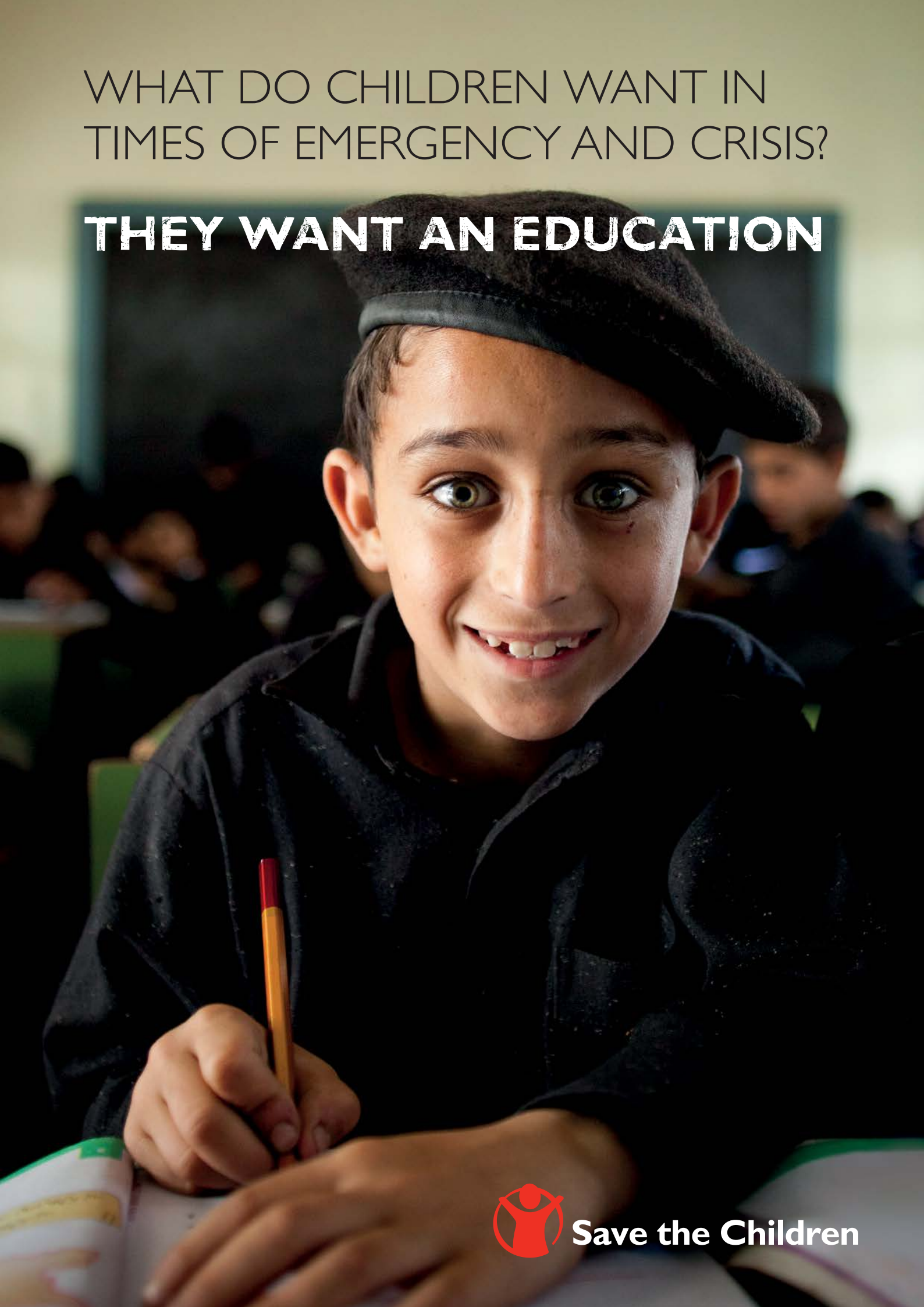
WHAT DO CHILDREN WANT IN TIMES OF EMERGENCY AND CRISIS?

THEY WANT AN EDUCATION



Save the Children

Save the Children works in more than 120 countries.
We save children's lives. We fight for their rights.
We help them fulfil their potential.

Acknowledgements

Save the Children would like to acknowledge that this report is based on the review of 16 studies produced by a number of child-focused organisations, including Save the Children, either independently or in coalition. For the full list of publications that informed the development of this report, please see the resource box at the end of this document.

* Indicates name has been changed to protect identity

Published by
Save the Children
1 St John's Lane
London EC1M 4AR
UK
+44 (0)20 7012 6400
savethechildren.org.uk

First published 2015

© The Save the Children Fund 2015

The Save the Children Fund is a charity registered in England and Wales (213890) and Scotland (SC039570). Registered Company No. 178159

This publication is copyright, but may be reproduced by any method without fee or prior permission for teaching purposes, but not for resale. For copying in any other circumstances, prior written permission must be obtained from the publisher, and a fee may be payable.

Cover photo: Noman, 7, at a primary school in Khyber Pakhtunkhwa Province, Pakistan (Photo: Asad Zaidi/Save the Children)

Typeset by Grasshopper Design Company

WHAT CHILDREN TELL US THEY WANT IN TIMES OF EMERGENCY AND CRISIS

When children living in crisis are asked what they need most, time and time again they tell us they want to continue their education:

- According to **16 studies** from eight organisations[1] covering **17 different emergencies** – ranging from conflict to protracted crises and disasters – reflecting the voices of **8,749 children**, **99% of children** in crisis situations **see education as a priority**.[2]
- In **eight studies surveying 4,713 children** in nine emergency-affected countries where children were asked to rank their needs in order of priority, **38% of children** identified **education as their first priority**, and for **69% of children**, **education** was among **their three most highly prioritised sectors**.

Children affected by crisis clearly prioritise education, alongside other essential needs such as food and livelihoods. Yet, the international community consistently fails to answer their call. Instead, education is regularly under-prioritised in humanitarian responses and is significantly underfunded by humanitarian donors.[3] This lack of priority and funding has left at least 28.5 million primary school-aged children living in conflict-affected countries without an education. They now disproportionately constitute half of the world's out-of-school children.[4]

WHY WE NEED TO LISTEN TO WHAT CHILDREN WANT

Listening to what children in crisis have to say is not only a moral and ethical responsibility for donor and humanitarian actors, it is also a humanitarian obligation.

Children's right to participation is recognised in the United Nations Convention on the Rights of the Child (UNCRC), which provides rights for children to express their views and 'be heard and taken seriously'. Being accountable to the needs and priorities of affected populations in time of crisis is also a key principle of humanitarian action. As provided in the Commitments on Accountability to Affected Populations,[5] the views of people affected by crisis must be actively sought and they must be involved in decision-making processes that affect them.

Consulting children about their needs and priorities in times of emergency and crisis should therefore be an imperative of humanitarian action. The UNCRC also enshrines children's right to an education – so when they tell us that they want their right to an education prioritised, we need to listen.

Children can also demand their right to be heard as one of the largest constituency groups living in crisis. It is estimated that 403 million school-aged children live in 35 crisis-affected countries[6] – one-third of the 1.5 billion people who live in fragile and crisis-affected contexts.[7] The proportion of children living in crisis is likely to be much higher if we consider that children make up 50% of populations in 17 of the world's developing countries,[8] that 51% of the 19.5 million refugees worldwide are under 18 years old,[9] and that 875 million children live in high seismic zones with the education of 175 million children likely to be affected by disaster – including landslides, floods and recurring, smaller-scale emergencies – every year.[10]

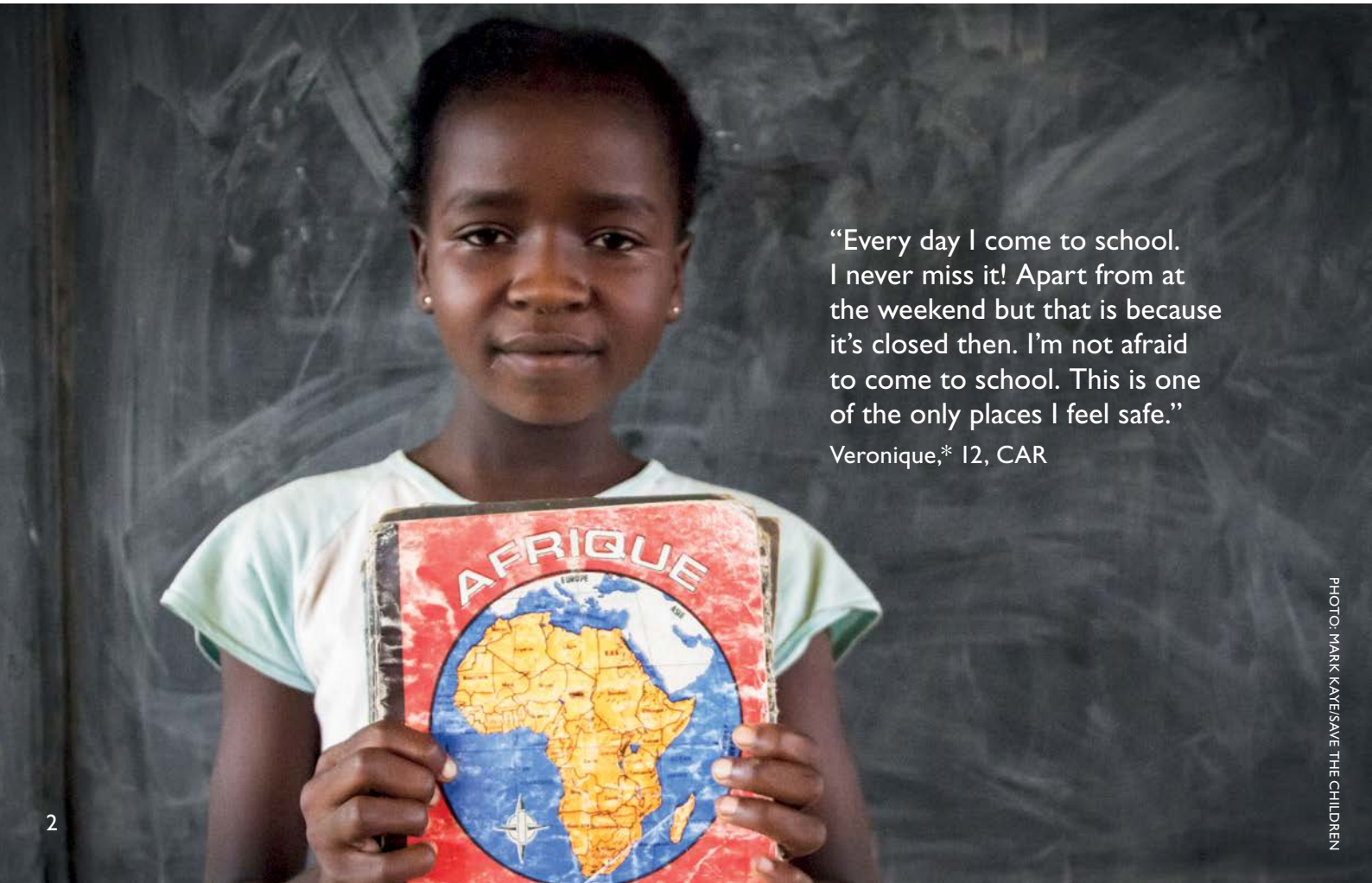
WHY CHILDREN WANT THEIR EDUCATION TO CONTINUE IN TIMES OF EMERGENCY AND CRISIS

WE CAN'T WAIT FOR OUR EDUCATION

> "We don't want delay. If we delay, we will remain behind."
>
> 15-year-old boy, South Sudan

Children are fully aware of the transformative power that education can have on their lives. They understand that education is the key to their future and their hopes for a better life. Being economically self-reliant as adults seems to be a key concern for children who want a stable life. They see education as providing them with the skills to achieve their dreams. Children affected by emergencies also see education as a means to help them better cope in future crises and to rebuild their lives as well as their countries. For example, children often say education will help them enter professions linked with helping others or resolving the crisis they are experiencing[11] – such as doctors, nurses, teachers, leaders, lawyers or judges.

> "I want to be a magistrate. All those people who have done wrong will have to come to my court. If they're guilty, I will judge them and send them to jail. When I finish school that's what I'm going to do."
>
> Angela,* 12, Central African Republic (CAR)



"Every day I come to school. I never miss it! Apart from at the weekend but that is because it's closed then. I'm not afraid to come to school. This is one of the only places I feel safe."

Veronique,* 12, CAR

PHOTO: MARK KAYE/SAVE THE CHILDREN

"Right now I feel I've forgotten what I've learnt, I've forgotten everything."

Laila,* 9, Syria

PHOTO: KHALIL ASHAWI/SAVE THE CHILDREN

PHOTO: LOUIS LEESON/SAVE THE CHILDREN

"I can say that I am hopeless. How can I go back to school? Who can pay for me? I've completed my level, so where am I? After Ebola, where am I?"

Mark,* 16, Ebola survivor, Sierra Leone

Children recognise the link between a lapse in their education and the impact this can have on their future. They regularly voice delay in their education as a key concern from the early stages of a crisis. Children can perceive time differently to adults and a few months out of school may seem like a much longer period of time to them. This means children tend to feel particularly anxious about any period of time they are out of school and the learning they are missing out on. They fear they will not be able to catch up and start to worry that the longer schools are closed, the more likely they are to forget what they previously learned. In Sierra Leone, during the Ebola crisis, children said they felt they were becoming "backward".[12]

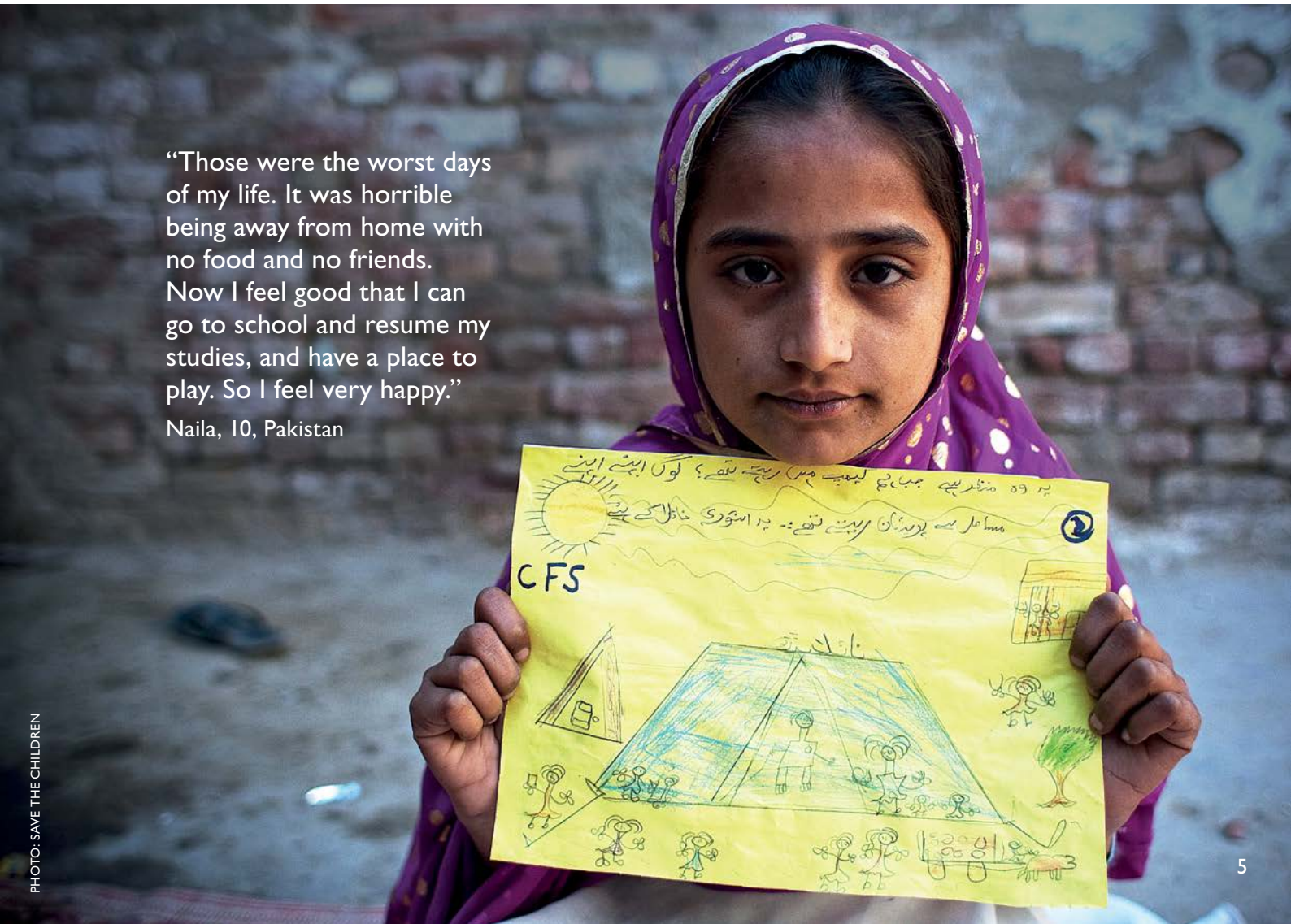
It is no surprise that children regularly say they cannot wait for their education. In the Democratic Republic of Congo (DRC), 95% of the children consulted[13] said they wanted education to restart as soon as possible. When asked at what point an emergency education response should be provided, 49.2% of children in South Sudan replied "Straightaway."[14]

WE ARE PROTECTED WHEN WE ARE IN SCHOOL

Crises can lead to children being in unstable situations where they are less supervised, either because they are separated from or have lost a caregiver, or because their family is absent for longer periods of time than normal, either trying to find work or working longer hours. Children in these situations say schools are places where they feel safe and protected. In Dollo Allo refugee camp, in Ethiopia, child protection workers recognised that education was particularly important for unaccompanied children arriving at the camp as school immediately provided them with a secure environment.[15]

> "I sometimes feel safer at school than when I'm not."
>
> 16-year-old boy, South Sudan

When out of school, children often stress that they have nothing to do, no hope for the future, and are left to roam alone. Education helps them stay off the street and protects them from harm. Children



"Those were the worst days of my life. It was horrible being away from home with no food and no friends. Now I feel good that I can go to school and resume my studies, and have a place to play. So I feel very happy."

Naila, 10, Pakistan

PHOTO: SAVE THE CHILDREN

surveyed in Sierra Leone,[16] the Philippines[17] and South Sudan[18] associated being out of school with getting involved in high-risk activities such as crime or addiction.

> "When we're not in school we have freedom to do something wrong."
>
> 10-year-old, South Sudan

In times of emergency and crisis, children are acutely aware of the impact disaster has on their families' income-generating ability. For example, after Typhoon Haiyan, children expressed worries about their fathers not being able to fish and said they were "scared they wouldn't be able to go back to school".[19] In the aftermath of the earthquakes in Nepal, children have said that the increased burden of fetching water, helping their parents build shelters and other tasks is preventing them from studying.[20] In such situations, children often feel a pull to take on new responsibilities to help their families.

> "With Yolanda [Typhoon Haiyan], children are forced to mature and will prioritise activities that will make the family survive first."
>
> Adolescent boy, Philippines

The lack of educational opportunities can lead children to lose hope in the future. They are also more likely to look for work, especially if they have nothing to do when schools are closed. While child labour existed before the crisis, children in South Sudan said one of the reasons why they were working was because the schools were closed or they had shorter school days.[21]

> "Before Ebola, I never sold anything because I was going to school. Now I'm a trader."
>
> Adolescent boy, Sierra Leone

Children who are out of school during times of crisis are also more vulnerable to recruitment by armed groups. Children regularly report that schools can protect them from this practice. Although schools are not always immune from the risk of recruitment, teachers and educational personnel can act as a deterrent to armed groups wanting to target children. In the DRC, where 33,000 former child soldiers have been demobilised but where child recruitment is still prevalent,[22] more than 90% of boys interviewed believed that being in school made them less likely to be targeted by forced recruitment or to voluntarily join armed groups.[23]

> "When the militia took me, I wasn't in school because my parents had died. I was in the village – this is where they take you."
>
> Adolescent boy, DRC

Children living in crisis situations are also at greater risk of sexual and gender-based violence and exploitation. Children who are out of school – and girls in particular – are even more at risk because they are likely to be unsupervised, especially when they travel alone or are working. In the DRC, 90% of the girls interviewed reported sexual and gender-based violence as their principal concern and a key risk they were facing.[24] They said that education could shield them from this risk.

> "In the village or camp, girls can be raped. The armed groups can come and rape, or make you go with them to be their wife. When I'm at school I feel protected from this because they don't come here."
>
> 13-year-old girl, DRC

In South Sudan, girls and their families reported that schools were protecting them from sexual violence.[25] In Nepal, girls in particular have reported feeling more vulnerable to sexual exploitation and abuse, and there are fears that if children cannot return to school pre-existing problems of child labour, trafficking, forced prostitution and sexual and gender-based violence may increase.[26]

> "Before Ebola, I concentrated on my school work. But now men are sexually harassing me because I'm always at home."
>
> Teenage girl, Sierra Leone

In times of emergency and crisis, girls who are not in school are also vulnerable to forced or early marriage. As families' livelihood options become restricted and financial pressures increase, parents may deprioritise girls' education and withdraw their daughters from school to take over domestic responsibilities while they work more or look for work. As parents' ways of coping diminish, they may also try to marry a daughter early to relieve the family's financial burdens or to provide for their daughter's future. Children and their families often report an increase in early marriage and teenage pregnancy during crisis and see this as a consequence of girls not attending school. In Sierra Leone, children reported in two assessments that they thought girls were more likely

PHOTO: ANNIE BODMER-ROY/SAVE THE CHILDREN

"On Monday the rebels came into the school. They didn't like the way some of the girls were dressed. They yelled at us, saying that what we were wearing wasn't good. It made me scared. They broke our desks, destroyed our schoolbooks and our things. I didn't want them to destroy our things. I didn't like what they were doing at all. School is supposed to be a place where we learn things."

Sita,* 12, Mali

to get pregnant if they were not occupied or in a safe environment like that provided by school.[27] In times of crisis, girls often see marriage as their only option for the future. For example, in the Ebola context, teenage girls reported that they wanted to start their own families due to losing hope in school reopening and a sense that their future options were dwindling.[28]

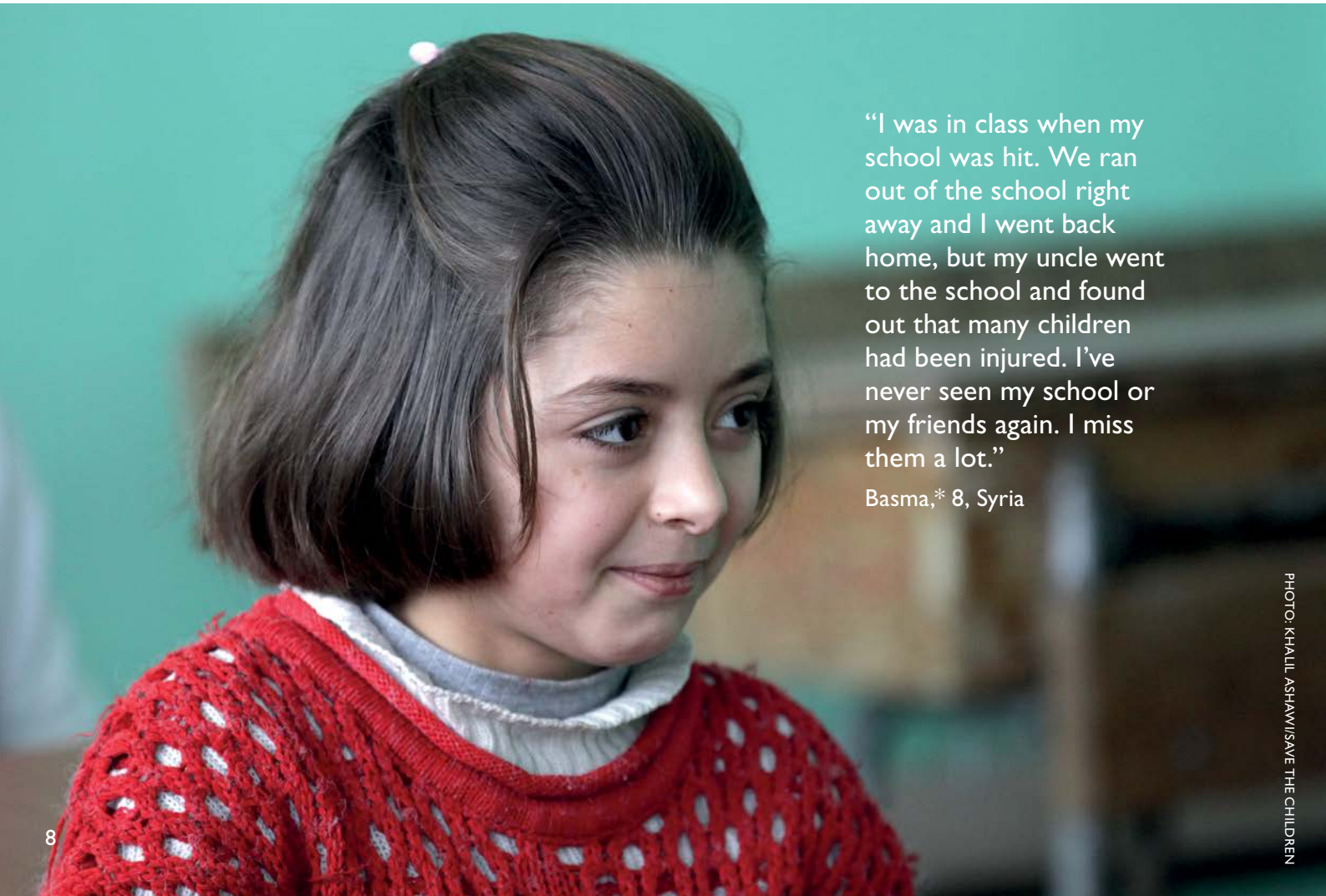
> "We've lost our focus on school work. That's why most of our friends have become pregnant. Many girls think that schools will not re-open and Ebola will never end so that's why they've started creating their own families."
>
> Teenage girl, Sierra Leone

WE WANT TO GO TO SCHOOL WITHOUT FEAR

While children recognise that being in school helps protect them, it is important to highlight that in some contexts, particularly active conflicts, like Syria, or high disaster-prone areas, like Nepal, children first and foremost want to feel safe in school before they continue their learning.

Across the world and particularly in conflict-affected areas, education is increasingly under attack and schools, students and teachers are often targeted by armed groups. In Syria, where 68 attacks on schools were reported in 2014 and at least quarter of schools have been destroyed or damaged as a result of the conflict, children said they valued protection (81%) over education (12%), but their reason for this was because they felt they needed to be safe to be able to go to school.[29] In the same assessment, parents said they forbade their children from going to school to avoid risks while travelling to school or at school and because their children said schools were unsafe places.[30]

> "One day I was walking to school and suddenly they started attacking the school. […] I rushed back home quickly because I was scared, but most of my friends were already in school and that day ten children died. After this incident children stopped going to school and then the school closed, so we couldn't continue our education."
>
> Alia,* 9, Syria



> "I was in class when my school was hit. We ran out of the school right away and I went back home, but my uncle went to the school and found out that many children had been injured. I've never seen my school or my friends again. I miss them a lot."
>
> Basma,* 8, Syria

PHOTO: KHALIL ASHAWI/SAVE THE CHILDREN

Children living in disaster-prone countries are also at high risk of injury and death, especially when they are learning in poorly constructed schools. Since 2001, more than 22,000 schools were destroyed during major hazard events because they were not built to be disaster resilient. Since 2004, over 28,000 children have been killed in schools due to poor construction.[31] In the 2005 Pakistan earthquake alone, a staggering 17,000 schoolchildren were killed and 50,000 injured.[32]

> "I remember watching my children go down this road. They didn't return."
>
> Father, Pakistan

The impact of disasters on poorly constructed schools can have serious consequences on children's access to education in the years that follow. In Pakistan for example, only 20% of schools have been rebuilt in the ten years since the earthquake struck.

> "I have been studying here [in a tent in Pakistan] all the way through. When I was small I remember vaguely that we used to huddle like this in tents. Now we are in Class 6, but we still study in tents. How can we study?"
>
> Adolescent girl, Pakistan

It is no wonder that on seeing the impact of disasters on their schools, children often report being too scared to go back, especially if they think their schools are unsafe and prone to collapse. This is happening in Nepal, where nearly 7,000 schools were destroyed or significantly damaged in the recent earthquakes. Children are reporting that although they want to return to school, they are afraid to return to schools that are not "earthquake resistant". After the Haiti earthquake, children also emphasised that they were afraid of being in school "due to the risk of aftershocks and flooding" because they had seen their school collapse and kill four students.[33]

> "I don't feel like going to the school because buildings are damaged completely and it looks scary."
>
> Young girl, Nepal

Children also say they want to know how to cope better in the event of another disaster and how to protect themselves from increased risks.[34] As we have seen during the Ebola outbreak, children also see schools as unsafe in times of a health crisis and want to know how to better protect themselves and continue learning. In Sierra Leone, many children expressed their fear of going back to school due to risks of catching Ebola through physical contact with their friends and because of the lack of hygiene facilities in the school.[35]

> "I'm scared to return to school because I don't know the status of my friends, and I worry that I will catch Ebola and make my family sick."
>
> Young boy, Sierra Leone

WE FEEL BETTER WHEN WE'RE IN SCHOOL

A crisis has a significant negative effect on children's emotional wellbeing. Crises create unstable situations for children, who may be displaced, be separated from family or caregivers, or lose their homes. Many may have witnessed violence and experienced traumatic events. Children living in active conflicts like Syria, feel as though they are under continual threat and live in a constant state of fear, or in disaster prone areas, like Nepal, no longer feel that their schools are safe. In these situations, children will feel distressed and anxious, and sometimes suffer deep psychological impact, especially if they do not receive the right support. Parents will most likely also be suffering from anxiety and stress and may be unable to adequately support their children as they would in normal circumstances.

Being in school can help children recover from shock and trauma and cope with their stress and anxiety. In school they can receive dedicated psychosocial support or class time can be adapted to assist their recovery through play and creative activities. Children regularly said school provided them with a place to learn and play, and to forget about traumatic issues.

> "Someone who has gone to school can control their anger and emotions. […] Uneducated children are less able to cope with trauma."
>
> 15-year-old boy, South Sudan

Children also clearly recognise that being back in school can make them feel better. In a recent assessment in the Central African Republic, 75–90% of children affected by the most recent

crisis reported that what they needed most was psychosocial support and to go back to school.[36] After the Haiti earthquake, children wanted schools to reopen because they believed it would bring a sense of normalcy to their lives and they would receive psychosocial support.[37]

> "If you don't go back to school straightaway, you still feel sad."
>
> 10-year-old boy, South Sudan

Schools are also places where children can learn how to react and protect themselves in times of crisis, which helps them manage their anxiety in uncertain or unstable situations. In the DRC, children explained that education was helping them to protect themselves against risks they could potentially face.[38]

> "Now I've studied, it helps me see when things are dangerous – and if you've studied you can express yourself better, and that makes you safer, especially if militia ask you a question."
>
> 15-year-old boy, DRC

Throughout the Asia Pacific region, children also reported benefiting from their involvement in risk-reduction and resilience programmes.[39]

> "If children are taught disaster preparedness, they will bring change in society as they are the future keepers of the villages and schools. Children today will become parents tomorrow, which will ensure that they pass this knowledge to their children, making disaster preparedness a practice, which will be passed from generation to generation."
>
> Young child, Sri Lanka

In emergency contexts, healthcare services are often disrupted or break down, which can make communities vulnerable to disease. Food insecurity can also be a major threat. Through school, children can access essential health services and food. As we have seen in the Ebola context, children see schools as places where they can get information about how to stay healthy and safe.

PHOTO: TOM VAN CAKENBERGHE/SAVE THE CHILDREN

Save the Children is supporting the setting up of temporary learning centres and child-friendly spaces throughout Nepal so that children have the space and support they need to play, recover and access education while schools are rebuilt and repaired.

PARENTS ALSO PRIORITISE EDUCATION IN TIMES OF EMERGENCY AND CRISIS

It is not only children who want education to be prioritised in times of emergency and crisis. Parents, caregivers and communities also consider education as an essential need that should be provided alongside food, shelter and water.

In North Kivu, DRC, 27% of parents considered education as their first priority, making it the second most prioritised need after food. Education was recognised as the most highly prioritised need by community leaders (32% of 15 community leaders).[40] In Dollo Ado refugee camp, Ethiopia, although parents' choices were highly influenced by their immediate context (drought), education was still one of their top priorities, ranking fourth after water, food and shelter.[41]

In Haiti, a survey of adults before and after the 2010 earthquake found that although education was not ranked as a priority before the earthquake, adults identified it as their second most prioritised need after the earthquake, and the rebuilding of schools as their second highest priority for reconstruction plans.[42] In Lebanon, Syrian refugee families report children's education as a major concern; when asked about their worries, "no education for children" was one of their biggest fears after issues such as poverty, remaining a refugee and lack of work.[43] An assessment of Syrian refugees in Jordan, Lebanon and Iraq has shown that 80% of caregivers identified lack of access to education as their main source of stress.[44]

> "Both my mum and dad always said that even if they had to sell water, they'd always send me to school."
>
> Sandrise, 16, Haiti

Even when families' livelihoods are severely threatened and they are under acute financial pressure, parents still allocate a portion of the scarce amount of money they either earn or receive as aid to ensure their children can still go to school. In studies analysing unconditional cash transfer schemes in Haiti, Swaziland and DRC, families often reported education as the third or fourth highest priority expenditure, often just after food and livelihoods.[45]

MAKING SACRIFICES FOR THEIR CHILDREN'S EDUCATION

Parents may take considerable risks to ensure their children can access an education. In the DRC, parents report carrying loads of up to 60kg for a distance of 10km to earn extra money to send their children to school.[46] Mothers in particular put themselves at great risk by working in unsafe situations in order to earn more money.

> "The mums will trek all the way into the forest, where they risk being raped, to buy cheaper bananas that they can sell and use the money to send their children to school."
>
> Community leader, DRC

There have also been reports of some parents delaying their exit from Syria so their children could take end-of-year exams. Others have arranged for their children to briefly make the trip back to Syria to sit official exams when they have not been able to continue their education in host countries. Some parents have made the risky return to collect the documentation their children need to enrol in school in host countries – documents that were left behind in the rush to escape.[47]

> "I arrived with two of my children three days ago [June 2012]. My other two daughters stayed in Damascus with their father to finish their end-of-year exams…I am worried about my husband and two girls but they were so keen on going back to school that I couldn't stop them. I hope they make it to Lebanon safely."
>
> Hanane, 33, Lebanon

"Most of those committing evil here in CAR have not been to school, they can't have been. No one educated would do these things."

Stefan,* 15, CAR

PHOTO: MARK KAYE/SAVE THE CHILDREN

THE COST OF FAILING TO INVEST IN CHILDREN'S EDUCATION IN TIMES OF EMERGENCY AND CRISIS

Children's anxiety about the impact crisis has on their education is well founded. Children in conflict-affected countries are more than twice as likely to be out of school than those in other contexts. And, if they are in school, they are a third less likely to complete primary school, and 50% less likely to complete lower secondary education.[48]

Children are also right to be concerned that being out of school, even for a short period of time, will have an impact on their future. The less education a child receives, the more likely they are to have limited earning potential and to live in poverty. This has key multiplier effects in terms of health and development impacts.[49] Less-educated girls in particular are more likely to become pregnant, marry early, have more children, and lose more of their children in infancy – all of which have negative consequences on their physical and economic wellbeing.[50] Conversely, some economists estimate that every additional year of schooling a child receives boosts their future income by 10% and increases a country's GDP by 18%.[51] Similarly, it is estimated that if every child learned to read and write, 171 million people would be lifted out of poverty, cutting world poverty by 12%.[52] As detailed above, being out of school puts children's wellbeing and protection at greater risk in a time of crisis and they are also more likely to miss out on access to essential services and life-saving information.

When children do not have safe spaces or the psychosocial support that school can provide, they are at risk of not recovering from trauma. This can have long-term impacts on their emotional well-being, which will, in turn, affect their productivity and society at large.

The role that education can play in national and global peace and stability cannot be underestimated. The inequalities that come from a lack of access to quality education can generate a sense of injustice and grievance and increase the likelihood of conflict. As recognised by Liberia's Truth and Reconciliation Commission, lack of access and unequal access to education were key contributors to the country's civil war.[53]

> "Before I came to school I had the spirit of an assassin because of what they did to me. But here I've started to become like a normal person again. The taste of study made me want to be like I was before. I'm happy to be here – being in school has enabled me to get over that time in the militia by developing knowledge."
>
> 15-year-old boy, DRC

Conversely, research shows that education can reduce the likelihood of conflict by increasing opportunities for young people.[54] Without a good education, children also miss out on learning key skills that will make them less likely to use violence to resolve issues and more likely to support democratic action and accountability as well as respect for human rights. A survey has also shown that increased levels of education are linked to increased tolerance towards other groups.[55]

> "I learnt loads of new skills like the importance of friendship, cooperation and patience. Now me and my friends help other children with the things we have learned."
>
> Asiyah, 11, Iraq

IT'S TIME TO ACT

Children want to continue their education in times of emergency and crisis. They are telling us that it is the key to their future, their protection, their happiness and their health – and that it cannot be delayed.

Donors, humanitarian actors and national governments need to start listening to what children want. It is time for them to:

- ensure that children can continue to access an education, and the protection it can provide, in times of emergency and crisis by prioritising, funding and delivering education in humanitarian responses as soon as possible
- ensure that children's education does not stop when the humanitarian response is over but continues as countries recover and rebuild
- reduce the impact of disasters and epidemics on children's learning by prioritising and investing in resilient education systems and safe school infrastructure, and ensuring that children and communities know how to prevent and respond to crisis
- ensure schools are safe places for children by protecting them from attack, military use and the impacts of disaster and epidemics
- recognise that a good-quality education response must provide children with psychosocial support
- support parents to support their children's continued education by ensuring that adequate livelihood and aid assistance is provided.

"It's very important to go to school in this camp because then when I finish my studies I can become a teacher or a nurse, someone who is great in the nation and can help rebuild what has been destroyed. If there was no school I wouldn't be happy. When I go to school everything I have gone through starts to disappear in my mind, and I no longer remember. That's the goodness of school."

Innsaf, 13, Doro refugee camp, South Sudan (pictured opposite)

PHOTO: COLIN CROWLEY/SAVE THE CHILDREN

ENDNOTES

[1] See box at the end of this report.

[2] Nearly all the children surveyed in these studies (99%) included education in their top five priority needs.

[3] Save the Children UK, 2015. *More and Better: Global action to improve funding, support and collaboration for education in emergencies*

[4] Children living in conflict-affected contexts constitute 22% of the world's primary school-aged population yet make up 50% of those out of school. See UNESCO, 2015. *Education for All 2000–2015: Achievements and challenges*

[5] See http://interagencystandingcommittee.org/node/2808

[6] Note age group referred to is 5–15 year olds. See Overseas Development Institute, 2015. *Education in Emergencies and Protracted Crises: Towards a Strengthened Response – Background Paper for the Oslo Summit on Education for Development*, p.8.

[7] http://www.unmultimedia.org/radio/english/2013/02/more-than-1-5-billion-people-still-live-in-conflict-affected-countries-escap/

[8] UNFPA, 2014. *The Power of 18 Billion: Adolescents, youth and the transformation of the future*

[9] http://www.unhcr.org.uk/about-us/key-facts-and-figures.html

[10] Plan International, 2014. *Making the Economic Case for Safe Schools*

[11] Save the Children, CARE, Intersos, World Vision, 2015. *Hear it from the Children: Why providing education in emergencies is critical in South Sudan* (pending publication)

[12] Save the Children, UNICEF, Plan, World Vision, 2015. *Children's Ebola Recovery Assessment: Sierra Leone*, p9

[13] Save the Children, 2014. *Hear it from the Children: why education in emergencies is critical – A study of the role of education for conflict-affected communities in the Democratic Republic of Congo and Ethiopia*, p31

[14] Save the Children, CARE, Intersos, World Vision, 2015. Hear it from the Children: Why providing education in emergencies is critical in South Sudan (pending publication)

[15] Save the Children, 2014. *Hear it from the Children: why education in emergencies is critical – A study of the role of education for conflict-affected communities in the Democratic Republic of Congo and Ethiopia*, p40

[16] Women's Commission for Refugee Women and Children, 2002. *Precious Resources: adolescents in the reconstruction of Sierra Leone – participatory research study with adolescents and youth*, p17

[17] World Vision and Tango, 2014. *Typhoon Haiyan Response Baseline Report*, p 39–40

[18] Save the Children, CARE, Intersos, World Vision, 2015. *Hear it from the Children: Why providing education in emergencies is critical in South Sudan* (pending publication)

[19] Save the Children, UNICEF, Plan, World Vision, 2013. *After Yolanda: What children think, need and recommend*, p10

[20] Based on consultations with children in earthquake-affected districts in Nepal in May and June 2015.

[21] World Vision, 2014. *Fear and Want: children living in crisis in South Sudan*, p13

[22] UNOCHA, 2012. *DRC – Helping Child Soldiers Back into Society.* 26 March 2012 http://www.unocha.org/top-stories/all-stories/drc-helping-child-soldiers-back-society

[23] Save the Children, 2014. *Hear it from the Children: why education in emergencies is critical – A study of the role of education for conflict-affected communities in the Democratic Republic of Congo and Ethiopia*, p36

[24] Ibid, p39

[25] Save the Children, CARE, Intersos, World Vision, 2015. *Hear it from the Children: Why providing education in emergencies is critical in South Sudan* (pending publication)

[26] Based on consultations with children in earthquake-affected districts in Nepal in May and June 2015

[27] Plan, 2015. *Ebola: Beyond the health emergency – Research into the consequences of the Ebola outbreak for children and communities in Liberia and Sierra Leone*

[28] Save the Children, UNICEF, Plan, World Vision, 2015. *Children's Ebola Recovery Assessment: Sierra Leone*, p19–20

[29] War Child Holland, 2014. *Syria Child Rights Situation Analysis*, p20

[30] Ibid, p23

[31] UN Office of Disaster Risk Reduction, 2012. *Assessing School Safety from Disasters: a Global Baseline Report*

[32] INEE and World Bank, 2009. *Guidance Notes on Safer School Construction*

[33] Plan, 2010. *Anticipating the future: children and young people's voices in Haiti's Post Disaster Needs Assessment (PDNA)*, p7

[34] Plan International, Save the Children, UNICEF, UNISDR and World Vision, 2013. *Towards the resilient future children want: a review of progress in achieving the Children's Charter for Disaster Risk Reduction*, p13

[35] Save the Children, UNICEF, Plan, World Vision, 2015. *Children's Ebola Recovery Assessment: Sierra Leone*, p11

[36] War Child, 2014. *CAR – A Vicious cycle for children*, p11

[37] Plan, 2010. *Anticipating the future: children and young people's voices in Haiti's Post Disaster Needs Assessment (PDNA)*, p7–8

[38] Save the Children, 2014. *Hear it from the Children: why education in emergencies is critical – A study of the role of education for conflict-affected communities in the Democratic Republic of Congo and Ethiopia*, p35

[39] Save the Children, 2015. *Disaster Risk Reduction in the Education Sector – Save the Children's Experience in Asia*

[40] Save the Children, 2014. *Hear it from the Children: why education in emergencies is critical – A study of the role of education for conflict-affected communities in the Democratic Republic of Congo and Ethiopia*, p27

[41] Ibid

[42] Oxfam, 2010. *Haitians Talk About Rebuilding the Country after the January 12, 2010 Earthquake*

[43] Beirut Research And Innovation Center, 2013. *Survey on the Livelihoods of Syrian Refugees In Lebanon*, p20

[44] Child Protection Working Group, 2013. *Syria Child Protection Assessment*

[45] Overseas Development Institute, 2015. *Investment for education in emergencies*, p11–12

[46] Save the Children, 2014. *Hear it from the Children: why education in emergencies is critical – A study of the role of education for conflict-affected communities in the Democratic Republic of Congo and Ethiopia*, p29

[47] Save the Children, 2014, *Futures under Threat*, p25

[48] UNESCO, 2015. *EFA Global Monitoring Report: Humanitarian Aid to Education – Why it Matters* (pending publication)

[49] UNESCO, 2014. *EFA Global Monitoring Report: Teaching and Learning – Achieving quality for all*, p141–185

[50] Ibid

[51] UNICEF, 2015. *The Investment Case for Education and Equity*

[52] UNESCO, 2014. *EFA Global Monitoring Report: Teaching and Learning – Achieving quality for all*, p13

[53] UNESCO, 2011, *EFA Global Monitoring Report: The Hidden Crisis – Armed Conflict and education*, p160

[54] G Østby and H Urdal, 2011. *Education and Conflict: What the Evidence Says*

[55] Y Chzhen, 2013. *Education and democratisation: tolerance of diversity, political engagement, and understanding of democracy*

STUDIES THAT INFORMED THE DEVELOPMENT OF THIS REPORT

Syria – Child Rights Situation Analysis (War Child Holland, 2014); Precious Resources: Adolescents in the Reconstruction of Sierra Leone (Women's Commission for Refugee Women and Children, 2002); Typhoon Haiyan Response: Baseline Report (World Vision Philippines, 2014); After Yolanda: What Children Think, Need and Recommend (UNICEF, Save the Children, Plan, World Vision, 2013); C.A.R. – A Vicious Cycle for Children (War Child UK, 2014); Hear it from the Children South Sudan (Save the Children, CARE, Intersos, World Vision, 2015); Fear and Want: Children Living in Crisis in South Sudan (World Vision, 2014); Impact Evaluation Report of the South Sudan Education Cluster (People First Impact Method, 2013); Silent Suffering: the Psychosocial Impact of War, HIV and other High-Risk Situations on Girls and Boys in West and Central Africa (Plan West Africa, 2009); Children's Ebola Recovery Assessment: Sierra Leone (Save the Children, Plan, UNICEF, World Vision, 2015); Anticipating the Future: Children's and Young People's Voices in Haiti's Post Disaster Needs Assessment (PDNA) (Plan, 2010); Are We There Yet? Children's Views on Yolanda Recovery and the Road Ahead (Save the Children, 2014); Towards the Resilient Future Children Want: a Review of Progress in Achieving the Children's Charter for Disaster Risk Reduction (Plan International, Save the Children, UNICEF, UNISDR and World Vision, 2013); Children's Charter: an Action Plan for Disaster Risk Reduction for Children by Children (UNICEF, Save the Children, Plan, World Vision, 2011); Hear it from the Children: Why Education in Emergencies is Critical – a Study on the Role of Education for Conflict-affected Communities in the DRC and Ethiopia (Save the Children UK, 2014); Participation of Adolescents in Protection: Dividends for All (A Skeels and M Sandvik-Nylund, 2012).

PHOTO: HEDINN HALDORSSON/SAVE THE CHILDREN

"I want to be a magistrate"

Angela,* Central African Republic

PHOTO: DAVID HARTMAN/SAVE THE CHILDREN

"I want to be a doctor"

Jagat,* Nepal

PHOTO: COLIN CROWLEY/SAVE THE CHILDREN

"I want to be a teacher"

Sharaf, South Sudan

savethechildren.org.uk

Save the Children