



Inter-Agency Network for Education in Emergencies
Réseau Inter-Agences pour l'Éducation en Situations d'Urgence
La Red Interagencial para la Educación en Situaciones de Emergencia
Rede Inter-Institucional para a Educação em Situação de Emergência
الشبكة المشتركة لوكالات التعليم في حالات الطوارئ

Celebrating World Refugee Day: 20 June 2011

Sent to the Main INEE Listserv 20 June 2011

Dear INEE Members,

Today, on World Refugee Day, 20 June 2011, we pay homage to the approximately [15 million](#) refugees and [27.5 million](#) internally displaced persons who have been forced to flee their homes because of deadly violence, persecution or natural disaster. Despite the enormous loss, suffering and sense of alienation because of an uncertain future, refugees inspire us all with their hope, courage and perseverance in rebuilding their lives and communities.

While the total number of refugees and IDPs has decreased since 2007, five major trends have been identified by the UN High Commissioner for Refugees that are cause for concern and may compound insecurity and displacement globally: population growth; the movement of people towards urban centres; mixed migration; the effects of climate change; and food, water and energy scarcities.

Currently, Asia and Africa are the continents that both host and generate the most refugees and internally displaced people. Some two months after the resolution of Côte d'Ivoire's post-election crisis, more than 300,000 people remain displaced across the country and more than 200,000 Ivorian refugees remain in other countries ([UNHCR](#)). Both Pakistan and the Islamic Republic of Iran continue to host some of the world's largest refugee populations, with 1.7 million Afghan refugees living in Pakistan and another million in Iran ([UNHCR](#)).

The theme of this year's World Refugee Day is "Do One Thing." The concept encompasses three 'ones': 'One' refugee without hope is too many, I am 'one' who cares, and if we all do 'one' thing we can make a world of difference. The theme makes a stand for individuals and emphasizes the importance of the fate of each refugee.

Refugee Education

According to the UN High Commissioner for Refugees, forty-four percent of all refugees in 2008 were children under eighteen. These children face the risk of falling beyond the borders of nations and formal education systems, limiting their ability to achieve- academically, socially and personally.

In conflict situations, educational activities play an important role in strengthening the protection of children and adolescents. Formal education, especially primary and secondary, is vital to supporting the long-term well-being of children. Education represents a channel for sharing lifesaving information and for conveying messages on issues such as HIV/AIDS, reproductive health and disaster risk reduction. Education is key for the protection of girls and boys from sexual abuse, child labor and forced military recruitment. Both formal and non-formal education contribute significantly to the self-reliance and empowerment of people. Education is the key to the future, not only for the individual child but for countries as a whole, for re-building societies based on peace and respect for each other.

INEE was founded as an inter-agency mechanism to foster collaboration among members working to ensure all people access to quality, relevant and safe education opportunities. We hope that members will mark World Refugee Day by recommitting to and strengthening our collective work towards this common

vision. Moreover, in observing World Refugee Day, we recognize the important work of INEE members around the world who are seeking to secure the right to education for displaced people and we applaud the hard-won gains for education as a right for refugees, internally displaced people and all who are impacted by conflict or natural disaster.

Join the Conversation!

INEE encourages you to join the conversation on refugee/IDP education on our [blog](#).

- What is your organization doing for World Refugee Day?
- What challenges does your organization face providing education for refugees or IDPs? Where have you succeeded?

Visit the [blog](#) to share your thoughts and stories!

Resources and Materials

Below please find several tools and resources relating to refugee education that may be of use in your work.

Sincerely,

INEE Secretariat

RESOURCES AND MATERIALS

CAMPAIGN: UNHCR has developed the "[1" Campaign](#) for their 60th anniversary which will be launched on World Refugee Day and continue until the end of the year. Their goal is to prompt everyone to "Do 1 Thing" for refugees as an expression of solidarity and to show that "I am 1 who cares." Through the "1" Campaign [website](#) the public has the opportunity option to learn about refugee issues, take action, spread the word, and give.

TOOLKIT: [The INEE Minimum Standards Toolkit Thematic Guide on Education in Situations of Displacement](#) (INEE) contains dozens of useful tools and resources.

STATISTICS: [UNHCR](#) provides up-to-date data, trends, an interactive data visualization platform and statistical reports on refugees, asylum seekers, returned refugees, internally displaced and stateless people around the world. The Global Report, published in June, is available [here](#).

CASE STUDIES: INEE Minimum Standards Case Studies on refugees in [Pakistan](#), [Ethiopia](#) and on refugee teacher compensation in [Malaysia](#), 2011, analyze how the Minimum Standards have been incorporated into programs and projects that have targeted refugees and IDPs. Authors present overviews of their context along with the process followed to apply the Standards, as well as challenges, outcomes and lessons learned.

REPORT: [Learning in Displacement: Briefing paper on the right to education of internally displaced people](#). Published by the Internal Displacement Monitoring Centre, 2010. This paper introduces a series of case studies looking at education for IDPs. It examines the international human rights law framework for guaranteeing education to IDPs, focusing on issues such as non-discrimination and documentation that are particularly likely to arise in this context.

BOOK: [Your Right to Education: a handbook for refugees and displaced communities](#). Published by the Women's Commission for Refugee Women and Children in English, French and Arabic. This innovative

illustrated handbook, aimed at refugee children, young people, and adults, raises awareness of the universal right to education, especially in areas of conflict.

GUIDE: [Safe Schools and Learning Environment: How to Prevent and Respond to Violence in Refugee Schools](#), UNHCR. This paper provides practical steps to prevent and respond to violence in refugee schools. By recognizing the existence of violence in refugee schools and exploring its root causes, UNHCR hopes to draw attention to the urgent need to ensure safe education is available to all children of concern. The guidelines provide education workers with a framework for developing effective prevention and response strategies. These steps include situational analysis, preventative measures, response mechanisms and monitoring and evaluation.

PAPER: [Educational Responses to HIV and AIDS for Refugees and Internally Displaced Persons: Discussion Paper for Decision Makers](#), UNHCR. This paper addresses issues of conflict, displacement and HIV, and notes the protection risks faced by refugees and IDPs. The paper focuses on the key components of education sector responses to HIV and AIDS, and addresses the policy and programmatic measures required to address the prevention, treatment, care and support needs of refugees and IDPs as well as the HIV-related stigma and discrimination that they often face.

PAPER: [Education and Displacement: Assessing Conditions for Refugees and Internally Displaced Persons Affected by Conflict](#), Elizabeth Ferris and Rebecca Winthrop. This background paper prepared for the Education for All Global Monitoring Report 2011 provides an in-depth analysis of refugee and IDP education in conflict contexts with a spotlight on Pakistan, Colombia, Sudan and Iraq.

PAPER: [Conflict, Education and Displacement](#), Sarah Dryden Peterson. This essay focuses on five urgent challenges for education in conflict-induced displacement settings, including barriers to access, the protracted nature of displacement, urban displacement, physical integration without social integration, and the search for quality.