CHAPTER 17
EDUCATION
CAMP SERVICES
The term camp is used throughout the text to apply to a variety of camps and camp-like settings which include planned camps, self-settled camps, collective centres, reception and transit centres, and evacuation centres.

**KEY MESSAGES**

- Education is a basic human right and essential protection measure in situations of displacement. Quality education saves lives by providing physical protection from dangers and exploitation often present during displacement. Education can convey life-saving information to children and their families, strengthening survival skills and coping mechanisms which can be essential during displacement.

- Schools and other learning spaces can act as entry points within the camp for the provision of essential support such as protection, nutrition, water and sanitation and healthcare. Camp Management Agencies should work with service providers to support coordination and encourage cross-sectoral efforts to keep children and youth safe and protected.

- Working with the national authorities, education service providers and the Education Cluster/Sector, the Camp Management Agency must negotiate access to local schools for displaced children and youth or ensure that education programmes are provided within camps.

- The location of learning spaces within the camp is a key decision that the Camp Management Agency should oversee. A badly located school can lead to low attendance or drop-outs and cause protection concerns, injury or even death.

- Effective education during displacement is only possible with active and inclusive community participation. The Camp Management Agency should ensure that Community Education Committees, or other parent-teacher or school management associations, are established if not already in place, are fully supported and engaged in educational provision.

- In situations of displacement, girls and boys, young women and young men, children with disabilities and members of other vulnerable groups can face particular protection risks. The Camp Management Agency should work with education and other service providers to ensure the needs of all children and young people are met. Regular disaggregated monitoring of attendance and completion rates and out-of-school children and youth should be undertaken in order to identify barriers to education and any associated protection concerns.

- Using school facilities as collective centres should be avoided. If this is absolutely unavoidable, the Camp Management Agency must take steps to ensure the protection of children and mitigate the negative impact on community relations and education facilities. Clear deadlines should be agreed at the outset for the transfer of the school property back to its intended purpose.

- The Minimum Standards for Education: Preparedness, Response, Recovery of the International Network for Education in Emergencies (INEE) are internationally agreed standards providing a framework for quality education responses during displacement. In conjunction with any relevant locally agreed standards, the INEE Minimum Standards should be explicitly referred to in camp coordination processes as well as in proposals developed by service providers, and in assessments, planning, implementation, monitoring and evaluation phases of any education intervention in a displacement scenario.

**INTRODUCTION**

Education is a fundamental human right for all children and youth. Education is especially critical for the tens of millions of children and youth affected by conflict and disaster-induced displacement, yet it is often significantly affected in emergency situations. During displacement, community services and normal support mechanisms are disrupted. Children and their families face dangerous and rapidly changing risks. Education can be a protective, life-saving and life sustaining intervention as well as enabling children and youth to contribute to sustainable peace and recovery of their communities upon repatriation/return, local integration or resettlement. Education is an essential component of a holistic humanitarian response in the first stages of an emergency, through to recovery.

**CHILDREN AFFECTED BY CONFLICT AND NATURAL DISASTERS**

“Globally, the number of children out-of-school fell from 60 million in 2008 to 57 million in 2011. The benefits of this slow progress have not reached children in conflict-affected countries. They now comprise 50 per cent of children denied an education, up from 42 per cent in 2008. The education of millions more children and youth is disrupted by natural disasters every year. Some 175 million children are expected to be annually affected by natural disasters in the next decade and are likely to experience disruption to their schooling.”


Education can provide physical protection in a camp setting. When learners are in safe learning environments, they are less likely to be exposed to exploitation and other risks, such as gender-based violence, forced or early marriage or recruitment into armed forces. Education can not only keep children...
safe within the learning space itself, but can also teach them about new dangers, such as landmines, and how to protect themselves and stay safe in the camp.

In displacement situations, children and their communities often prioritise education. Education mitigates the psychosocial impact for children of conflict, disaster and displacement. Going to school, and participating in learning with friends and trusted adults, is an activity that helps children and their families regain a sense of routine, stability and structure in a setting which is often chaotic and disorientating.

Education activities in a camp setting can also act as an entry point for the provision of other key services, particularly those aimed at children, youth and their caregivers. Protection, nutrition, water and sanitation and health services can all work through learning spaces, ensuring the safety of children, providing key information and monitoring children’s well being.

Education can also contribute to the social, economic and political stability of communities in camp situations. In the short-term, education can support conflict resolution and peacebuilding efforts. In the medium to long-term, education can be a vital part of a durable solution for displaced communities, providing them with the knowledge and skills to contribute to the recovery of their societies.

Education can’t wait. In emergency situations, Camp Management Agencies are responsible for a large number of tasks and must respond quickly to a range of urgent issues. This has often led to deprioritisation of education as a service not perceived as essential during an acute emergency phase in the first days and weeks of displacement. However, education has a critical role to play in keeping children and young people safe and can be a key entry point for reaching some of the most vulnerable members of a displaced community. It must not be delayed.

**VOICE FROM THE FIELD - COMMUNITIES PRIORITISE EDUCATION**

“We had to leave behind all of our possessions. The only thing we could bring with us is what we have in our heads, what we have been taught — our education. Education is the only thing that cannot be taken from us.” Female refugee, Sudan, 2004.

“How does a young person acquire the skills to develop informed opinions or views on the hardships that refugees and internally displaced persons face daily? How does the community find its voice? Education gives a person a voice. Young people want education so that their voices can be heard. Education lays the basis for social and economic freedom to be achieved. As a young person, this only means, we want to be free!” Young female Ethiopian refugee, 2010.

**KEY ISSUES**

**ROLES AND RESPONSIBILITIES**

The Camp Management Agency has a core responsibility to hold education providers accountable and to ensure the provision of quality and inclusive education for the displaced population. The Camp Management Agency should take on the following roles and responsibilities to facilitate educational provision:

- Ensure that education is included in early multi-sector needs assessments, even if an education service provider is yet to be identified. The Camp Management Agency should ensure representation of key stakeholders in the assessment process and provide support to ensure that assessment questions are of quality, age and gender disaggregated and reflect key issues such as protection, inclusion and relevance of education services.
- Quickly identify, in collaboration with the Camp Coordination and Camp Management (CCCM) Cluster/Sector Lead Agency, an education service provider in the first phases of displacement. The education agency will normally assume the major responsibility for formalising agreements with national authorities and education ministries and institutions.
Oversee the development of an education contingency plan that accounts for increases in the camp population and other potential scenarios in the immediate and long term. Advocate for education for the displaced community: if education is not prioritised by the humanitarian community due to misperceptions about its value and urgency, if national authorities are unwilling or unable to accommodate displaced children in host schools, if documentation of previous education is demanded as part of the enrolment process or if attendance fees are being charged.

Facilitate coordination at camp level so that all initiatives by education actors, including national authorities and affected communities, are well functioning, effective and do not duplicate or discriminate. This is especially important if education is provided by multiple agencies in which case formation of a Camp Education Coordination Committee or other formalised coordination group is recommended.

Hold education providers accountable if education services do not meet internationally and locally agreed standards. Working with service providers, the community, and national authorities, define standards for the camp context based on the INEE Minimum Standards framework.

Work with all education stakeholders to agree on a set of indicators and gather baseline data to measure access, protection, safety and learning outcomes, and ensure that agreed standards are met.

Facilitate coordination so that all education programmes are well functioning, effective, and do not duplicate or discriminate.

Oversee the development of an education contingency and preparedness plan that accounts for increases in the camp population and other potential scenarios in the immediate and long term. Advocate for education for the displaced community: if education is not prioritised by the humanitarian community due to misperceptions about its value and urgency, if national authorities are unwilling or unable to accommodate displaced children in host schools, if documentation of previous education is demanded as part of the enrolment process or if attendance fees are being charged.

Steps should be taken to prevent involving children in labour activities, especially the most harmful and hazardous forms and labour that prevents school attendance. This has to be handled sensitively with the community. Access to education often removes pressure for children to become involved in dangerous labour activities.

It is critical that in all phases of an education programme in a camp setting the national education authorities are consulted and included in planning, implementation and monitoring. This ensures education programmes are as integrated as possible into the national system and supports sustainability and capacity development. In particular, the Camp Management Agency should be aware:

- Ultimately, national authorities in both refugee and IDP contexts are responsible for upholding the right to education for children and youth in their jurisdiction.
- Any education programme should be planned in conjunction with the local education administration and coordination and coordination undertaken with the Ministry of Education.
- Negotiation to allow displaced learners’ access to local schools in the vicinity of the camp should be attempted as soon as possible.
- Where local schools cannot be accessed, planning of learning spaces within the camp should be done in partnership with the Ministry of Education, especially with a view to eventual camp closure and handover of educational facilities.
- It is crucial to liaise with national authorities when working on issues such as learner certification and teacher training and accreditation.
- Including local education officials, head teachers and teachers in training opportunities offered by education service providers within the camp can be an excellent opportunity to develop national education capacity, strengthen relations with national authorities and benefit the host community.

For an education programme to be effective, inclusive community participation is essential. Here are some key strategies for working with and building upon the resources and knowledge available within the displaced community:

- The Camp Management Agency should work with national authorities and the education service providers to ensure that the community is engaged in determining the education needs of all learners, highlighting security issues and identifying locally available financial, material and human resources.
- Often displaced communities may already have organised educational activities prior to the arrival of external actors. Such efforts should be learnt from and built upon...
if at all possible. Capacities of the community should be identified and strengthened.

Communities should be supported to establish Community Education Committees, sometimes known as Parent-Teacher Associations (PTA) or School Management Committees (SMC), that can take a leadership role in managing education in camp situations.

These committees can be an excellent resource for education programmes, ensuring that schools are safe and inclusive.

The Camp Management Agency should ensure that the gender balance and inclusion of vulnerable and minority groups is considered, including the identification and support of children with disabilities. The community is the Camp Management Agency’s best resource for ensuring gender-responsive and inclusive education.

Children and youth have a right to be heard in matters that affect their lives and should be invited to participate in educational planning and monitoring. Often children will know best who is not in school and what can be done to help everyone access education.

Camp Management Agencies should ensure that communication with affected communities about the current and future plans for educational provision are clearly and systematically explained through information campaigns.

**EDUCATION CLUSTERS**

Education Clusters are often activated in large scale or protracted emergencies. If an Education Cluster is activated, the Camp Management Agency or a designated representative from the camp education coordination group should coordinate closely:

- The Education Cluster at local and national levels will often be an excellent resource of information and technical support for the Camp Management Agency and education service providers.
- Education Cluster Coordinators support identification of service providers and provide basic information about the education system and contacts with the Ministry of Education and other national authorities.
- The Education Cluster has responsibility for developing education preparedness and contingency documents. The Camp Management Agency should refer to these documents as relevant.
- The Education Cluster will also be able to advise the Camp Management Agency and education service providers on supply issues, such as information about United Nations Children’s Fund’s (UNICEF’s) School in a Box, school tents, and other locally and internationally procured materials that might be necessary to establish safe learning spaces quickly.
- The Education Cluster manages funding for the education sector in many large scale and protracted emergencies, and can be a key body for advocating for the right to education for displaced children and other related policy issues with national authorities and within the humanitarian community.

☞ For more information on the roles and responsibilities of a Camp Management Agency, see Chapter 2, Roles and Responsibilities.

☞ For more information on information management, see Chapter 5, Information Management.
CROSS-SECTORAL COORDINATION

Education serves as a key entry point for several other sectors and there are many cross-sectoral linkages to be made. In its supportive role to the education provider, and as part of their coordination role, the Camp Management Agency should be aware of some of the linkages between education and other sectors in order to ensure the overall effectiveness and quality of education programmes for displaced communities.

HEALTH

- Work with health service providers or local clinics to provide health information and, when appropriate, treatment for children and teachers in learning spaces.
- Hold vaccination campaigns at learning spaces to ensure maximum coverage.
- When health services cannot be provided at schools, work with health providers to ensure learners and teachers are referred promptly to clinics or psychosocial support services so they miss as little schooling as possible.

FOOD AND NON-FOOD ITEMS (NFI) DISTRIBUTION

- Establish a way for teachers to receive their food rations after school hours or in a way that will not interfere with their responsibilities at school.
- Ensure that distributions are not disrupting learning for children, who may leave to help families carry goods or to demonstrate family size.
- Establish school-feeding programmes as a way to reduce drop-out rates and increase participation of underserved groups. Some research studies suggest that school feeding programmes persuade parents to enroll their children, especially girls, who would otherwise not attend at all. The Camp Management Agency could consider coordination with the World Food Programme (WFP) to provide high energy biscuits until a school-feeding programme can be established.

WATER AND SANITATION

- Construction of water and separate latrines for boys, girls and teachers is essential even in temporary learning spaces.
- Good hygiene messages can be established and taught in schools, especially hand washing with soap after toilet use. Soap should be available at each hand washing and latrine site.
- Schools can also teach good sanitation practices such as cleaning classrooms and the school environment, which can have an important impact on moral and impact on wider camp sanitation.

SHELTER

- Shelter specialists can be consulted on location of learning spaces to ensure appropriate and safe sites are selected, considering issues such as drainage.
- Shelter colleagues can also advise on safe construction practices to ensure learning facilities are child-friendly and weatherproof.

PROTECTION

- Protection actors can work within schools to ensure they are safe spaces and train teachers on key child protection principles.
- Learning spaces can also be places where protection staff can identify children, including those absent, at risk of various protection concerns and make referrals to relevant social, health or legal services.

LEARNING ENVIRONMENT

PHASES OF AN EDUCATION RESPONSE

To ensure access to education from the earliest stages of displacement, it is important for Camp Management Agencies to be aware that education does not have to immediately comprise uniformed children learning a formal curriculum in a school building. In the first phase of an emergency, non-formal safe learning spaces and recreational activities are established as quickly as possible. This can be as simple as a temporary shelter made from local materials and supervised by trusted volunteers from the affected community. Key messages can be transmitted, reassertance provided and children will be safe and protected while their parents are often busy establishing themselves, building shelter, registering or collecting food and NFIs.

Ideally, where the displaced population shares a language with the host community, learners living in camps should be admitted into local schools as soon as possible. This can happen as part of a first phase response, if possible, but it may take longer to negotiate access with education authorities. If conditions in local schools are crowded, it may be necessary to operate several shifts a day and to extend buildings with additional temporary classrooms.

Where integration into local schools is not feasible, once service providers are established and operating, phase two should see safe learning spaces transitioning to more formal

IMPROVEMENTS TO SCHOOLS

When displaced children are integrated into local schools, efforts should be made to improve schools in order to properly accommodate displaced learners and bring schools up to internationally agreed standards. This might include expanding and/or upgrading water and latrine facilities or rehabilitati ng infrastructure. Provision of materials such as pencils and exercise books are also often appropriate. This will not only ensure a better quality of education for all learners, but could mitigate potential tension between host and displaced communities that overcrowded poor conditions may cause.
education activities, with a focus on minimum literacy and numeracy and key life skills messages. In the third phase, the Camp Management Agency should work to ensure the full re-
sumption of formal schooling that is relevant and recognised
by home and/or host governments, considering language and
certification issues.

EDUCATION AND CAMP CLOSURE
Although not immediately evident, it is important
for Camp Management Agencies to consider a range
of issues relating to camp closure at the outset of an
education programme:

- The Camp Management Agency must plan for phase-
  out and closure from the outset of an operation. Edu-
  cation facilities and services should be included in
  any planning documents.
- Actors must consider how provision of services and
  infrastructure will benefit host communities after the
displaced population has returned should be planned
  for, and agreed with, all stakeholders from the outset.
- Early consideration should be given to the capacities of
  national education authorities and, if necessary, training
  and capacity development undertaken to ensure they
  are able to take on the management of camp education
  facilities. This further highlights the importance of work-
ing with national education authorities at all stages of
  a camp’s life cycle.
- Education facilities should be handed over in good
  working order.
- Schools and Community Education Committees or
  PTA should be involved in participatory discussions
  about camp closures and return. They can also serve
  to share information and help prepare children, their
  families and the wider community for the closure.
- Children, like adults, should have the opportunity to
  raise questions and express their aspirations and in-
  securities about return. Learning spaces can provide
  an excellent space for these discussions.
- Education must be an integral part of any durable
  solution found for displaced people. Camp Manage-
  ment Agencies and other humanitarian actors should
  establish partnerships to support the establishment
  or rehabilitation of education services in areas of re-
  turn.
- In cases of repatriation of refugees, education, certi-
  fication and teacher accreditation issues should be
  included in tripartite agreements.
- Certification of learning achievements is a critical
  element of camp closure for learners. The Camp Man-
  agement Agency must ensure that education service
  providers supply all students with leaving or comple-
  tion certificates in a format that will be recognised in
  their area of return. Working to ensure certification
  will be recognised by national authorities should be-
  gin at the outset of education programming.
- Documentation and certification of training under-
  taken by teachers must also be provided and recogni-
  tion of teaching accreditation by national authorities
  negotiated.
- For more information on camp closure, see also
  Chapter 7, Camp Set-up and Closure.

VOICE FROM THE FIELD - PLANNING
FOR CLOSURE
When Aisha Camp in Ethiopia was officially closed
after the last Somali residents returned home in
2005, the camp school was formally handed over
in good condition to the national authorities by the
Camp Management Agency. However, the local ad-
ministration and elders requested the agency to help
run the facilities for an interim period until the local
government developed management capacity. This
request could unfortunately not be granted as the
camp was already closed and the Camp Management
Agency was ceasing local operations. This experi-
ence highlights the need to work with national au-
thorities throughout a camp operation and to ensure
local capacities are developed with the perspective
of eventual camp closure.

EQUAL ACCESS
Whether a learning space is accessed in the camp or in
the host community, some key issues relating to equal access
for all children and youth need to be addressed by education
providers and monitored by Camp Management Agencies:

- In situations of displacement, girls and boys, young women
  and young men, experience different protection risks and
  face different barriers to accessing education. Needs as-
  sessments should include gender analysis to determine the
different needs of boys and girls. All education stakeholders
should plan programmes that aim to meet those needs.
- Other inclusion issues must also be analysed and addressed
  in assessments, implementation and monitoring. Children
  with disabilities, and members of other vulnerable groups
  such as orphans, child-headed households, young mothers or
  children associated with fighting forces can all face discrimi-
nation and challenges in realising their right to education.
- Often displaced learners will not have documents such
  as grade completion certificates, report cards or ID cards,
  which are sometimes required for school enrolment or
  exams. Working with national authorities, the Camp Man-
  agement Agency must ensure that lack of documentation
does not prevent access to education.
Other barriers to education might include issues such as language of instruction, school fees, uniforms, gender, religious or ethnic background or distance to travel between home and school. The Camp Management Agency should work with education providers, the community and national authorities to address these issues.

Regular disaggregated monitoring of attendance and completion rates and numbers of out-of-school children and youth should be undertaken in order to identify barriers to education and any associated protection concerns. Camp Management Agencies should request this data from education providers, monitor trends and follow-up as necessary to ensure issues relating to inclusion and equal access are addressed.

**SEXUAL AND GENDER-BASED VIOLENCE**

Having children enrolled in school is an essential protection tool, particularly for those living in camps. However, schools can also bring a higher risk of abuse, particularly for girls. A Camp Management Agency can minimise risk by:

- developing and publicly posting clear rules against sexual harassment, exploitation, abuse and other forms of gender-based violence, this could be part of a more general teacher code of conduct
- working with partners to develop a code of conduct for learners and classroom and school rules. These can be a useful protection practice, especially where learners are of mixed ages and genders
- encouraging employment of female teachers and female classroom assistants, so that girls have access to contact persons of the same gender
- setting up camp schools and education facilities in locations where children from all over the camp have easy and safe access
- providing separate latrine and washing facilities for boys and girls and locating them within the school premises
- regularly monitoring routes to and from school and encouraging children to walk in groups or with an accompanying adult
- avoiding overcrowded classrooms and, as far as possible, not mixing different grades and ages in one classroom
- monitoring the quality of education, including response mechanisms to possible protection threats, for school children, through interviews with children, youth and parents
- making sure that the behaviour of school staff and learners is closely monitored
- providing children, youth, teachers and parents with an accessible and confidential complaints reporting procedure and well-coordinated referral systems to offer health, psychosocial, protection and judicial support services.

**LEARNING ENVIRONMENTS**

Camp Management Agencies have a significant role to play in ensuring that learning spaces are safe and secure for all children and teachers:

- Choosing the location of learning spaces is critical, and can often make the difference between whether children attend classes or not, particularly for those from vulnerable groups. Learners, parents and other community members should be consulted on the location of learning sites and potential dangers.
- For security reasons, schools and recreation areas should be relatively centrally located, cleared of surrounding thick bush and at a safe distance from roads used for heavy traffic or areas of the camp, such as distribution sites or markets where there may be violence, disruption or criminal behaviour.
- Environmental risk factors should also be considered, ensuring learning sites will not experience sewage run-off, flooding or other natural hazards.
- Considering the distance learners will need to travel to the learning sites is important, particularly for members of vulnerable groups or children with mobility issues. Access routes as well as the location itself should also be analysed, with a view to ensuring that learners do not have to walk through areas that pose protection risks.
- Camp Management Agencies should work with WASH and education service providers to plan for the provision of water supplies, separate latrines for boys, girls and teachers, hand-washing facilities and areas for rubbish disposal.
- Building school recreational areas, kitchen and feeding centres or fencing may not be part of early construction priorities, but should be planned for and established as soon as possible.
- National authorities often have complex guidelines for school construction and furnishing. If possible, while adhering to international standards, keeping camp school facilities on a par with well-supported area schools will cause less tension with the host community and be easier to maintain. Using locally available materials or sourcing furniture locally is recommended. When purchasing local materials, environmental issues should be considered. Larger camp operations usually have a negative impact on tree density in the surrounding area.

**LEARNING SPACES TIPS**

Learning spaces should be marked or fenced. Latrines and water facilities should not be used by people other than the learners and teachers. A lack of sanitation facilities and safety measures at learning sites may cause children to drop out, particularly girls.
VOICE FROM THE FIELD - LOCATION, LOCATION, LOCATION

The importance of the location of a learning space in a camp is crucial. For example, in Za’atari Refugee Camp in Jordan, opened in 2012 to accommodate Syrians fleeing the war, the first school tents were established next to a food distribution centre. Learners explained that this created problems for them as there has been a lot of contention around the distribution centre, which led to the use of tear gas and other tensions. Children did not feel safe at school or in the surrounding area, as they were potentially in danger of being caught up in violent situations. As a result of concerns raised by learners, the school was moved to a different location inside the camp, improving access and reducing protection risks.

COLLECTIVE CENTRES IN EDUCATION FACILITIES

School buildings should not be used as collective centres. As part of emergency preparedness measures, prior identification of alternative locations to be used as shelters should be undertaken to ensure that schools are only used as a last resort.

Where using schools as shelters is unavoidable, the Collective Centre Management Agency can work with national authorities and the community to minimise the negative impact of using learning spaces as shelters:

→ Avoid the dual use of a building for education and shelter. Where a school is being used as a collective centre, an alternative site for the school must be quickly identified. The reduction or cancellation of education as a result of displacement is not acceptable and must be avoided.

→ Under no circumstances should schools or other education facilities be appropriated as administrative offices for Collective Centre Management Agency staff or national authorities.

→ There must be a clear separation between the rooms used for education and those used for shelter, as well as for water and sanitation facilities.

→ The coexistence of education and shelter can result in new and serious protection risks for children and youth. Identifying and managing these risks is important.

→ School property must be protected so that it is not damaged during the use of the building as a collective centre. Moving libraries, files, laboratory materials, desks and chairs into a secure place designated for storage will avoid potential destruction.

→ Under no circumstances should schools or other education facilities be appropriated as administrative offices for Collective Centre Management Agency staff or national authorities.

→ There must be a clear separation between the rooms used for education and those used for shelter, as well as for water and sanitation facilities.

→ The coexistence of education and shelter can result in new and serious protection risks for children and youth. Identifying and managing these risks is important.

→ School property must be protected so that it is not damaged during the use of the building as a collective centre. Moving libraries, files, laboratory materials, desks and chairs into a secure place designated for storage will avoid potential destruction.

→ Under no circumstances should schools or other education facilities be appropriated as administrative offices for Collective Centre Management Agency staff or national authorities.

→ There must be a clear separation between the rooms used for education and those used for shelter, as well as for water and sanitation facilities.

→ The coexistence of education and shelter can result in new and serious protection risks for children and youth. Identifying and managing these risks is important.

→ School property must be protected so that it is not damaged during the use of the building as a collective centre. Moving libraries, files, laboratory materials, desks and chairs into a secure place designated for storage will avoid potential destruction.

HOW CAMP EDUCATION PROGRAMMES CAN SUPPORT HOST COMMUNITY SCHOOLS

In well-assisted camps, the education system may receive greater support and attention from humanitarian organisations than the school system of the host community receives from its government. In these situations, the education provider together with the Camp Management Agency should seek to cooperate with local schools near the camp and help local children to benefit from camp educational programming. Good approaches to create constructive links between camp and local education systems are:

→ include local teachers in camp teacher training sessions

→ design joint education and recreational initiatives for both displaced and local children/youth, in cooperation with the local education administration

→ provide teaching and learning supplies such as chalk, pencils and exercise books to local schools. This can also lessen the chances of camp supplies being sold.

TEACHING AND LEARNING
DURING ACUTE EMERGENCIES - KEEPING IT SIMPLE, SAFE AND SUPPORTIVE

Relevance is a key concept for education in situations of displacement. Relevance of learning content and curricula is highlighted because of the need to teach critical, sometimes lifesaving, skills.

During an acute emergency phase, a formal curriculum is usually not followed and the content of learning can include only the most simple key messages to keep children safe and reassure them. Displaced children will often be unfamiliar with their surroundings, and unaware of new dangers and risks. Messages might include:

- how to avoid new dangers such as a fast-flowing river or landmines
- what to do if further natural hazards occur
- how to practice good hygiene by washing hands with soap after toilet use
- how to protect oneself from sexual abuse and how to report protection concerns
- how to access health care and food
- conflict management skills
- problem solving and coping skills.

Providing psychosocial support, through opportunities for children to play with peers and, if comfortable, to discuss fears, questions about displacement, future plans or past experiences can also be a very valuable component of a quality education response, particularly in the early phases of an emergency response.

Current guidance, outlined in the Inter-Agency Standing Committee (IASC) Guidelines on Mental Health and Psychosocial Support in Emergency Settings, warns that it is not helpful to over-medicalise the experiences of children in humanitarian situations. It emphasises that the vast majority of children and youth are extremely resilient and can recover from difficult experiences if they are supported, with access to basic services that provide stability and routine, such as education. Only a very small number will experience ongoing severe distress and may need to be referred to health professionals. It is important for teacher training to include guidance on how to recognise children who need further help and provide information about referrals.

Over time, a more formal curriculum is gradually adopted with greater concentration on academic subjects such as literacy and numeracy. At this stage, it is important for Camp Management Agencies to be aware of some of the complex and critical issues that surround more formal schooling during displacement.

FORWARD PLANNING - CONSIDERING CURRICULUM, LANGUAGE AND CERTIFICATION

When possible and appropriate, providing education programmes for children according to the host country’s curriculum is generally recommended. There should be community consultation and careful consideration on the issue of curriculum and language of instruction at all stages. Where feasible, displaced children should be integrated into the national education system, in host community schools. If necessary, additional language support or other catch-up classes should be considered to ensure that all displaced children can fully integrate into surrounding schools.

Providing appropriate education can be particularly challenging in refugee situations and where displaced children cannot be integrated into the local school system. Where integration is not possible, displaced children should receive formal education within camp schools. It is recommended that in most cases the camp schools follow the curriculum of local host community schools. The support and collaboration of national authorities should be sought within camp schools in order to facilitate integration of learners and teachers into the national system in the long term.

The curriculum used should be reviewed to ensure, insofar as possible, that it incorporates considerations of gender equity, special needs, psychosocial support and peace education. In some situations, education has helped to fuel conflict by supporting the mutually exclusive historical narratives of groups in conflict or by portraying certain groups in a discriminatory fashion. It will therefore be important to ensure that the curriculum contributes to, rather than undermines, social cohesion.

The curriculum may need to be adjusted when bridging courses or accelerated learning programmes are used in order to compensate for the disruption to education. All too often, conflict and displacement will result in the presence of numerous over-age students who have been out-of-school for many years and who will require support to catch up with their peers. Where there are a large number of over-age students, it is recommended to establish a separate youth education or accelerated learning programme, rather than try to integrate youth into primary school classrooms with younger children. It may be appropriate to establish a school year according to the relevant school calendar, organise catch-up classes during holidays or, if needed, set aside a separate academic period as a catch-up year.

STUDENT/TEACHER RATIO

For refugee schools, the UN Refugee Agency (UNHCR) recommends one teacher for every 40 pupils. The INEE Minimum Standards recommend that this standard is defined locally, based on realistic limits on class size which will allow the inclusion of all children and youth, including those with disabilities.

DOCUMENTATION SHOULD NOT BE A BARRIER

Camp Management Agencies and education providers should work with national authorities to ensure that documentation is not a barrier to entering or completing education. Sometime displaced children can be refused access to schools or final exams because they are not able to provide recognised identity cards or certificates of prior educational attainment.
Particular efforts may also be required to ensure learners receive certification of their achievements. For refugees and IDPs, certification may be a particular concern at the end of primary or secondary schooling. Additionally, if displacement or repatriation/return occurs in the middle of an academic year, refugees, IDPs and returnees face the challenges of documenting their incomplete year and having it acknowledged. Certification of learning is essential for displaced learners as it facilitates effective reintegration into the education system or job market in the home or host communities.

Recognition of learning certificates by national authorities is often a further challenge, and work should be done with the relevant authorities to ensure that the certificates received by displaced learners will be recognised. This will usually involve work at the policy level with national education ministries in the host and home countries. Partnerships with other education actors, such as UNICEF, United Nations Educational, Scientific and Cultural Organization (UNESCO), the Education Cluster/Sector Lead Agency and teachers’ unions, should be encouraged.

**POST PRIMARY, SECONDARY EDUCATION AND YOUTH INITIATIVES**

**VOICE FROM THE FIELD - “IF THEY DON’T HAVE SCHOOLS, THEY NEED TO MARRY AT 12 OR 13”**

The absence of secondary education in the camp was identified in multiple groups as a major concern for women, particularly adolescent girls. While secondary schools were established in another refugee camp elsewhere in Unity State, families report that they prefer to send male, but not female, children due to cultural and safety concerns. Girls report that the lack of readily-available education for girls makes families more inclined to marry their daughters at an earlier age to minimise the burden they place on their families. One woman reported, “if they don’t have schools, they need to marry at 12 or 13.” This risk factor was confirmed by key informants, particularly those working with adolescent girls.

A Reproductive Health and Gender-Based Violence Rapid Assessment, Yida Refugee Camp, South Sudan, February 2012, International Rescue Committee (IRC).

Youth programmes are critical for young people and their communities. It is essential to offer youth a meaningful learning environment with access to formal and non-formal education, numeracy skills and vocational training. The Camp Management Agency should be proactive in advocating for the establishment of education and training facilities for those above the age of 12 such as secondary schools, vocational training centres and sports clubs.

Programmes should take account of the varying needs of young people of different ages and genders. Camp Management Agencies should ensure that service providers engage learners in an ongoing process to identify and address constraints to accessing education. Specific programmes for girls should include, where applicable, reproductive health services, pre and post-natal care, parenting support, life skills training and counselling services for gender-based violence.

**YOUTH PROGRAMMES**

Experience shows that adolescents and youth are often seriously underserved in camps, which can lead to their potential being wasted and their energy being channeled into anti-social activities. In many conflict situations, adolescent boys may be susceptible to recruitment by military forces, while girls are exposed to an increased threat of sexual abuse or forced marriage. Targeted youth programming helps minimise these risks.

Coordination around youth issues is critical. It is recommended that an inter-sectoral approach is taken to assessing and meeting the particular needs of displaced youth in camp contexts.

**VOICE FROM THE FIELD - YOUTH TASK FORCE IN ZA’ATARI CAMP**

In Za’atari Camp for Syrian refugees in Jordan, a Youth Task Force has been established with support from the Child Protection and Gender-Based Violence Sector Sub-Working Group and the Education Sector Working Group. The Task Force enhances field level coordination to create safe and enabling environments for youth and to ensure effective youth programming. The Task Force also promotes youth participation in planning, designing and implementing both youth and non-youth specific programming.

The crucial element of youth participation is often ignored in programming, even in programmes targeting youth. In displacement situations around the world, youth are essential actors and key agents of change in emergency response and recovery either initiated by them or with the assistance of external actors. In times of crisis, a community’s youth may be its most abundant asset and the Camp Management Agency should consider how to harness youth capacities and support youth initiatives.
EARLY CHILDHOOD DEVELOPMENT (ECD)
Ensuring that young children have appropriate and adequate learning and development opportunities is crucial to their future academic and general well-being. Among other benefits, holistic ECD programmes and activities can help young children:

- access important inter-sectoral services such as healthcare, nutrition, clean water, sanitation and psychosocial support
- learn and play in a safe and protected environment
- develop new skills, including social skills
- prepare for formal education as well as increase their future academic performance and retention.

For young children, learning occurs all the time and should be maximised through creative learning spaces for movement and play, both at home and within the community. Within a camp, child development centres which provide early learning activities through play can integrate essential services such as health care, nutritious meals, availability of clean water, latrines, and adopt child-safety initiatives. Along with providing young children the opportunity to learn and socialise with peers and caregivers, secure learning spaces also provide children with a sense of routine and protection from physical harm.

Early childhood care can also support girls’ enrolment and attendance in schools. Setting up a day-care facility on or near school grounds frees up time for education, particularly for adolescent girls, that might otherwise be devoted to caring for younger siblings.

The Camp Management Agency should apply an early childhood lens to ensure young children’s needs are addressed by various sectors, including education, in integrated ways, and are put into place right from the start of a child’s life and right from the start of a displacement. Often child protection agencies set up child friendly spaces for both physical and psychosocial protection. Therefore the Camp Management Agency must encourage cooperation between education and child protection actors.

Agency should be aware that child and adult learners need different approaches. Adult learning programmes require specific methodologies and techniques that are best implemented by specialised humanitarian agencies or government institutions. If basic literacy and numeracy classes for adults are established, it is recommended that topics also include:

- human rights
- hygiene and sanitation
- gender awareness
- peace building
- environment awareness
- sexual and reproductive health.

Both literacy and numeracy materials are available in many languages and countries, and can often be ordered. Special consideration should be given to the time of day each class is offered to accommodate the schedules of women. Offering accompanying childcare assistance may facilitate participation.

TEACHERS AND OTHER EDUCATION PERSONNEL
IDENTIFICATION AND COMPENSATION
Generally, camp teachers and other education personnel, such as school administrators or vocational trainers, should be recruited from the displaced population. Teachers speaking the mother-tongue(s) of learners should be recruited whenever possible. Special efforts should be made to recruit female teachers in order to provide role models to encourage girls’ enrolment and attainment.

When feasible, the Camp Management Agency should consider identifying qualified teachers during the registration process of the camp population. They should note what level of experience teachers have, their own level of educational attainment, the languages they speak and their gender. Further identification or assessments can also be done through formal announcements and job advertisements. Recruitment and selection of teachers should be non-discriminatory, participatory and transparent. Although often not possible in the first phase of an emergency, it is recommended to evaluate teacher candidates’ capacity and ability through classroom observation and a short interview prior to having them commence work, even if they have diplomas and documentation.

ADULT EDUCATION
Often in camp situations, a percentage of the adult population is non-literate. Women may have been left behind in the education system prior to displacement. The Camp Management...
If qualified teachers are not available, camp residents with the highest level of basic education should be identified in order for them to be trained to work as teachers. The education provider and the education authorities from the host government should assess whether teachers from outside the camp can be integrated into the camp education system.

**VOICE FROM THE FIELD - INNOVATIVE RECRUITMENT STRATEGIES**

UNICEF Pakistan attracted female teachers — in a context where only female teachers are permitted to teach girls — to teach in a school for IDPs by paying them higher salaries than men. Their male relatives were recruited for other school jobs so that it was considered appropriate for the women to work outside of their homes and communities. This strategy of positive discrimination is context-specific and should not be applied as a blanket policy.

Wherever possible, teachers should be paid or compensated for their work. Not only is their contribution essential for the protection and development of the displaced community’s children but also efforts must be made to ensure they are not forced to look for other paid employment. Ideally, in formal education settings teachers should continue to be paid by the government. This may have to be negotiated, especially in decentralised systems where teachers may have crossed provincial or other administrative jurisdictions. How, when, and how much teachers are compensated needs to be part of a coordinated and agreed cross-sectoral approach to issues of payment and compensation. Discussions with the national education authorities and the Education Cluster on issues of teacher compensation is key, to ensure displaced teachers can be formally recognised in their teaching role in the camp setting or at nearby schools.

**TEACHER TRAINING AND SUPPORT**

In many camp situations, it is challenging to identify a sufficient number of qualified teachers, so including capable volunteers with no official qualifications might be necessary. Additional support for untrained teachers such as mentoring or shadowing may be helpful before more formal teacher training is available. Even if teachers are officially qualified, they may benefit from enhancing their capacity and knowledge of:

- up-to-date learning methodologies on learner-centred teaching that is interactive and participatory
- managing mixed age and large classes and non-violent classroom management techniques
- teaching bridging courses or accelerated learning programmes
- child rights and child protection principles, including sexual and gender-based violence (SGBV)
- psychosocial support concepts and strategies including the importance of play and recreation, teaching using a predictable structure, use of child-friendly teaching methods, teaching of life-skills and information about how and where to refer children in extreme distress
- key life skills messages such as landmine awareness, HIV/AIDS prevention, hygiene promotion, hazard awareness, risk reduction, response preparedness and health and nutrition knowledge
- conflict resolution approaches
- refresher courses on formal curriculum content

The Camp Management Agency should liaise with the national authorities and other specialist agencies to ensure that teachers receive appropriate certification and documentation for any training undertaken. In longer-term displacement scenarios, education providers can work with national authorities to strengthen and utilise national teacher training processes and to facilitate the accreditation and recognition of refugee or IDP teachers within the host system.

Even trained and experienced teachers and other education personnel may find themselves overwhelmed by crisis events. They face new challenges and responsibilities and may experience distress. Their ability to cope and provide for learners depends on their own well-being and available support. Camp Management Agencies, working through education providers, can encourage teacher support structures such as regular peer-support focused staff meetings and close monitoring and mentoring systems.

**CODES OF CONDUCT**

Camps are usually stressful environments for displaced persons, including teachers and other school staff. Inappropriate behaviour and abuse of power may occur frequently. As with all other camp staff, paid and unpaid, a code of conduct must be introduced to all personnel involved in education, whether school directors, teachers, classroom assistants, other support staff, administrators or monitors. The code of conduct should specify mandatory consequences for non-compliance.

As outlined in the INEE Minimum Standards, a code of conduct should set clear standards of behaviour for teachers and other education personnel, with clear consequences if standards are not met. It should include commitments that teachers and other education personnel will:

Incentives for new/volunteer teachers should be broadly in line with other camp work programmes so that teachers are not pulled away from the profession. Alternative schemes such as regular training that includes an incentive or food baskets/NFIs can also be utilised if the salary option is not immediately available. Communities can also be encouraged, and are often willing, to contribute in-kind to teachers’ remuneration compensation, through, for example, volunteering the labour necessary to cultivate the teacher’s garden on their behalf.

**TEACHER TRAINING AND SUPPORT**

In many camp situations, it is challenging to identify a sufficient number of qualified teachers, so including capable volunteers with no official qualifications might be necessary. Additional support for untrained teachers such as mentoring or shadowing may be helpful before more formal teacher training is available. Even if teachers are officially qualified, they may benefit from enhancing their capacity and knowledge of:

- up-to-date learning methodologies on learner-centred teaching that is interactive and participatory
- managing mixed age and large classes and non-violent classroom management techniques
- teaching bridging courses or accelerated learning programmes
- child rights and child protection principles, including sexual and gender-based violence (SGBV)
- psychosocial support concepts and strategies including the importance of play and recreation, teaching using a predictable structure, use of child-friendly teaching methods, teaching of life-skills and information about how and where to refer children in extreme distress
- key life skills messages such as landmine awareness, HIV/AIDS prevention, hygiene promotion, hazard awareness, risk reduction, response preparedness and health and nutrition knowledge
- conflict resolution approaches
- refresher courses on formal curriculum content

The Camp Management Agency should liaise with the national authorities and other specialist agencies to ensure that teachers receive appropriate certification and documentation for any training undertaken. In longer-term displacement scenarios, education providers can work with national authorities to strengthen and utilise national teacher training processes and to facilitate the accreditation and recognition of refugee or IDP teachers within the host system.

Even trained and experienced teachers and other education personnel may find themselves overwhelmed by crisis events. They face new challenges and responsibilities and may experience distress. Their ability to cope and provide for learners depends on their own well-being and available support. Camp Management Agencies, working through education providers, can encourage teacher support structures such as regular peer-support focused staff meetings and close monitoring and mentoring systems.

**CODES OF CONDUCT**

Camps are usually stressful environments for displaced persons, including teachers and other school staff. Inappropriate behaviour and abuse of power may occur frequently. As with all other camp staff, paid and unpaid, a code of conduct must be introduced to all personnel involved in education, whether school directors, teachers, classroom assistants, other support staff, administrators or monitors. The code of conduct should specify mandatory consequences for non-compliance.

As outlined in the INEE Minimum Standards, a code of conduct should set clear standards of behaviour for teachers and other education personnel, with clear consequences if standards are not met. It should include commitments that teachers and other education personnel will:

Incentives for new/volunteer teachers should be broadly in line with other camp work programmes so that teachers are not pulled away from the profession. Alternative schemes such as regular training that includes an incentive or food baskets/NFIs can also be utilised if the salary option is not immediately available. Communities can also be encouraged, and are often willing, to contribute in-kind to teachers’ remuneration compensation, through, for example, volunteering the labour necessary to cultivate the teacher’s garden on their behalf.

**TEACHER TRAINING AND SUPPORT**

In many camp situations, it is challenging to identify a sufficient number of qualified teachers, so including capable volunteers with no official qualifications might be necessary. Additional support for untrained teachers such as mentoring or shadowing may be helpful before more formal teacher training is available. Even if teachers are officially qualified, they may benefit from enhancing their capacity and knowledge of:

- up-to-date learning methodologies on learner-centred teaching that is interactive and participatory
- managing mixed age and large classes and non-violent classroom management techniques
- teaching bridging courses or accelerated learning programmes
- child rights and child protection principles, including sexual and gender-based violence (SGBV)
- psychosocial support concepts and strategies including the importance of play and recreation, teaching using a predictable structure, use of child-friendly teaching methods, teaching of life-skills and information about how and where to refer children in extreme distress
- key life skills messages such as landmine awareness, HIV/AIDS prevention, hygiene promotion, hazard awareness, risk reduction, response preparedness and health and nutrition knowledge
- conflict resolution approaches
- refresher courses on formal curriculum content

The Camp Management Agency should liaise with the national authorities and other specialist agencies to ensure that teachers receive appropriate certification and documentation for any training undertaken. In longer-term displacement scenarios, education providers can work with national authorities to strengthen and utilise national teacher training processes and to facilitate the accreditation and recognition of refugee or IDP teachers within the host system.

Even trained and experienced teachers and other education personnel may find themselves overwhelmed by crisis events. They face new challenges and responsibilities and may experience distress. Their ability to cope and provide for learners depends on their own well-being and available support. Camp Management Agencies, working through education providers, can encourage teacher support structures such as regular peer-support focused staff meetings and close monitoring and mentoring systems.

**CODES OF CONDUCT**

Camps are usually stressful environments for displaced persons, including teachers and other school staff. Inappropriate behaviour and abuse of power may occur frequently. As with all other camp staff, paid and unpaid, a code of conduct must be introduced to all personnel involved in education, whether school directors, teachers, classroom assistants, other support staff, administrators or monitors. The code of conduct should specify mandatory consequences for non-compliance.

As outlined in the INEE Minimum Standards, a code of conduct should set clear standards of behaviour for teachers and other education personnel, with clear consequences if standards are not met. It should include commitments that teachers and other education personnel will:

Incentives for new/volunteer teachers should be broadly in line with other camp work programmes so that teachers are not pulled away from the profession. Alternative schemes such as regular training that includes an incentive or food baskets/NFIs can also be utilised if the salary option is not immediately available. Communities can also be encouraged, and are often willing, to contribute in-kind to teachers’ remuneration compensation, through, for example, volunteering the labour necessary to cultivate the teacher’s garden on their behalf.
Codes of conduct must be drawn up in close cooperation with the displaced community, particularly learners and teachers, as well as national education authorities. Agreed codes of conduct should be introduced through proper training, so that everybody involved clearly understands agreed aims, regulations and consequences of non-compliance.

CHECKLIST FOR A CAMP MANAGEMENT AGENCY

PREPAREDNESS, COORDINATION AND ASSESSMENT
- All education actors, including relevant Camp Management Agency staff, are familiar with the INEE Minimum Standards and education providers refer them in their proposals and preparedness plans.
- An Education in Emergencies contingency plan has been developed and is referenced.
- Baseline education information relating to both host and displaced communities has been obtained from the Education Cluster/Sector Lead Agency, national authorities or other education actors.
- As part of preparedness measures, alternative sites to use as collective centres have been identified to reduce the likelihood that education facilities will be used.
- A camp education coordination group with a clearly defined terms of reference has been established to support the provision of education.
- Education Cluster/Sector Lead Agency has been contacted and regular coordination, communication and information sharing is occurring.
- Education data is collected as part of an initial multi-sector rapid needs assessment.
- A representative range of community members and the national authorities have participated in a joint education needs assessment.
- Indicators have been agreed and baseline data collected to measure access, protection, safety and learning outcomes.
- Regular monitoring of the education programme takes place, and data is collected against agreed indicators.
- Action is taken if the education programme does not meet internationally and locally agreed standards.

COMMUNITY PARTICIPATION
- Community Education Committees or PTAs have been established and are fully supported by the Camp Management Agency and education service providers.
- The displaced community is actively engaged in all aspects of educational provision including assessment, programme design, monitoring and evaluation.

EDUCATION ACCESS AND LEARNING ENVIRONMENT
- Relevant education programmes for displaced children and youth are quickly established and are based on results of education needs assessments, and include consideration of early childhood development, primary, post-primary and non-formal education.
- The education provider, relevant education authorities and community work together to identify barriers to education, with particular attention paid to gender, disability and vulnerable groups.
- The quality and effectiveness of the education programmes are frequently monitored and data on the percentage of displaced children accessing school is disaggregated by age and gender, enrolment, attendance, retention, learning achievements, relevance and protection.
- Dropout rates and numbers of out-of-school children and youth are routinely collected and acted upon.
- The location of learning centres is carefully selected, through consultations with children and community members and after careful risk analysis.
- Separate latrines for boys, girls and teachers, hand washing facilities and drinking water are established in all learning sites, even if temporary.
- Learning spaces are safe and accessible for all learners and care is taken over access routes and safety while travelling to and from school. Learning spaces should comply with collectively agreed local and international standards.

TEACHING AND LEARNING
- Education provides children and youth with key lifesaving messages, relevant to the particular context, for example landmine awareness and hygiene practices.
- Psychosocial support is provided through education. Education providers and teachers are aware of key concepts and strategies, including: importance of play and recreation, teaching using a predictable structure, use of child-friendly teaching methods, teaching of life-skills and information about how and where to refer children in extreme distress.
- The community is consulted, including children and youth themselves, when making decisions on language and curriculum of instruction.
- Appropriate learning certification is issued in a timely way, and certificates are recognised by hosts and home authorities.
TEACHERS AND OTHER EDUCATION PERSONNEL

✔ Both male and female teachers from the displaced population are identified.

✔ Teachers are adequately compensated for their work, as agreed with communities and national education authorities.

✔ Teachers receive regular training on child-friendly teaching, key lifesaving messages and other relevant curriculum content in line with national systems.

✔ Teacher training certificates are provided and host authority accreditation sought for teachers from the displaced community.

✔ A code of conduct is developed collectively with teachers and learners. Teachers and other education personnel are trained on its contents and key child protection principles. There are consequences if codes are breached.

✔ The psychosocial needs of teachers are considered within education programming, and teachers are encouraged to form peer support groups.

✔ When appropriate, trusted community members are identified to work as volunteer classroom assistants to support teachers, encourage students and enhance child protection.

TOOLS

TOOLS AND REFERENCES

All tools and references listed below are available on the electronic Camp Management Toolkit either on the USB memory stick accompanying every hardcopy or from the website: www.cmtoolkit.org.

- International Network for Education in Emergencies (INEE), 2009. Guidance Notes on Teacher Compensation in Fragile States, Situations of Displacement and Post-Crisis Recovery
- INEE, 2010. Pocket Guide to Gender

REFERENCES

- Inter-Agency Standing Committee (IASC), 2007. Guidelines on Mental Health and Psychosocial Support in Emergency Settings (Section 7 relates specifically to education)
- INEE, 2010. Guidance Notes on Safer School Construction
- INEE, 2010. Guidance Notes on Teaching and Learning
- INEE, 2013. Conflict Sensitive Education Resource Pack
- INEE, 2013. Engaging Youth-Led and Youth-Focused Organizations in Disaster Relief Efforts
- UNESCO, 2009. Certification Counts: Recognizing the Learning Attainments of displaced and refugee students
- UNESCO, 2009. Guidelines for the Design and Effective Use of Teacher Codes of Conduct
- University of Oxford’s Refugee Studies Centre, on Children and crises