

WORKING GROUP

**THE RIGHT TO EDUCATION IN
SITUATIONS OF EMERGENCIES**

30 JUNE 2008

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WORKING GROUP PROGRAMME

9.30 – 10 Institutional Presentation and Introduction of participants

10-11 Presentation “The importance of education in emergency”

11:00 – 12:30 Plenary: 15 minutes for each of the following topics:

1. Difficulties of education in emergency
2. INEE standards: Sphere
3. Access, quality and protection in education
4. Quality education (formal, non formal, teachers, etc.)
5. Protection
6. Conflicts resolution and peace construction

12:30 – 13:00 Revision of final document

PLENARY DISCUSSION CONCLUSIONS

1. GENERAL ASPECTS

There have been changes and progress for the integration of education in the programs of intervention in emergency, but the process is confuse, for example in December 2007 ECHO decided to incorporate education in the emergency response but only depending on the context and previous mutual commitment between local organization and donor.

- It's necessary to begin from the understanding of the humanitarian action where education is included in the emergency response.
- The basic argument is to respond to the necessities of the people receiving the intervention. The beneficiaries ask for it, not only the children but the community who participates in the projects planning.
- It's extremely important to contemplate education like a human right, not instrumentalise it. It has been starting to argue to donors that it's worth it to invest in education for the interests that brings to society (construction, prevention, health..), but it's fundamental not to lose the perspective of education like human right that has to be a guarantee, independently of the supplementary benefits that brings.
- It was established a reflection on the term of fragile state affected from armed conflicts CAF, regarding the inclusion of Colombia in the list of CAF on behalf of Save the Children in the publication: "Last in line, last in school".

2. DIFFICULTIES TO INCLUDE EDUCATION IN EMERGENCY

- Education is still not considered as a tool of protection, nevertheless a quality education is directly linked to the training for teachers and the guarantee of the conditions of protection in the schools.
- It was established a reflection on the framework of human rights in the intervention in emergency based on the following aspects:
 - On the inalienability of human rights: life is a human right, but all human rights are interdependent and no one is more important than the others. It means that it's not possible to give a preference to the right to life before the right to education.
 - On the general framework of human rights that is not included in the intervention in emergency. There are legal instruments and juridical mechanisms to control the lack of observance but, at the same time, a policy will of States or agents to use this mechanisms is missing and there are difficulties in the follow up of the guarantee systems. It's necessary to change the instruments to make them more coercitive (International Penal Court) or to guarantee the State commitment to control and carry out the rights.
 - On the duty of the States, which have the obligation to guarantee a right. If the State can't do it, at least has to allow others to guarantee it: international community, the State has at least to collaborate.
- The beneficiaries that in the general framework of education are included like "exception" in the intervention in armed conflict situations are the norm, so the term general education doesn't work for the armed conflict where the exception

becomes rule. It's necessary a special differentiated treatment (girls, disabled children, displaced children..).

- It's necessary to contemplate a gender dimension because girls are the first to disappear from the education system.
- It's essential to involve the community in the elaboration of programs to guarantee the protection and the access to education.
- We don't have to forget that humanitarian aid is part of the international policy that sometimes determines the inclusion or not of education in programs of humanitarian aid in situations of emergency.

3. TRANSVERSALITY OF EDUCATION

- It's important to take care that the transversal dimension of education doesn't leave out education from the financial benefit of the projects, to guarantee the compatibility of the financing with the transversal dimension of education in other sectors.
- Education has to be a specific sector of the financing and, at the same time, a transversal component of other sectors.
- Education is a right by itself but it has the added value of the transversal dimension. Some examples can be:
 - It makes possible the utilization of education centers as places of protection, where it's possible to follow up the violation of child rights.
 - It's a tool of protection from violence: psycho-social rehabilitation, it allows children affected from armed conflicts to regain stability.
 - It allows child rehabilitation and psycho-social contention when conflict explodes.
 - It allows the integration of displaced population and the work with the community to favor this integration.
 - Balance between formal and non formal education.
 - It makes possible the prevention of sexual illnesses and malnutrition.
 - Education is an instrument of peace construction: conflicts resolutions.
 - It's necessary to incorporate the plan of prevention in emergency in the educational curriculum.
- Education has to have a transversal dimension and has to integrate aspects of formal and non formal education, considering the non formal education like an instrument of protection and making possible a sense of integration in the work on education.

4. PROPOSAL FOR THE INCORPORATION OF THE INEE STANDARDS AS PART OF THE SPHERE PROJECT

- All group agrees with this proposal because it's a way to improve humanitarian action, for the donors and beneficiaries.
- Difficulty to develop measurable indicators for education.

5. ACCESS, QUALITY AND PROTECTION

- It's necessary to contemplate the capacity strengthening of local communities and local governments to improve the implementation of their actions in

emergency, although it's difficult to include it as part of the programs in front of the donors. For example, it's necessary to promote the development of national plans of education (example Guinea Bissau).

- It's a circle that gives feedback: on one hand to develop technical proposal that can be financed, on the other hand that donors give a priority to education and include education in donors' agenda.
- It begins to enter in the policy agenda, in the FTI there is a group of fragile states that is considering the possibility of a specific fund for fragile states, it exists the UNICEF fund with the Dutch government, the initiatives of the Global Campaign for Education, the declaration of the European Commission or the day of general debate of the Child Rights Committee.
- It's essential the proposals identification, in agreement with the participation of the community. The proposals have to consider the special needs of the beneficiary population and need to have an innovator character.
- To develop innovator proposals which have to prove to be useful. To develop alternatives pedagogies, in permanent change. It's missing a generation of innovator proposals, creative and effective including the development of alternatives methodologies like the music therapy, theatre or non formal education strategies.

6. IMPROVEMENT OF THE QUALITY EDUCATION

- It's necessary to include strategies of formal and non formal education.
- It's necessary to establish a minimum time for the intervention.
- To incorporate the training of local staff as part of the education projects. Always to include training on child rights for local staff and agents for the intervention in emergency (NGOs, army, government, humanitarian agencies, peace bodies...). For this purpose there are the modules ARC (in Africa for the intervention in armed conflicts, and an updated version in Latin America for the intervention in emergency for natural causes).
- Quality education is not possible outside a framework of respect of human rights, if the State doesn't guarantee them, it has to be included in the proposal of intervention. Comes up the dilemma if we have to work in these areas, for example, in countries where violation of women rights occurs.
- Quality education has always to begin from the implementation of local capacities; it's the community who achieves changes. These are activities to be incorporated in the intervention programs in emergency to reach a cultural change in a long term to which it's necessary to give continuity.
- It has to be contemplated the specific advocacy work with the State agents (Ministries of the country).

7. EDUCATION AS A TOOL FOR PEACE CONSTRUCTION AND CONFLICTS RESOLUTION

- It exists a very sectorial perspective in the elaboration of programs of intervention, transversal subject are not completely integrated in the practice.
- It's necessary to focus on prevention in the programs.
- Quality education in itself is an instrument of peace construction.

- It's necessary a work on social awareness raising to promote social changes that make possible the development of instruments for the peace construction through mass media and school, working jointly with the beneficiary countries.
- It's also necessary to reach social changes in donor countries, in educational curriculum and mass media to promote and demand the observance of the public commitments of their States. Subject in the agenda made by civil society. The NGOs are one of the actors for the social change: school, family, mass media...
- It's necessary to incorporate child participation in the education system as a way to build citizenship in the beneficiary and donor countries.