people so much believed in education...and there are good reasons for that. People believe in hope, future and perspectives. Parents say: “My life is difficult, but I want my children having a better life!” And we all agree: education is the fundamental part of all this!

Education is a powerful instrument to tackle poverty and inequality. It has therefore always been a fundamental element of development policy. Yet, **for people affected by humanitarian crises, education benefits go far beyond development opportunities**. For them it can mean pure survival. In schools, children can be sensitized of the dangers of mines and learn how to react in the case of getting trapped. Mothers picking up their children at school are informed of how to feed their children. Malnourished children can be detected at school and treated. Education is not only about personal development, but it is actually lifesaving!

**But education also means Protection**: When speaking with children about school, you realize it is rarely about books, pens, learning how to calculate. It’s the whole package – the routine of getting-up, putting on the school uniform and to walk to school – all of this, gives structure and hope for children and communities hit by chaos. It is balm for troubled minds.

**Last but not least, education means future**: 17 years – that’s the average time that a refugee is in displacement today. 17 years – that’s a long time. We cannot put these people on hold. Instead we should offer them educational opportunities to make them active members of the society. Failing on them, means losing generations of talented and committed young people.

**Recognizing the benefits of education in crises situations, took the humanitarian community including SDC some time**. Yet, awareness has steadily increased over the past years. It was mainly with the World Humanitarian Summit in 2015 and the launch of the Education Cannot Wait Fund that Education in Emergencies has received the much-deserved humanitarian attention.

**We consider education as an essential foundation of individual, social and economic development** with a tremendous **transformative power to create just and peaceful societies**. Therefore, SDC has committed itself to allocate 50% more funding to the education sector compared to the past four years. In May this year, SDC also launched its Education Strategy with the aim to bolster education in fragile and conflict-affected contexts. EiE supported by SDC wear many faces. To give some examples:

- SDC supports the ministries of education in Jordan and Lebanon to enhance the capacity of 108 local schools. These schools accommodate Syrian children providing them a decent learning environment.
- SDC is helping to ensure protection and access to education for children who fled Boko Haram through providing formal and alternative education services. Psychosocial support services are part of the intervention.
- SDC also contributes to shaping global policies related to Education in Emergencies. For example, we are currently taking an active role in the education discussions around the Global Compact on Refugees.

SDC has a longstanding experience in education in development contexts. Yet, Education in Emergencies is a rather new area of work for many of us. We are here to **hear from your experience, to exchange on the challenges encountered and share good practices**. It is a great opportunity to strengthen partnerships and Swiss expertise in the area.



### III. Presentation of Laura Davison, INEE

**INEE** An international network for education in emergencies  
Un réseau international pour l'éducation en situations d'urgence  
Un réseau internacional para la educación en situaciones de emergencia  
الشبكة الدولية للتعليم في حالات الطوارئ

#### A Commitment to Provide Quality Education in Emergencies

16 November, RECI Theme Day  
Bern University of Teacher Education

Laura Davison, INEE Education Policy Coordinator

**INEE** An international network for education in emergencies  
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#### Contents

1. What is INEE?
2. Global displacement & education – the big picture
3. Education 2030 & Quality Education in Emergencies
4. Education 2030 & INEE Minimum Standards
5. INEE Minimum Standards For Education: Preparedness, Response & Recovery
6. INEE Minimum Standards Contextualization & 'Now'

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#### What is INEE?

- Inter-agency Network for Education in Emergencies (INEE);
- Fast-growing, global network, open to all;
- Founded in 2000 by UN agencies, NGOs to enhance inter-agency collaboration, information-sharing and advocacy for EIE.
- 13,800 members in 190 countries.
- Members: UN, NGOs, MoEs, donor agencies, academic institutions, teachers, individuals

**Join**  
[www.ineesite.org/en/join](http://www.ineesite.org/en/join)

*"Working together to ensure all persons the right to quality, relevant and safe education in emergencies and post-crisis recovery"*

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#### INEE Network Functions - What Do We Do?

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#### Network Activities

- Collaboration & networking; creating spaces, meet-ups
- Policy Roundtables, Global Consultations on EIE
- Knowledge sharing on EIE through website and listserve
- Tools & resources for practitioners: INEE Toolkit - <http://toolkit.ineesite.org/>; Thematic papers; publications; videos; webinars, etc.
- Trainings and capacity development on EIE
- 2015: 20,000 visits from 178 countries, with 16,000 resources downloaded
- Language Communities

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#### INEE Network Spaces

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#### Global Statistics on Displacement

- 65.3 million people forcibly displaced (UNHCR, 2016)
  - 40.8 million IDPs
  - 21.3 million refugees
  - 3.2 million stateless persons
- 51% refugees under 18
- 41% refugees living in protracted settings
- 20 years average duration of displacement
- 86% refugees hosted in developing countries
- 60% refugees living in urban areas
- Refugees under 18 5x more likely to be out-of-school
- 61% enrollment refugees in primary school vs 91% non-refugees (UNHCR, 2017)

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#### Education 2030 & Education in Emergencies

- SDG4: "Ensure inclusive and quality education for all and promote lifelong learning."  
→ 75 M children aged 3-18 currently OOSC in 35 crisis-affected countries
- Incheon declaration, ¶11: commitment to "developing more inclusive, responsive and resilient education systems to meet the needs of children, youth and adults in these contexts, including internally displaced persons and refugees."
- Education 2030 Framework for Action, ¶25-27: that "countries must (...) institute measures to develop inclusive, responsive and resilient education systems to meet the needs of children, youth and adults in crisis contexts, including internally displaced persons and refugees."
- Clear focus on inclusive and quality education for all, including IDPs and refugees.



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### Education 2030 & Education in Emergencies

- Why? Increasing focus in recent years (beyond education sector itself) that education in crisis situations is important. Syria crisis. Still, low-income countries suffer most. 86% displaced in developing countries.
- INEE TIMELINE: <http://timeline.ineesite.org/> → History of EiE.
- Provides protection, safety; investment in future (individual, community and nation); peacebuilding; sustainable development; education is a right (UNDHR, 4<sup>th</sup> Geneva Convention, CRC, CRSR, ICCPR, ICESCP, CEDAW, etc.).



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### Education 2030 & Quality Ed in Emergencies

RECI: "Can the 2030 SDG Education related goals on "quality education for all" be integrated in EiE responses?"

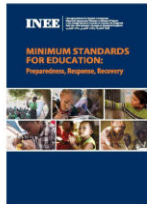
- YES! But! What do we mean by quality? Efforts being made to define quality more closely since SDG era, (versus previous focus on "access" during MDG era).
- Multiple definitions of quality. *Education 2030 Incheon Declaration, paragraph 9.*
- Focus on learner-centered education, holistic education programmes, education that builds relevant skills & knowledge, teacher training & support, M&E/measurement of outcomes...
- Clear shift from "bums on seats" to learning-focused education. Also reflects shift & education debates globally from industrial revolution economies to focus on "21<sup>st</sup> century skills" & rapid, fast-changing, 'unpredictable', economies.
- INEE Minimum Standards (2004) and (2010) lays out comprehensive framework for quality education in emergencies.



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### Background: INEE Minimum Standards for Education: Preparedness, Response, Recovery (1)

- Aim to enhance the quality of education policy and programming, increase access to safe and relevant learning opportunities and ensure accountability in providing these services in all stages of emergency response.
- Developed in 2004 through a widely consultative process involving over 2,250 education practitioners/researchers. Updated in 2010, with input from 1,300 individuals.



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Minimum Standards for Education:  
Preparedness, Response, Recovery

Foundational Standards			
Access and Learning Environment	Teaching and Learning	Teachers and Other Education Personnel	Education Policy
<b>Standard 1: Equal Access</b> – All individuals have access to quality and relevant education opportunities. <b>Standard 2: Protection and Well-being</b> – Learning environments are secure and safe, and promote the protection and the well-being of all, including of learners, teachers and other education personnel. <b>Standard 3: Facilities and Services</b> – Educational facilities promote the safety and well-being of learners, teachers and other education personnel and are suited to health, nutrition, psychosocial and protection services.	<b>Standard 1: Curricula</b> – Curricula, socially and linguistically relevant materials are used to provide formal and non-formal education, appropriate to the particular context and needs of learners. <b>Standard 2: Training, Professional Development and Support</b> – Teachers and other education personnel receive periodic, relevant and structured training according to need and circumstances. <b>Standard 3: Instruction and Learning Processes</b> – Instruction and learning processes are learner-centred, participatory and inclusive. <b>Standard 4: Assessment of Learning Outcomes</b> – Appropriate methods are used to evaluate and validate learning outcomes.	<b>Standard 1: Recruitment and Selection</b> – It reflects a mix of appropriately qualified teachers and other education personnel are recruited through participatory and transparent processes, based on diversity criteria reflecting diversity and equity. <b>Standard 2: Conditions of Work</b> – Teachers and other education personnel have clearly defined conditions of work and are appropriately compensated. <b>Standard 3: Support and Supervision</b> – Support and supervision mechanisms for teachers and other education personnel function effectively.	<b>Standard 1: Law and Policy Formulation</b> – Education authorities promote universality and recovery of quality education, including for and inclusive access to schooling. <b>Standard 2: Planning and Implementation</b> – Education authorities take into account international and national educational policies, laws, standards and plans and the learning needs of affected populations.

**Key Thematic Issues:** Conflict Mitigation, Disaster Risk Reduction, Early Childhood Development, Gender, HIV and AIDS, Human Rights, Inclusive Education, Intersectoral Linkages, Protection, Psychosocial Support and Youth



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### Background: INEE Minimum Standards for Education (2)

- Founded upon a human rights framework, specifically the right to education, as expressed in key human rights documents: the UDHR, Covenant on Eco., Soc. and Cult. Rights, Convention on the Rights of the Child, CRPD Art. 24, Education for All, Sphere Project's Humanitarian Charter.
- Available in 28 languages, the Handbook has been used in over 110 countries to strengthen education response.



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### Contextualization

- The process of making the language and actions of the INEE Minimum Standards relevant to a particular context.
- Contextualization of the INEE Minimum Standards has generally included these 3 steps:
  1. Define the terms used in the standards
  2. Define the locally relevant actions (and the methods for their verification)
  3. Identify local best practices, challenges, etc.

- Afghanistan
- Somalia
- Vietnam
- South Sudan
- Sri Lanka
- oPt
- Ethiopia
- Lebanon
- Bangladesh
- Jordan
- Iran
- Iraq (Kurdistan)
- DRC



[www.ineesite.org/en/minimum-standards/contextualization](http://www.ineesite.org/en/minimum-standards/contextualization)



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### Humanitarian Standard Partnership App

- The HSPapp gives online and offline access to all humanitarian standards on mobile devices
- Fluid cross-referencing, robust search
- English only now; other languages to be added progressively; INEE working on Ar, Fr, Pt, Sp
- Launch in end September 2017:
  - 52 000 pages views in one week
  - 152 countries covered
  - Positive rating (4,8/5)



Find out more and get the app today!  
[www.humanitarianstandardspartnership.org/launch](http://www.humanitarianstandardspartnership.org/launch)

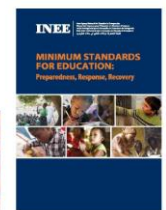
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THANK YOU!



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## IV. Presentation of Beatrice Rutishauser Ramm, Caritas Switzerland / RECI

### Complex challenges

Educational challenges in emergency contexts are always complex situations. Simultaneously they affect parents, teachers, and especially the children. To solve all problems at the same time is almost impossible, at least very challenging.

### Learning difficulties

A big issue is that children report about learning problems, especially after acute impacts:

- I try to learn, but I cannot memorize it.
- I am afraid not to say the right answer.
- I want to sit as I should, but I cannot be calm and my body is always moving, even though I don't want it.

### Structural problems

Learning difficulties are caused by different factors:

- School visit is often interrupted.
- Too many children in one classroom and in one school building – limited space and children can only attend school in shifts.
- The time children can go to school is therefore also limited.
- Due to big school classes educators cannot build up individual relationships to their students. Cannot apply child centered learning methods.
- Teachers feel under pressure because they want their children to learn and also want to fulfill the curricula.
- Parents also are keen that the textbook work and the home-work is fulfilled even they realize, the motivation and the ability of the child is not there or weak.

Living and learning conditions of children are affected by chronic crisis like a war or acute situations like natural catastrophes and change due to context or particular circumstances.

### Health aspect and social factors

Learning problems have various reasons like mal-nutrition, anemia, toxic stress, traumata, or injuries. Furthermore, children can't do their homework because they support their parents with work, or because they don't grasp the input from teachers because of language problems.

We can summarize that the learning ability of children in times of crisis is changing due to various reasons. This needs to be considered when the learning tasks are presented in school.

### Restoring the learning ability of children

In times of crisis, the first step to support children in school is to restore their learning ability. This step should consider the following aspects:

- Health supportive aspects need to be included into the methodic-didactical approaches used in school.
- Social-emotional learning is more and more needed in school and also in safe places which support the regular schooling.
- These interdisciplinary aspects have to be more and more integrated into teacher trainings.

### Repeat earlier learning steps

After an acute crisis, children often tell that they are not able to use their learning abilities in the same way as before. Then children need possibilities to repeat earlier learning steps, which they had already passed. These possibilities need to be provided in a suitable way.

Painful influences of the crisis often force children to shut down their senses. Shutting down the sensory system comes as a protection to negative impulses. Therefore it is most essential that children have chances to restore their sensory awareness again.

Further steps will be to expand their learning processes from the head (short term memory) into the body (long-term memory or connecting learning with emotions). That means to move from desperate inability to learn (think) via relaxed use of senses to joyful movement and interaction and connection of learning with emotions. Then learning process can restart, where it ended before the crisis.

### Learning helpers

Many children benefit when their learning process is supported by tools, so called learning-helpers. These are even more effective when the children can design them by themselves.

The following tool helped a child who felt as if numbers were always falling out of his head. Example: Mathematic: With the help of different colored PET-bottle caps the memory of high numbers can be supported.

Even children who suffer more from poverty or a chronic crisis and show slower development, can adjust better with the use of learning helpers. Learning helpers can

- reduce negative stress in school,
- help to close learning gaps or prevent them from growing,
- support the home-work that can be finished in a self-competent way and in shorter time.

### Cultural identity

Children also want that their actual life situation (a crisis) is present in school as well as in textbooks. School and normal life should not feel like separate worlds. Even though life is hard, the children cope with it, and this coping should be acknowledged/recognized in school.

### Outlook

Children want to learn also in times of crisis. They want to learn not only in schools, but also in “safe places” and extreme places (where they should not grow up) like refugee camps, hospitals, prisons, and in the home arrest.

The emergency pedagogue realizes that especially in times of crisis the impacts of war and natural catastrophes also bring physical injuries that make it impossible to visit a regular school afterwards.

We have to be aware that children with special needs belong to this group of forgotten children and emergency pedagogue has to search for them because they are often invisible.

It is good news that all children want to learn and can learn. But we have to accept that in or after a crisis they learn in different ways compared to normal times. Solutions to support them are found.

It is great that the interest in emergency pedagogic is raising and students are getting in contact with this important subject. Children who suffered from a war are also coming to Switzerland and want to be included in our school system. These challenges can be solved when the “new” normality of these children is respected.



## V. Workshop Presentations & Results

*Theme Day*  
Children and Youth in Crisis: Education in Emergencies




Réseau Suisse  
Education et  
Coopération  
Internationale

Workshop 1:  
EiE after Natural Disasters / Haiti and Nepal

**Moderation: Myriam Gallio**  
Presentations: Terre des Hommes Switzerland, Aide et Action

*Theme Day*  
Children and Youth in Crisis: Education in Emergencies




Réseau Suisse  
Education et  
Coopération  
Internationale

What has been identified as good practice and / or common principles in both approaches?

- Importance of initial diagnosis to design interventions as close as possible to the local needs.
- Education identified as a priority by local communities
- Intervention on the basis of a local demand and in close coordination with local authorities.
- Importance of applying an active pedagogy for overcoming trauma: child participation, creative activities and play.
- School as the centre of a community, playing multiple roles.
- BUT challenge due to initial level of training
- Children are powerful actors for conveying messages to the community.
- Software interventions, not only hardware (school reconstruction and rehabilitation). Importance of participatory processes. Participation at the heart of the design.

*Theme Day*  
Children and Youth in Crisis: Education in Emergencies



Réseau Suisse  
Education et  
Coopération  
Internationale

Major challenges

- In the case of these short term interventions with limited funding, link to the macro level and sustainability: national education plans, teacher training and curricula
- Conveying quality education while urgency to act. Initial level of training of teachers.
- No planification in either country for continuity of education



*Theme Day*  
Children and Youth in Crisis: Education in Emergencies



## Workshop 2: EiE in War and Post-War Situations / Iraq and Columbia

**Moderation: Valeria Kunz**

Presentations: Save the Children, Vivamos Mejor

## Common Principles



- Base interventions on approved humanitarian principles, e.g. INEE stds.
- Child-centered and rights-based approach (Right to Education for all children!)
- Do no Harm, conflict sensitivity
- Use existing tools and approaches (contextualization)
- Build evidence e.g. also on cost efficient yet impactful methods to increase reach and quality
- Documentation of good practices, use them to improve existing education system («build back better»)
- Coordination and harmonization with existing system (e.g. validation of certificates, Mainstreaming back children to the formal school system)
- Ensure sustainability through policy dialogue on all levels
- Advocacy, improve funding mechanisms for EiE

What good practices and principles  
can you identify to implement  
education in war/post-war settings?



**\* Principle**

“How do I work, what essential rules/programme components/assumptions could I follow to build EiE projects?”

**\* Good practice**

“How do I achieve the desired results? What key methodologies, techniques and activities can contribute to the success of an EiE project?”

## Best practices



- Quality: Build teacher capacity (in- and pre-service, peer to peer, ToTs)
- Psychosocial support for students and teachers
- Sensitisation on child rights
- Integrated programming (education, protection, health, nutrition)
- Importance of safety e.g. integrate DRR in education interventions, Schools as Zones of Peace, Safe Schools Declaration, etc.
- Inclusive programming to host communities
- Monitoring + quality assurance
- Knowledge management within aid organisations and across the sector (staff turnover)



*Theme Day*

Children and Youth in Crisis: Education in Emergencies



### Workshop 3: Youth Education in Emergencies / Kenya and Switzerland

#### Moderation: Marina Lopez-Anselme

Presentations: RET International, University of Teacher Education  
Berne

*Theme Day*

Children and Youth in Crisis: Education in Emergencies



#### Kenya, Dadaab Refugee Camp PH Bern project for refugees in CH

Education programme should

- have components of life-skills (WASH, Employment, gender)
- Teach knowledge that are useful in different context (people on the move)
- Should not limit the aspiration of displaced youth, giving opportunity for self development beyond short term (Cashier in Coop)
- Should be modular and focus on a concrete learning outcome and be validated
- Certification of education programmes by national or regional authorities (important for employability and recognition of skills gained)

*Theme Day*

Children and Youth in Crisis: Education in Emergencies



- Need to design intervention to fill the gaps between the education cycle and transition to the job markets (some learners 'drop out')
- Teachers should be able and be trained to cope with diversity of learners profiles
- To accommodate the lifecycle of learners:
  - Flexibility in criteria of admission into education programmes (for learners)
  - Flexibility in respecting the attendance and time schedule of education programmes
- Recognition of the particular youth's needs / perspective / living contexts
- Involvement of key stakeholders in programme design (MoE, PTA)



*Theme Day*

Children and Youth in Crisis: Education in Emergencies



## Workshop 4: Forgotten and Especially Vulnerable Children / Essence of Learning

**Moderation: Claudia Meierhans**

Presentation: Caritas Switzerland

*Theme Day*

Children and Youth in Crisis: Education in Emergencies



### Main message of an emergency approach (EoL)

- Orientation on the development and learning steps of children
- Most vulnerable children in times of crises are in the early childhood age
- Allow that a child can regress in learning and support him in the repetition of learning steps
- Every child can learn, but in times of crises it learns differently
- Restore self-confidence and self-efficacy through the methodical and didactical approach
- Tool to adapt and support regular curriculum (support for teachers and learners)

*Theme Day*

Children and Youth in Crisis: Education in Emergencies



### Key elements of an emergency approach (EoL)

- Learning AND playing / drawing are connected
- Connecting of learning tasks to the children's context (bridge the textbook to the real and changing situation)
- Supporting all senses
- Age-appropriate language and development-appropriate tasks
- Use of local recycling-materials for learning aids and playing materials

## Children and Youth in Crisis: Education in Emergencies

An event organized by the Swiss Network of Education and International Cooperation RECI, supported by the Swiss Agency for Development and Cooperation SDC and Swiss Solidarity.

*Working group planning the theme day:* Corinna Borer, IPE PH Zürich; Sofyen Khalfaoui, Save the Children; Marina Lopez-Anselme, RET International; Sabine Maier, Vivamos Mejor; Beatrice Rutishauser Ramm, Caritas Switzerland

*Moderation:* Daniela Toupane, Swiss Solidarity

*Exhibition, logistics and administration:* Tonja Iten, Réseau Education et Coopération Internationale

*General coordination:* Ruth Daellenbach, Réseau Education et Coopération Internationale

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