'ELIMU KWANZA!' - A BRIGHTER FUTURE FOR THE CHILDREN OF DRC

SAFE EDUCATION FOR INTERNALLY DISPLACED CHILDREN IN THE DEMOCRATIC REPUBLIC OF CONGO

CONTENT

EXECUTIVE SUMMARY

Prioritise education in conflict-affected areas:

Across the world 28 million[1] primary school-age children living in conflict-affected countries are out-of-school, and they form half of the world's total out-of-school population. During conflict, infrastructure assets such as schools are damaged or completely destroyed during fighting. Children may choose to stay away from school due to their and their family's safety fears in the midst of conflict, or the need to supplement their family's income amidst conflict-related financial loss. Children who are internally displaced by conflict face a particularly challenging task accessing education due to the specific conditions created by their displacement, such as loss of livelihoods making school fees hard to find, and discrimination from host communities. Children caught in conflict are being deprived of their right to education[2] and denied the opportunity to benefit from the protective and life-sustaining mechanisms of education.

Research Methodology:

This report combines primary and secondary research methods. Secondary research was carried out to show the context of eastern Democratic Republic of Congo (DRC) and to highlight the importance of education in emergencies. Primary qualitative research was conducted by War Child Holland staff members in eastern DRC: a baseline assessment and a mid-term review. The EU Children of Peace project design was based on a prior needs assessment and therefore responds to the needs of the communities of South Kivu, addressing the key issues they raised. All primary research undertaken for this report was conducted in accordance with War Child's Child Safety Policy and procedures.

The eastern DRC context:

Twenty years of chronic conflict in eastern DRC continues to have significant devastating consequences on the lives of children and families. Communities live amidst a daily threat of both internecine violence between non-state armed groups and violence between those groups and the Congolese army who reside near to their communities. The population is vulnerable to the exposure and experience of violence amidst fighting, recruitment into armed groups, abduction, torture and forced labour[3]. More than 609,000 people are estimated to be internally displaced in South Kivu[4] and many have endured multiple displacements due to the recurrent episodes of fighting. Repeatedly fleeing from violence means internally displaced people (IDPs) continually suffer the loss of their possessions, which negatively affects their ability to rebuild their homes and livelihoods.

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1   Teaching and Learning: achieving quality for all. EFA Global Monitoring Report 2013/2014. UNESCO. 2014.
2   Article 28 of the United Nations Convention on the Rights of the Child (UNCRC) states: "States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular: (a) Make primary education compulsory and available free to all..."
3   Global Overview 2014: People Internally Displaced by conflict and Violence. IDMC and Norwegian Refugee Council. 2014.
4   RD Congo - Sud-Kivu: Mouvements de population au 31 décembre 2014 (janvier 2009 - décembre 2014). OCHA.

Education and displaced children in eastern DRC:

Over 7 million[5] children living in DRC are out-of-school[6]. The 609,566 IDPs[7] in South Kivu, many of whom have been displaced multiple times, face particularly challenging circumstances in accessing education, which leaves them vulnerable to exacerbated protection risks. Education in emergencies serves to protect all children living in conflict-affected countries and provides them with life-sustaining and enhancing information and opportunities. In DRC, poor educational access and poor quality education has been linked with the historic instability the country has seen[8]. When opportunities to access primary education are denied to millions of children, a country's stability and economic prosperity are threatened - meaning that a lack of education has economic and social consequences that extend from the individual child and their family, to touch their communities and entire countries.

EU Children of Peace Project:

War Child is addressing the needs of internally displaced, returned and host children in three territories of South Kivu, eastern DRC, with a project supported by the EU Children of Peace fund. Children have access to catch-up education, which enables them to make up for lost learning time and helps them to re-join formal education as soon as it is possible. Literacy and numeracy classes are aimed at those children who have never had the opportunity to attend school, or were forced to leave very early on. These classes enable them to gain basic literacy and numeracy skills, which are further complimented by vocational training that enables them to go on and work in a trade that is locally relevant and demanded.

The project has also seen protection structures put in place to ensure cases of abuse are reported and processed through effective referral mechanisms which can be monitored. These protection structures are an integral part of the education aspect of the Children of Peace project, and ensure that participants can learn in a safe environment.

Alongside this, all children in the project have access to creative and recreational activities in Safe Learning Spaces that allow them to deal with their conflict-related experiences and support their emotional, social and cognitive well-being. The project supports entire communities by also engaging parents, teachers and community members through training and awareness raising. Alongside this, damaged school infrastructure and Safe Learning Spaces are being reconstructed and repaired in the communities.

The baseline data supported the project design and showed that children valued education for several reasons, primarily that education offered the path to a better future - to paid work through which children could help support their families. Parents and teachers showed their commitment to education by moving with their schools through displacement. Communities demonstrated their

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5   Figure from 2012.
6   All children in school by 2015. Global initiative on out-of-school children. Democratic Republic of Congo. National Survey on the situation of out-of-school children and adolescents. February 2013. UNICEF, Government of DRC, UNESCO institute of statistics, DFID. Available: http://www.unicef.org/education/files/DRC_OOSCI_Full_Report_(En).pdf
7   RD Congo - Sud-Kivu: Mouvements de population au 31 décembre 2014 (janvier 2009 - décembre 2014). OCHA.
8   King, E. From Classrooms to Conflict in Rwanda. Cambridge University Press: New York. 2014
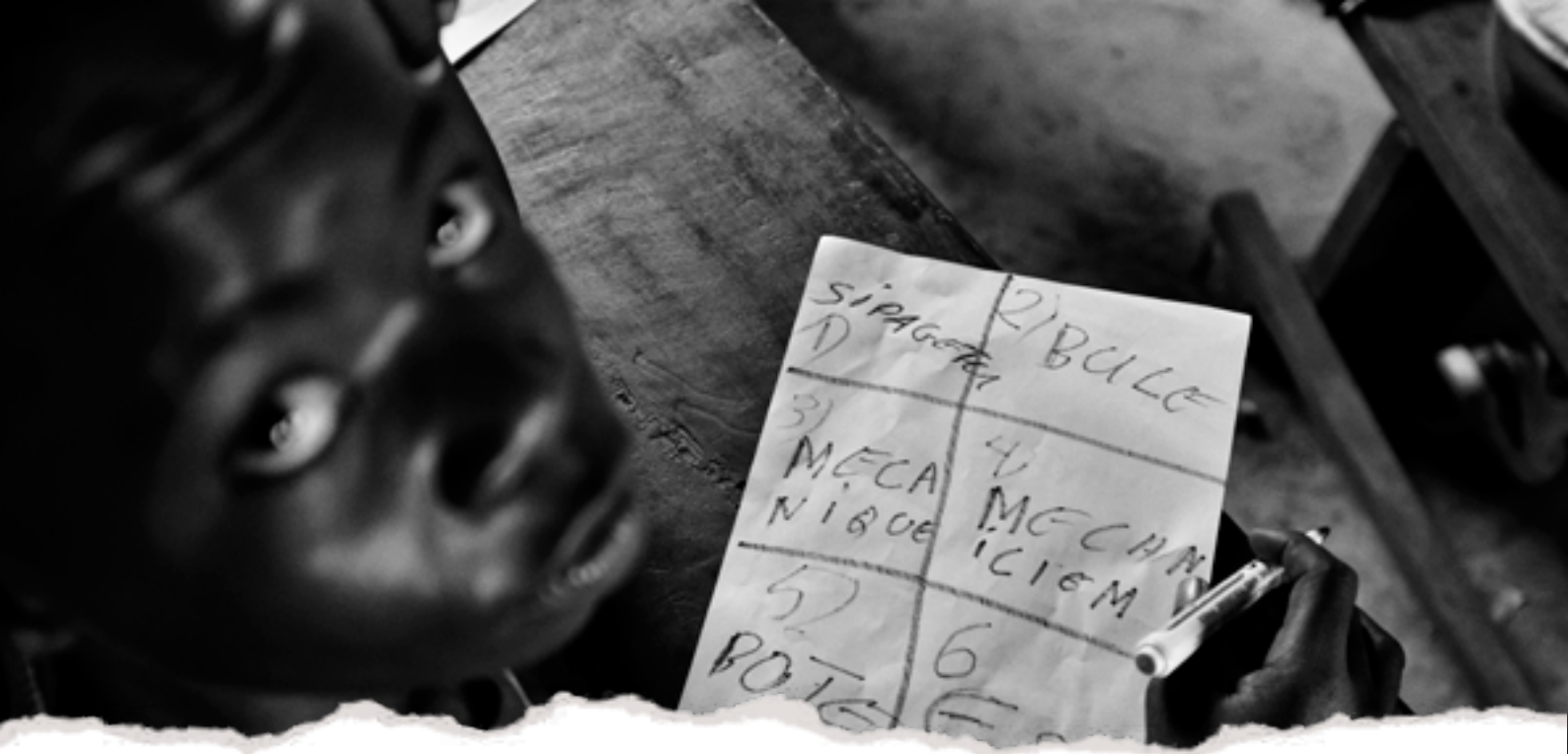
support for education by often helping with the reconstruction of damaged educational buildings. Although children in these communities want to go to school, provision falls short and many, including thousands of IDPs, are left without access to safe education.

At project mid-term, pre- and post-test results show improvements such as a diversification of teaching methods used by teachers. Diverse teaching methods improve students' engagement by retaining their interest and challenging them to respond to varied methods of learning. Children reveal their positive experiences gained from the project and a renewed sense of hope for their futures.

Recommendations:

This report adheres to the recommendations of the Global Humanitarian Education Sector:

- An increase in donor funding to education in emergencies, reaching a minimum of 4 per cent of the total global humanitarian funding, to reflect the commitment that has been pledged and its value as a core element in emergency humanitarian responses[9].

- Policy makers and humanitarian actors should ensure education is provided as part of the core emergency humanitarian response. They should ensure education responses recognise and address the specific needs of affected communities[10].

- Governments and humanitarian actors must give extra consideration to groups such as IDPs, who have multiple vulnerabilities in emergency situations. They may need specific support measures to ensure they are reached, and their attendance is retained in education projects. Reaching marginalised groups in these settings can contribute to addressing causes of conflict.

9   Save the Children. Hear it from the children: why education in emergencies is critical. A study on the role of education for conflict-affected communities in the Democratic Republic of Congo and Ethiopia. 2014.
10   Save the Children. Hear it from the children: why education in emergencies is critical. A study on the role of education for conflict-affected communities in the Democratic Republic of Congo and Ethiopia. 2014.

Further, War Child believes:

- Governments should ensure teachers receive adequate remuneration to reduce the importance of school fees as a funding component of educational provision. This will remove a significant barrier to access to education for all children.

- Humanitarian actors currently have an increased interest in education in emergencies due to the wide range of ancillary benefits it provides - including a contribution to psychosocial well-being, restoring a sense of normalcy, and the provision of protection structures to children and young people. Even so, further efforts are required to ensure both consistency in education support and that funding is always available to address education needs during the first phase of emergencies, including protracted crisis.

These ancillary benefits highlight the importance of education in emergencies and make a case for the rapid roll-out of projects with emergency education elements. Projects with 'Education in Emergency' (EiE) elements should therefore be rolled out as quickly as possible.

PRIORITISE EDUCATION IN CONFLICT-AFFECTED AREAS

Across the world 28 million[11] primary school-age children living in conflict-affected countries are out-of-school, and they form half of the world's total out-of-school population. Some of these children will never get the opportunity to go to school, and those that do are vulnerable to drop-out due to conflict-related displacement or other conflict-related factors. During conflict, infrastructure assets such as schools are damaged or completely destroyed during fighting. This threat is exacerbated when schools are used by military groups, increasing their risk of direct attack. Children may choose to stay away from school due to safety fears in the midst of conflict, or the need to supplement their family's income amidst conflict-related financial loss. Incidents of early child marriage increase during conflict as families struggle to support all of their children, which further inhibits access to education. Children caught in conflict are being deprived of their right to education[12] and denied the opportunity to benefit from the protective and life-sustaining mechanisms of education.

When children and families flee conflict and become displaced inside their own countries they face a particularly challenging task in accessing education. These include a loss of livelihoods, making school fees hard to find; insecure living conditions; discrimination from host communities; and difficulty obtaining identity documents necessary to enrol in school. These factors mean displaced children are often denied access to education throughout the duration of an emergency, and beyond.

All children affected by armed conflict face insecurity and a lack of routine in their daily lives. They are vulnerable to new or increased levels of abuse, neglect, exploitation and violence as protective family and community structures are weakened. This includes becoming targets for recruitment by armed groups. Education in emergencies serves as a protection against these outcomes by providing children and young people with the skills they need to sustain themselves, the protective environment necessary to prevent them from actively engaging with the conflict, and the knowledge they need to protect themselves and develop a positive outlook towards their future development.

Beyond the extensive benefits of education, children and their communities living in conflict-affected countries show that they value and want access to education in emergency situations. This report, using both desk research and primary data, highlights the integrated education, child protection and psychosocial needs of five communities in South Kivu, eastern Democratic Republic of Congo (DRC). It draws on the EU Children of Peace project being implemented by War Child Holland. Results at the project mid-term show the positive effects of the project on the lives of children and their communities, such as an increased sense of purpose and a more positive outlook on their futures.

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11   Teaching and Learning: achieving quality for all. EFA Global Monitoring Report 2013/2014. UNESCO. 2014.
12   Article 28 of the United Nations Convention on the Rights of the Child (UNCRC) states: "States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular: (a) Make primary education compulsory and available free to all…"

RESEARCH METHODOLOGY

This report combines primary and secondary research methods. All data collection conducted for this report was gathered in accordance with War Child's Child Safety Policy and procedures. Verbal informed consent was gathered from all children who took part in the research. The methods were constructed and delivered in a sensitive manner that acknowledged the individual differences between participants' experiences and their differing desires to share their experiences with researchers. Participatory research methods were encouraged at all times. The names and specific locations of respondents used in the case studies have been changed or withheld to protect their identities.

Desk research:
This report uses (I)NGO reports, reports from UN bodies and supporting academic literature to describe the context of DRC and to highlight the importance of Education in Emergencies (EiE).

Baseline data:
An initial needs assessment and subsequent baseline assessment were carried out in two different locations to assess the needs of conflict-affected communities in eastern DRC. The first with three communities in the Kalehe region of South Kivu - Maibano, Chigoma and Ramba - and the second with two communities from the Kabare and Walungu territories of South Kivu - Luhago and Luntukulu. The EU Children of Peace project design is based on the initial needs assessment and therefore responds to the needs of these communities in South Kivu, addressing the key issues they raised. The information collected through these assessments also serves as baseline data to assess progress on key project objectives.

Mid-term data:
A mid-term review was carried out based on monitoring data collected in all the project locations from the start of the project supplemented with specific mid-term activities carried out to gather additional information to assess progress against the project indicators. This included an assessment of the project implementation progress, the quality of activities based on participants' feedback, and a qualitative review of how the project's activities are affecting the lives of individual participants in the areas highlighted in the needs assessment.

Methods:
The baseline was conducted using participatory methods that empowered children and their parents/caregivers, teachers and community members to engage with the information collection process. The methods used were: focus group discussions (FGDs), key informant interviews, direct observation and document analysis. FGDs allowed participants to discuss their views and ideas and empowered them to voice their opinions with the support of fellow participants and facilitators. The combined voices gathered from a range of community stakeholders meant a holistic overview of the needs of the community was acquired.

The data for baseline assessment collected through FGDs are represented in the table below. Community members included: children from youth clubs; primary school students; parents; teachers and head teachers; community structures, including parents committees, RECOPE, school management committees; and community members consisting of community leaders, religious leaders, civil society, representatives of displaced people and women leaders, among others.

The data was collected between February and June 2014 using key informant interviews, FGDs, direct observations of school infrastructure and document analysis. FGDs were conducted with children, both local children and those who had returned from displacement to the location. These discussions focused on the services provided by their teachers. FGDs with parents and teachers were also carried out. Discussions with parents represented structures in the community and the institutions represented were: police, parent committees, school management committees, churches, civil society, health centres, local government and local public administration.

	Male	Female	Girls	Boys	TOTAL
Teachers	50	6	0	0	56
Headmasters	7	0	0	0	7
Parents, including those representing community structures: police, parent committee, school management committees, churches, civil society, health centres, local government and local public administration.	219	216	0	0	435
Students	0	0	77	77	154
Children in Youth and Children Clubs	0	0	15	15	30
Community members: community leaders, religious leaders, civil society, representatives for displaced people and women	71	32	0	0	103
TOTAL	**347**	**254**	**92**	**92**	**785**

Table 1: Number of participants in baseline assessment

Mid-term monitoring data was collected at the project mid-point. The data was collected through project administration records, interviews, focus group discussions, analysing pre and post-tests, and case studies.

	Male	Female	Girls	Boys	TOTAL
Teachers	62	13	0	0	75
Headmasters	4	0	0	0	4
Parents	75	88	0	0	163
Students	0	0	80	81	161
COPA,COGE,Children committee	46	30	15	16	107
TOTAL	**187**	**131**	**95**	**97**	**510**

Table 2: Number of participants in mid-term review

The information featured in the case studies presented here was collected on a continuous basis and highlights some of the project results by exploring the experiences of individual project participants in detail.

Limitations:

This report draws on the baseline and monitoring data during the project with active involvement of project participants. It therefore does not draw definitive conclusions on the effectiveness or impacts achieved by the project but presents a qualitative view of specific project elements based on the voices of participants, informed by their participation in the research methods outlined.

Participatory methods have certain limitations. Most information from group discussions is based on consensus and does not fully reflect the diversity in individual opinions and capacities. In addition, participatory methods do not always generate comparable information from different groups, because the information generated is determined by their input. The information collected is predominantly of a qualitative nature, which limits the ability to generalise or quantify findings.

THE EASTERN DRC CONTEXT

Conflict in DRC

Twenty years of chronic conflict in eastern DRC continues to have significant devastating consequences on the lives of children and families. Communities live amidst a daily threat of breakouts of violence between opposing armed groups who reside near to their communities. A resource rich country, DRC has seen two waves in its protracted crisis[13]. The first conflict broke out in the middle of the 1990s and was triggered by the genocidal conflict in neighbouring Rwanda, which caused over one million refugees to seek refuge in DRC[14] and led to internecine conflict. The second, from 1998 to 2002, saw armed groups from neighbouring African countries enter DRC to both support and oppose a new government[15]. Unofficially the conflict continues today, with fighting in the eastern provinces, where as many as 54[16] foreign and national armed groups are estimated to be active. Between 1998 and 2007 5.4 million people are estimated to have been killed from conflict-related causes[17].

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13   Nangini, C, Jas, M, Fernandes, H.L. and Muggah, R (2014). Visualizing Armed Groups: The Democratic Republic of the Congo's M23 in Focus. Stability: International Journal of Security and Development 3(1):5, Available online at: http://dx.doi.org/10.5334/sta.dd

14   Ibid

15   Ibid

16   Briefing: DDR in eastern DRC- try, try again. IRIN. 4th March 2014. Available at: http://www.irinnews.org/report/99741/briefing-ddr-in-eastern-drc-try-try-again.

17   Mortality in the Democratic Republic of Congo, an ongoing crisis. International Rescue Committee. 2007.

The legacy of twenty years of conflict

Access to basic needs poses a daily challenge in DRC: 6.7 million people require food assistance[18] and the recurring threat of diseases such as malaria, cholera and HIV threaten mass population health[19]. In the conflict-affected areas of eastern DRC, men, women and children live in constant fear of a threat to their physical security: the population is vulnerable to the exposure and experience of violence amidst fighting, recruitment into armed groups, abduction, torture and forced labour[20]. The volatile conflict is characterised by high levels of Sexual and Gender-Based Violence (SGBV) and low levels of accountability[21], exposing high numbers of women and girls[22] to brutal acts of sexual violence by both military personnel[23] and perpetrators known to them[24]. SGBV has harmful mental and physical outcomes for victims, particularly for girls and women who receive physical injuries, acquire sexually transmitted diseases and endure psychological distress[25].

> 2.7 million people are estimated to be internally displaced within DRC
>
> Over 95 per cent of internal displacement is caused by conflict-related insecurity

Displacement in South Kivu

The humanitarian context created by this local, regional and provincial instability means South Kivu alone has over 609,000 IDPs[26], and almost as many returnees: those that have returned to their place of origin in South Kivu after being displaced. While a large proportion of the population in the eastern provinces have experienced displacement at some time[27], many have endured multiple displacements due to the sporadic and recurrent episodes of fighting. Repeatedly fleeing from violence means internally displaced people (IDPs) continually suffer loss of their possessions, which negatively affects their ability to rebuild their homes and livelihoods. IDPs face compromised access to health services, water and food due to the conditions brought about by their displacement, with the majority taking shelter in bush-land or with host families. Due to the multiple vulnerabilities of IDPs, the threat to their physical security is also heightened[28].

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18   DRC Situation Report #8. World Food Programme. October 2014.

19   Everyday Emergency. Silent suffering in Democratic Republic of Congo. Medecins Sans Frontieres. 2014.

20   Global Overview 2014: People Internally Displaced by conflict and Violence. IDMC and Norwegian Refugee Council. 2014.

21   Children and armed conflict Report of the Secretary General. United Nations General Assembly Security Council. 15th May 2014.

22   Steiner, B., Benner, M. T., Sondorp, E., Schmitz, K. P., Mesmer, U., & Rosenberger, S. (2009). Sexual violence in the protracted conflict of DRC programming for rape survivors in South Kivu. Conflict and Health, 3(3), 1-9; Johnson, K., Scott, J., Rughita, B., Kisielewski, M., Asher, J., Ong, R., & Lawry, L. (2010). Association of sexual violence and human rights violations with physical and mental health in territories of the Eastern Democratic Republic of the Congo. Jama, 304(5), 553-562.

23   Wakabi, W. (2008). Sexual violence increasing in Democratic Republic of Congo. The Lancet, 371(9606), 15-16.

24   Sexual Violence toward Children and Youth in War-torn Eastern Democratic Republic of Congo, Malemo, K. L., et al., PLOS ONE, vol. 6, no. 1, 2011, e15911.

25   Interventions for sexually exploited girls and women in DRC. Child Soldiers International. October 2014.
Available at: http://child-soldiers.org/psychosocial_archive.php

26   RD Congo - Sud-Kivu: Mouvements de population au 31 décembre 2014 (janvier 2009 - décembre 2014). OCHA

27   Now What? The international response to Internal Displacement in the Democratic Republic of Congo. Brookings-LSE. White, S, 2014.
Available at: http://www.brookings.edu.

28   Everyday Emergency. Silent suffering in Democratic Republic of Congo. Medecins Sans Frontieres. 2014.

EDUCATION AND DISPLACED CHILDREN IN EASTERN DRC

Causes of children being out-of-school in conflict-affected DRC

DRC has one of the lowest educational completion rates in the world and, in addition, remarkably low academic achievement rates for those who stay in school[29]. Alongside a lack of achievement within formal education, more than 7 million[30] children living in DRC, the majority of whom have grown up in the midst of conflict, are not in school[31]. Almost half of these are primary school-aged children. Multiple factors interact to keep children out of school in DRC[32], with external factors exacerbated by conflict. Infrastructure and resources may be damaged or completely destroyed by conflict-related violence, meaning there is a lack of schools to go to. Already dangerous travel routes to and from schools may become militarised by the presence of armed groups during conflict. This poses dangers to students travelling long distances by foot. Due to these reasons parents and students may fear the education environment, preferring instead to stay at home, and/or to work to contribute to a falling family income amidst crisis. Quality of education falls as teachers themselves struggle to cope in an insecure environment, and lack the knowledge and skills to deal with children who have experienced conflict-related violence, abuse, exploitation or neglect. Retention of teachers becomes problematic: they may flee and cease teaching altogether, or they may first have to face the challenge of fulfilling their basic needs before considering returning to, often unsafe, attempts at delivering education[33].

The majority of children in eastern DRC face challenges to accessing education - displaced children face these obstacles and more[34]. IDPs face specific barriers in their host communities caused by ethnic, political or cultural differences. Host communities may show hostility and discrimination towards IDPs due to the perceived strain IDPs cause to already overwhelmed systems. This is exacerbated when IDPs are sheltered in host community schools, meaning host communities also miss out on education[35]. IDPs may have to leave behind, or lose, their personal and educational documentation during turbulent displacement. A lack of personal documentation means children may be unable to enrol in formal schools in their host communities, and displaced teachers cannot register as teachers[36]. When children do not have their educational certificates to prove their previous achievements they may be forced to repeat grades and furthermore may not be granted registration

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29   Opportunities for Equitable Access to Quality Basic Education (OPEQ) Baseline Report. IRC and New York University. IRC: New York. 2011.
        Available at: http://steinhardt.nyu.edu/scmsAdmin/media/users/eez206/OPEQ/OPEQ_Baseline_Report_EGRA_EGMA_2011_FINAL.pdf
30   Last figures available from 2012.
31   All children in school by 2015. Global initiative on out-of-school children. Democratic Republic of Congo. National Survey on the situation of
        out-of-school children and adolescents. February 2013. UNICEF, Government of DRC, UNESCO institute of statistics, DFID.
        Available: http://www.unicef.org/education/files/DRC_OOSCI_Full_Report_(En).pdf
32   All children in school by 2015. Global initiative on out-of-school children. Democratic Republic of Congo. National Survey on the situation of
        out-of-school children and adolescents. February 2013. UNICEF, Government of DRC, UNESCO institute of statistics, DFID.
        Available: http://www.unicef.org/education/files/DRC_OOSCI_Full_Report_(En).pdf
33   Hear it from the children: why education in emergencies is critical. European Union, Norwegian Refugee Council and Save the Children. May 2014.
34   Handbook for the Protection of Internally Displaced Persons. Global Protection Cluster Working Group. March 2010.
35   Learning in displacement. Briefing paper on the right to education for IDP's. IMDC. 2010.
36   Education as a Humanitarian Response: Education and Internally Displaced Persons. Edited by Christine Smith Ellison and Alan Smith. 2013.

in formal national examinations[37]. In DRC parents continue to be expected to contribute to the costs of schooling with a 'motivation fee' due to an inefficient salary system that means as many as one third of teachers are not paid[38]. Financing education is particularly challenging for IDPs.

Education Rehabilitates and Protects

In conflict-affected contexts, traditional family and community practices and structures break down, increasing children's exposure to new or worsened abuse, neglect, exploitation and violence. Children are unable to draw on traditional support mechanisms that suffer reduced or complete non-function and cannot protect them. Education in emergencies counteracts these devastating outcomes. When provided in Safe Learning Spaces education works to continue, or begin, protecting students and their teachers both physically, cognitively and psychosocially[39].

Psychosocial recovery is facilitated through education

The horrors of growing up surrounded by armed conflict can have long-lasting effects on children's psychosocial wellbeing. Safe and quality education in emergencies can mitigate the negative effects of adversity in several ways. The routine of attending education can begin to instil a renewed sense of normalcy in an otherwise chaotic and unpredictable daily experience that lacks structured routine[40]. Safe and positive interaction with peers and adults builds on this, and allows children to rebuild a sense of trust at a time when their trust in others may have been damaged through their conflict-related experiences. Teaching methods such as storytelling, drama and playing can encourage and build positive coping skills[41] and often provide the time to reflect and heal with peers and teachers who have had similar experiences.

Child Protection

Education in Emergencies (EiE) can both save and sustain the lives of children in conflict-affected areas[42]. Education saves lives by providing an arena for the dissemination of key life-saving messages, including those concerning landmines, sanitation and hygiene, and HIV/AIDS[43]. Further, when education is provided in Safe Learning Spaces children are physically protected from exposure to protection risks for the duration of education delivery[44]. Children are better protected from the lure of armed groups, and other negative uses of their unspent energy. Children that do not access safe education provision face a higher exposure to all of these risks.

> 'In the humanitarian context, the right to education … enables the delivery of life-saving messages, provides a sense of normality, and absorbs energies of adolescents whose alternative options might include recruitment and violence.'
>
> Learning in displacement. Briefing paper on the right to education for IDPs. IMDC. 2010. Pg. 5

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37   Education as a Humanitarian Response: Education and Internally Displaced Persons. Edited by Christine Smith Ellison and Alan Smith. 2013.
38   Teachers' Struggle for income in the Congo (DRC): Between Education and Remuneration. Cyril Brant. 2014. (Unpublished)
       Summary available: http://educationanddevelopment.files.wordpress.com/2014/03/cyril-brandt-teachers-in-drc.pdf
39   The INEE Minimum Standards' Linkages to the Sphere Minimum Standards. INEE. 2012.
40   Ferris, E., & Winthrop, R. (2010). Education and Displacement: Assessing Conditions for Refugees and Internally Displaced Persons affected by Conflict. Background paper for the EFA Global Monitoring Report 2011. The hidden crisis: Armed conflict and education.
41   A Moral Obligation, An Economic Priority: The urgency of enrolling out of school children. Results for Development Institute/Education a Child. Burnett. N, Guison-Dowdy. A, Thomas. M. 2013. p.29
42   INEE. 2012. The INEE Minimum Standards' Linkages to the Sphere Minimum Standards
43   INEE. 2012. The INEE Minimum Standards' Linkages to the Sphere Minimum Standards
44   Ibid

Education can contribute to sustaining the lives of children in conflict-affected areas by promoting and providing opportunities for their successful social and economic participation in local communities[45]. Providing them with the skills and knowledge necessary to become economically self-sustainable within a safe environment that provides some normalcy, and also fosters the development of tolerance and understanding that students can use to promote peace and reconciliation in their communities[46].

National level prosperity

In DRC poor educational access and poor quality education has been linked with the historic instability the country has seen[47]. Access to primary education can serve to work against the negative outcomes that arise from this instability. When children are able to develop academic skills such as reading and writing or vocational skills, they are more likely to succeed in building an economically successful future for themselves and contributing to their country's national economy[48]. Socially, educated generations may contribute to breaking the cycle of violence in conflict-affected countries[49], for example through children gaining analytical and problem-solving skills. When good quality education is accessible and inclusive, it can contribute to overcoming the factors that drive conflict[50] and may even reduce the chances that conflict persists[51].

45   Ibid
46   Ibid
47   King, E. From Classrooms to Conflict in Rwanda. Cambridge University Press: New York. 2014
48   Benefits of education OOSC. Educate a Child. 1st April 2013. Available: http://educateachild.org/library/benefits-educating-oosc-2013
49   Ishiyama, J., & Breuning, M (2012) Educational Access and Peace Duration in Post-Conflict Countries. International Interactions, 38(1), 58-78.
50   The two faces of education in ethnic conflict. Bush, K. and Saltarelli, D. UNICEF: Florence. 2000.
        Available at: http://www.unicef-irc.org/publications/pdf/insight4.pdf, Teaching and Learning: achieving quality for all.
        EFA Global Monitoring Report. 2013/2014. UNESCO. 2014.
51   Ishiyama, J., & Breuning, M (2012) Educational Access and Peace Duration in Post-Conflict Countries. International Interactions, 38(1), 58-78.

EU CHILDREN OF PEACE PROJECT

War Child Holland (War Child) began working in DRC in 2003 and operates in the Kalehe, Kabare, Walungu, Mwenga and Fizi territories of South Kivu. War Child's programme aims to improve the protection and psychosocial wellbeing of children and youth who have been affected by the conflict in eastern DRC. The programme focuses on protecting children from the consequences of conflict by mobilising communities to prevent conflict-related child rights abuses, supporting the psychosocial development of children and youth and promoting their access to education.

The EU Children of Peace initiative is a legacy of the Nobel Peace Prize that the European Union received in 2012 for its achievements in peace on the European continent. EU Children of Peace is supporting a severely underfunded sector: Education in Emergencies (EiE). The initiative funds humanitarian projects for children in conflict areas, providing them with access to schools where they can learn in a safe environment and with psychological support to help heal their war experiences.

Funded by the EU Children of Peace fund, War Child is providing safe educational opportunities for children and youth in communities across three territories in South Kivu. The project, 'Tuwakinge Watoto Namatokeo Ya Vita' or 'Let's Protect Children from the Consequences of War', responds to the needs identified by the children, parents, teachers and their communities and addresses the demand for quality education that was identified, as well as internationally recognised as vitally important in emergency situations.

The project responds to the needs of children regarding their integration back into formal school when provision is available, by offering catch-up education in Safe Learning Spaces for children and youth that have missed out on both short and longer periods of their education due to displacement and other conflict-related factors. Through collaboration with the government, every effort is made to ensure graduates are able to re-enrol in formal schooling as soon as possible after completing their catch-up education course. Literacy and numeracy classes are offered for those that have never had the opportunity to go to school or for those whose schooling was more severely disrupted by conflict. This is complemented by vocational training, meaning youth are able to learn a trade and acquire the basic skills needed to successfully integrate into their community and support themselves financially. For all children and youth attending these projects, tailor-made life skills, recreational and creative activities are available. These sessions complement their educational classes by giving them the time and skills to begin to cope with their conflict-related experiences, focusing on the ability to manage their emotions, build their self-confidence and positive communication and decision-making skills, as well as the skills to build positive personal relationships with peers and adults.

Engaging with the adults around children and young people, War Child's psychosocial methodology 'Parents DEAL' life-skills course is offered to parents of the children in the projects. The DEAL programme increases the capacity of parents to fulfil their role of providing a protective environment for their children and encourages the support of their children's wellbeing and education.

Training on the national curriculum is being provided to teachers in the community to increase their knowledge and ability to provide quality education. Support is also being provided on how to deal with the specific psychosocial needs of children affected by armed conflict. Addressing the protection risks highlighted in schools guidelines for staff behaviour are being developed. Systems to report and respond to child protection incidences within schools and Safe Learning Spaces, that are in line with existing child protection systems in the community, are also being developed.

Work with communities is addressing the need to raise the profile and understanding of children's rights and child protection in communities, and community child protection structures are being strengthened. Addressing the identified lack of education resources, educational materials are also being distributed.

Communities Prioritise Education

The EU Children of Peace project was developed based on an initial needs assessment, informed by the direct input from displaced children, their families and communities.

Children and Young People

"Going to school will help me and my parents when I start working[52]"

The children and young people who participated in War Child's needs assessment described education as important because it offered children the chance of a better future, through which they can gain access to work, "school gives a better life[53]". Children expressed the view that a better future is what all children value[54]. Children described the value of education as being evident in the way that, after they had been to school, they recognised there were beneficial differences between them and their peers who had not been to school and been able to learn. Going to school also affected how people treated them, "school makes people respect you[55]".

Children and young people also viewed school as a place where they were able to feel safe, "because my class teacher likes me in[56]". By going to school, children reported that they avoided being exploited by their parents, and were protected from becoming involved in undesirable and risky activities[57].

"If I don't go to school my parents use me in the field and they hit me if I refuse to go to the field. At school the teachers, principal and my colleagues love me, and I love them.[58]"

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52   Focus group discussion, primary school Chigoma. 2014.
53   Focus group discussion, primary school Muuna. 2014
54   Rapport synthase des evaluations initiales base line. War Child Holland. 2014.
55   Focus group discussion, primary school Muuna. 2014
56   Focus group discussion, primary school Chigoma. 2014.
57   Rapport synthase des evaluations initiales base line. War Child Holland. 2014.
58   Focus group discussion, primary school Chimbiro. 2014.

Alongside their opinion that schools were safe spaces that protect them from exploitative labour and other potentially harmful activities, students reported that physical abuse was occurring in schools, such as whippings and beatings used as sanctions.

Four key factors emerged that influenced children's and young people's views on the quality of education in the communities during the baseline study:

1. Resources, learning materials and infrastructure are missing or lacking in quality:
"Teachers do not have enough books and teaching materials because of looting by the armed groups[59]". The communities in eastern DRC face basic difficulties in acquiring and maintaining materials, resources and infrastructure. Resource limitations are intensified by the conflict: materials are being looted or destroyed by armed groups, and the military use of schools is exacerbating damage and sometimes causing complete destruction of school buildings, "We do not have comfortable desks in classrooms and we have no grounds for games.[60]"

2. Physical abuse and economic exploitation:
Corporal punishment is used in schools to discipline children, including caning, slapping and kicking. Children cite the inability to pay school fees as a reason they may suffer corporal punishment, and eventually be stopped from attending classes. Children want their teachers to change in this respect, "teachers need to stop hitting students[61]". Economic exploitation of older students also occurs "teachers use us for their fields once a month[62]".

3. Traditional teaching methods:
Teaching methods are not child-centred, with methods such as teachers predominantly talking at the class employed instead. Group work and working in pairs is not encouraged and teachers do not provide a place for students to go to be listened to.

4. Environmental reasons:
The environment also affects access and quality of education - rainfall and flooding mean students are fearful during this period. Others said long distances to get to school made it difficult to go, and some mentioned that they were scared of violence, and encountering armed groups on the way to school: "because I meet friends I am protected by them, but we're afraid when we're alone on the road, we fear being hurt[63]"

"We do not want angry teachers".

The baseline suggests that children perceived the quality of their education provision to be insufficient at the start of the project. Most children identified the above factors as important in quality safe education, and concluded that education was needed within their communities.

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59   Focus group discussion, primary school, Chimbiro. 2014.
60   Focus group discussion, primary school, Bukumbi. 2014.
61   Focus group discussion, primary school, Chigoma. 2014.
62   Focus group discussion, primary school, Chigoma. 2014.
63   Focus group discussion, primary school, Chimbiro. 2014.

u 14cm de base
uler la surface

ru 9cm.
parallèl

Données
S = 360 m
H = 6 m

Parents

Parents in the baseline revealed that they do not discuss education with their children - many had not studied themselves and had not experienced such support from their own relatives. Therefore parents did not feel empowered with regard to their children's education, and they did not know much about what was going on. Parents also felt they did not want to raise their children's expectations by talking about education when there was not the provision to match it. Furthermore, the urgency of meeting daily food needs meant the time necessary to have such discussions was not always available. Despite this, some behaviours of parents indicated the importance they assign to education: many communities travelled with their schools during displacement in order to try and retain education provision throughout displacement.

Three key factors influence whether or not parents send their children to school:

1. Displacement and armed conflict:

Parents described that after being displaced many children who had attended school prior to displacement ceased going to school due to a lack of provision for them. For example, families that had returned to Ramba revealed it was difficult to know where to place their children for education as the school year had already started[64].

2. School fees:

For families that were displaced, or had recently returned from displacement, basic needs such as food and health were perceived to be the most important issues that needed fulfilling, such as for the Luntukulu population[65]. In these cases, such as in Ramba, many families survived on subsistence farming on return from displacement, meaning they did not earn enough to pay school fees. While parents reported that all children were required to pay for formal schooling regardless of their status as an IDP, returnee or a local, this effects IDPs and returnees most notably because it is usually very difficult for this group to pay.

3. Availability:

A shortage of schools means that for many considering education does not seem like a viable option. In Luntukulu there is one primary school and one secondary school - both located in the same compound - for a total population of 9,170[66] In Ramba there is one primary school for a total population of 5,383[67].

Other factors that influence children's enrolment in school include the lure of economic activities that provide family income, such as working in the mining sector. Environmental issues were also cited.

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64   Final Report Initial Evaluations (Baseline): Maibano, Chigoma and Ramba. War Child Holland. July 2014.
65   Final Report Initial Evaluations (Baseline): Luhago and Luntukulu. War Child Holland. July 2014.
66   Final Report Initial Evaluations (Baseline): Luhago and Luntukulu. War Child Holland. July 2014.
67   Final Report Initial Evaluations (Baseline): Maibano, Chigoma and Ramba. War Child Holland. July 2014.

Teachers and schools

The baseline revealed that teachers face many obstacles in trying to provide safe and quality education. These findings were reinforced by the voices of children and young people.

1. Resource and learning material constraints:

Short supply of textbooks - for some subjects there are no textbooks at all.

2. Traditional teaching methods:

Most teachers that took part in the baseline had completed training to the government standard. While the national curriculum for primary education favours the use of student-centred methods to other methods, all teachers used traditional teaching methods, involving speaking at the class and using the blackboard. Most were not aware of different methods of teaching. The teachers targeted their teaching towards the average student, meaning that higher and lower abilities were not engaged. Teachers stated that they felt they needed capacity-building through training, particularly on the national curriculum, as well as on more active and inclusive teaching methods, subject knowledge, student achievement and management and care of classes.

3. Use of corporal punishment:

Some teachers said that they did not know of an alternative disciplining method to corporal punishment. One teacher identified that children displaying a need for psychosocial support due to their conflict-related experiences, for example, though their behaviour, were not really tolerated and that these behaviours were often dealt with using corporal punishment.

4. Marginalised groups:

Certain groups face more difficulties in school than others. Girls face more difficulties than boys, and the needs of those with specific requirements - including displaced, returned and neglected children - were not really addressed. Although teachers sometimes had social advice to offer these children, they did not feel they had education solutions.

Community

Community members, among them parents, demonstrated the importance they assign to education in two locations by ensuring displaced students and teachers were safe in their host community[68]. In another location, community members contributed to the reconstruction of a primary school that was completely destroyed amidst armed conflict[69]. In line with children's perceptions, the community members perceived the quality of education to be insufficient. They identified that teachers need skills-building through training. The physical reconstruction/rehabilitation of schools, and resources needed, was also highlighted.

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68   Rapport synthase des evaluations initiales base line. War Child Holland. 2014.
69   Rapport synthase des evaluations initiales base line. War Child Holland. 2014.

Community members in one location outlined three groups of children that were in particular urgent need of different forms of education:

1. Primary school drop-outs:

Children who had dropped out of formal primary education due to conflict-related insecurity, displacement, lack of resources, or because there was no education available to them. Catch-up education was identified as an option to enable these children to re-integrate into formal school.

2. Never enrolled in school:

Children who could not integrate into formal schooling because they had never attended school or because their older age acted as barrier to their enrolment. Basic literacy and numeracy, and vocational training, were identified to offer them other means of economically and socially integrating into their community.

3. Displaced and other vulnerable children:

Displaced children were identified as a particularly vulnerable group, along with children living in foster families, and those that had been separated from their families. Communities highlighted their opinion that education provision should be safe and inclusive, showing the value communities recognised in education being provided in a place where all children could feel safe and included.

Identified protection concerns in schools were: neglect, violence and sexual abuse between teacher and students, and between students. Due to a lack of secondary education early marriage of students is also a concern.

The community identified gaps in existing child protection structures and services:

1. Lack of coordination:

Each structure with a child protection mechanism acts in autonomy, meaning they operate without having access to all of the information.

2. Gaps in services and lack of procedures:

There is a gap in provision due to no psychosocial and legal services being available. Schools lack clear procedures to follow in child protection incidents.

KEY RESULTS FROM THE MID-TERM ASSESSMENT[70]

INFRASTRUCTURE AND RESOURCES

Output:	Four Safe Learning Spaces
Supporting statement:	With community participation, four Safe Learning Spaces have been rehabilitated and equipped with black boards, benches and learning materials. Each has a management committee to oversee activities and use of materials.
Feedback:	98 per cent of children said they enjoyed attending activities provided in Safe Learning Spaces.[71]
Output:	Nine formal schools
Supporting statement:	Nine formal schools are engaged in the project and have received learning materials.

SAFE EDUCATION

Output:	<table><tr><th>Activity</th><th>Girls</th><th>Boys</th><th>Total</th></tr><tr><td>Catch-up education</td><td>591</td><td>654</td><td>1245</td></tr><tr><td>Literacy, Numeracy and, Vocational training</td><td>189</td><td>51</td><td>240</td></tr><tr><td>Total</td><td>780</td><td>705</td><td>1485</td></tr></table>
Supporting statement:	1485 children have taken part in catch-up education and literacy, numeracy and vocational training and received learning packs including copy books, pens, pencils, chalk and rulers. The 240 children taking part in literacy and numeracy training were chosen in collaboration with the community, based on their social vulnerability. Adolescent girls represent the majority of those selected, as they are not only more vulnerable, but are also considered to have even less access to opportunities to develop themselves and have the possibility to make a living.
Future plans:	In the second half of the project, those that have completed literacy and numeracy training will start vocational training. Based on a market study and students' interests, vocational training will cover: motorcycle mechanic repair, mechanics for agricultural tools/engines, sewing, carpentry, hair dressing and baking.

70   War Child Holland. Intermediate Report. Dec 2014.
71   War Child Holland. Intermediate Report. Dec 2014.

TEACHER TRAINING

Output:				
	Activity	Female	Male	Total
	National curriculum training	17	88	105
	Literacy and numeracy	2	6	8
	Vocational masters	0	25	25
	Total	**19**	**119**	**138**

Participant feedback:	90 per cent of teachers interviewed during the mid-term review indicated that before the project commenced they had never received training on the national curriculum.
Supporting statement:	105 teachers were trained on the official national curriculum, teaching methodologies, psychosocial support and positive discipline. Eight literacy teachers were also trained to teach literacy and numeracy classes. Support by the Division of Social Affairs. This training benefited both formal and non-formal education teachers promoting important collaboration with formal schools.
Participant feedback:	• All teachers showed improved understanding of the materials shared with them • The formal teachers had an average post-test score of 71 per cent. • The highest location average improvement being 43 per cent[72] and the lowest average improvement being 3 per cent.[73] • The non-formal teachers had an average post-test result of 76 per cent, 24 per cent average improvement from the pre-test. • DEALS teacher training resulted in an average post-test score of 62 per cent. • 60 per cent of the teachers said they were using role-play during their lessons. • 66 per cent declared being more confident about their teaching
Future plans:	Teacher observations will be carried out later in the project to assess the teachers' use of the child friendly methods in the education activities.

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72   Luhago
73   Luntukulu

PSYCHOSOCIAL SUPPORT

Output:				
	Activity training	Female	Male	Total
	IDEAL Community facilitators	9	21	30
	Youth facilitators	1	5	6
	Activity	Female	Male	Total
	Children DEALs training	429	416	845
	Parents DEALs training	223	77	300
	Total	652	493	1145
	Recreational activities	1221	1636	2857

Supporting statement:	• IDEAL: 30 community facilitators were trained to deliver DEALs and recreational activities, and identify those children who are in need of psychosocial support (IDEAL) • Six children have been trained to work as facilitators with younger children. • 2857 children have taken part in recreational activities including music, dance and drawing.
Participant feedback:	**Group discussions pre- and post-training / before and after Parents DEAL reveal:** • 43 per cent improvement in knowledge of child protection, child rights and in parenting skills.[74] • 33 per cent of parents declared having spent more time talking to their children on personal issues.[75] • 44 per cent of parents interviewed declared discussing topics regarding their children's education.[76]

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74   Sample of parents
75   Focus group discussion with a sample of parents
76   Focus group discussion with a sample of parents

CHILD PROTECTION STRUCTURES

Output:	Parents associations, school management committees, children's committees and Child Safety codes of conduct were put in place in all four Safe Learning Spaces and nine formal schools. These were developed with community participation and are displayed in each school and Safe Learning Space. An exercise of identification of the essential services available in all the communities was done with the participation of children and is available in each community (police, family, schools, hospitals, council of elders).
Future plans:	Child Protection Risk mapping and community structures carried out at each location, allowing gaps to be identified and factored into part two of the project.
Supporting statement:	Two particularly vulnerable groups that were identified were out-of-school children and children associated with armed groups. The risks were neglect, early and forced marriage, early pregnancy, alcoholism, corporal punishment, sexual violence and economic exploitation as a consequence of the conflict. Out-of-school children will continue the catch-up education programme and integrate into the formal schools and sit for the final exams. Children associated with armed group are already part of the literacy and numeracy classes.
Output:	<table><tr><td>Activity</td><td>Female</td><td>Girls</td><td>Male</td><td>Boys</td><td>Total</td></tr><tr><td>Sensitisation campaign on Child Rights and Child Protection</td><td>1134</td><td>1583</td><td>880</td><td>1321</td><td>4918</td></tr><tr><td>Child Protection training – risk identification, appropriate response. Linking school based CP with community structures.</td><td>38</td><td>36</td><td>112</td><td>33</td><td>219</td></tr></table>
Supporting statement:	• 4918 community members were sensitised on child rights and child protection • Community members targeted: parents, teachers, caregivers, children, civil society members, religious leaders and other interested parties. • 219 community members (33 boys, 36 girls, 112 men and 38 women) trained on child protection • Teachers, children, parents and other community members were trained on child protection issues including risk identification and how to provide the appropriate response when a child is abused.

MIKUMI, KAHELE, AGE 22

Literacy and Numeracy Teacher

Mikumi grew up in Kahele where her dad worked as a primary school teacher and teaching is in her family. He passed away when she just four years of age and since then her mother has had to work extremely hard to support Mikumi and her siblings. Mikumi holds a diploma in teaching, which was possible due to her mother's hard work, supporting her through school and college. Sometime after graduating Mikumi miscarried a child, and later lost her job as a primary school teacher. It was at this time that she decided to return to the fields to support her mother and her family by earning a small income.

When Mikumi saw that War Child was looking for teachers to support their activities she felt happy at the thought of something positive being regained in her life. As part of the project to train literacy teachers, Mikumi has completed capacity building training. She has been taught about aspects of the national curriculum to improve her own knowledge of the national teaching programme, and how to implement literacy training. She also gained knowledge on child protection, along with different methods of classroom management: these elements were offered to enable teachers to broaden their methods of teaching from traditional non-participatory methods. They were also introduced to creative and recreational activities that can be used with children.

Mikumi is beginning to regain a sense of hope for her future. She has gained increased respect from people in her community due to her position as a numeracy and literacy teacher for displaced children. She enjoys the responsibility of being in charge of the keys for the Safe Learning Space and her renewed sense of self-respect now she is better able to take care of her needs and those of her family again, particularly her brothers.

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77   The names and locations used in the case studies have been changed to protect the identities of project participants.

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ALPHONSE, WALUNGU, AGE 17

Vocational Training

Alphonse lives with his parents and his four sisters. They are a farming family. Alphonse and his family were displaced when armed conflict brought violence to their town over ten years ago. Alphonse was forced to drop out of school in Grade 3 due to the conflict; he then joined an armed group and remained a member from 2004 to 2014. Despite this Alphonse has been accepted back into his host community, and now helps his parents in the fields. He also works in the mine when his family are short of food.

"I thank the host community who chose me for the literacy and vocational training. I am convinced that this training will have a positive impact on my life because I will have learnt a trade that I can do for the rest of my life. Now I no longer think about returning to the forest or to armed groups."

Alphonse was identified by the community as suitable for the literacy, numeracy and vocational training to enable him to learn the basic skills needed to be able to work in a trade, and to be able to manage himself economically and professionally within his trade. His family recognise the importance of this opportunity and support him.

"As for my typical day, I get up in the morning and I go to the fields with my parents. Sometimes I go into the mining quarter when we do not have anything to eat, but this is not often. If it is a day of learning literacy (Tuesday, Wednesday and Friday), I do not go to the field so I can conserve my energy for learning. My parents support me with this because sometimes they are the ones that have to remind me to go. This really encourages me."

When we caught up with Alphonse in at the mid-point of the project he was still very engaged in the numeracy and literacy training, and taking an active part in the life-skills activities. He said he was no longer working in the mines and spent less time just hanging around, as there was always school work to do. He was happy with the progress he was making and said he had remembered the things he learned when he was still in school all those years ago. He was optimistic about the future and ready to start his vocational training.

CONCLUSION

The EU Children of Peace project responds to the needs identified by the communities in South Kivu, DRC. The mid-term review demonstrates that the project is reaching the targeted communities of South Kivu - including internally displaced children and those from host communities - through providing integrated education, psychosocial support and child protection activities. The data collected so far show positive outcomes such as increased knowledge of teachers regarding child friendly teaching methods, curriculum and child protection issues in schools.

Children show increased skills and knowledge in their education and feel secure in learning environments where they have access to education opportunities and trained teachers. Parents show increased skills and knowledge regarding their responsibility to ensure children are fully supported during their education and facilitate a more open dialogue with children regarding their education. Communities show increased skills and knowledge regarding the issue of child rights and are more active in community-based child protection structures, particularly the security of children travelling to school. Child protection structures put in place in schools have been accepted by the community, are functioning and beginning to be locally owned.

Responding to their awareness of safety in school, children report that they feel safe and protected when accessing project activities. At project midpoint, the integrated approach providing psychosocial support and addressing protection issues alongside education provides children and communities with a holistic experience, which is enabling them to begin to recover from their conflict-related experiences at the same time as continuing with their education.

RECOMMENDATIONS

Based on its experiences supporting vulnerable children and youth affected by conflict to access education, War Child believes:

- Governments should ensure teachers receive remuneration to reduce ability to pay schools fees acting as a barrier to education for all children.

- Humanitarian actors currently have an increased interest in education in emergencies due to the wide range of ancillary benefits it provides - including a contribution to psychosocial well-being, restoring a sense of normalcy, and the provision of protection structures to children and young people. Even so, further efforts are required to ensure both consistency in education support and that funding is always available to address education needs during the first phase of emergencies, including protracted crisis.

These ancillary benefits highlight the importance of education in emergencies and make a case for the rapid roll-out of projects with emergency education elements. Projects with 'Education in Emergency' (EiE) elements should therefore be rolled out as quickly as possible.

War Child also supports the Global Humanitarian Education Sector calls for:

- An increase in donor funding to education in emergencies, reaching a minimum of 4 per cent of the total global humanitarian funding, to reflect the commitment that has been pledged and its value as a core element in emergency humanitarian responses[71].

- Policy makers and humanitarian actors to ensure education is provided as part of the core emergency humanitarian response. They should ensure education responses recognise and address the specific needs of affected communities[72].

- Governments and humanitarian actors to give extra consideration to groups such as IDPs who have multiple vulnerabilities in emergency situations. They may need specific support measures to ensure they are reached, and their attendance is retained in education projects. Reaching marginalised groups in these settings can contribute to addressing causes of conflict.

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71   Save the Children. Hear it from the children: why education in emergencies is critical. A study on the role of education for conflict-affected communities in the Democratic Republic of Congo and Ethiopia. 2014.

72   Save the Children. Hear it from the children: why education in emergencies is critical. A study on the role of education for conflict-affected communities in the Democratic Republic of Congo and Ethiopia. 2014.

APPENDICES

War Child's integrated approach to supporting children in conflict

War Child works in conflict-affected countries to support the children most affected by armed conflict. We prioritise supporting children to cope with, and recover from, their experiences, which promotes their social, emotional and cognitive wellbeing; to feel safe, secure and protected and to be free from violence, exploitation, abuse and neglect; and to offer them safe educational opportunities to ensure they don't miss out on quality education during and after conflict.

Driven by a rights-based approach, War Child believes in creating an environment where children can fully claim their rights from duty-bearers, who fulfil their responsibilities towards children. Therefore on a project level War Child works with children at the core of its approach, but also those close to children: their families, teachers and schools, and communities.

War Child addresses its programatic aims through an integrated approach, which means one or more of psychosocial support, child protection and education components are present in all of our projects. This ensures children have the opportunity to benefit holistically. In practice this may mean children attending an education project also have access to a psychosocial life skills intervention, which enables them to begin to recover from their conflict-related experiences at the same time as continuing with their education. Our activities take place in child friendly spaces and safe learning spaces where children are facilitated to feel safe enough to learn, play and recover in a secure environment.

The EU Humanitarian Aid and Civil Protection department (ECHO)

The EU's humanitarian relief operations fund relief operations for victims of natural disasters and conflicts outside the European Union. Aid is provided impartially, directly to people in need, without discrimination of their race, ethnic group, religion, gender, age, nationality or political affiliation.

EU Children of Peace
EUROPEAN UNION:
RECIPIENT OF THE
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WAR
child

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