

# PROTECTING EDUCATION IN COUNTRIES AFFECTED BY CONFLICT

PHOTO: PETER TURNLEY / CORBIS



**BOOKLET 4**

## Education for Child Protection and Psychosocial Support

**Global**  
Education Cluster

October 2012

Front cover

A young girl whose  
leg had to be  
amputated because of  
a land mine accident  
stands on crutches  
with two other  
Afghanistani girls.  
Behind are bombed-  
out buildings

# Foreword

This booklet is one of a series of booklets prepared as part of the Protecting Education in Conflict-Affected Countries Programme, undertaken by Save the Children on behalf of the Global Education Cluster, in partnership with Education Above All, a Qatar-based non-governmental organisation. The booklets were prepared by a consultant team from Search For Common Ground.

They were written by Brendan O'Malley (editor) and Melinda Smith, with contributions from Carolyne Ashton, Saji Prelis, and Wendy Wheaton of the Education Cluster, and technical advice from Margaret Sinclair. Accompanying training workshop materials were written by Melinda Smith, with contributions from Carolyne Ashton and Brendan O'Malley. The curriculum resource was written by Carolyne Ashton and Margaret Sinclair.

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## Booklet topics and themes

<b>Booklet 1</b>	<b>Overview</b>
<b>Booklet 2</b>	<b>Legal Accountability and the Duty to Protect</b>
<b>Booklet 3</b>	<b>Community-based Protection and Prevention</b>
<b>Booklet 4</b>	<b>Education for Child Protection and Psychosocial Support</b>
<b>Booklet 5</b>	<b>Education Policy and Planning for Protection, Recovery and Fair Access</b>
<b>Booklet 6</b>	<b>Education for Building Peace</b>
<b>Booklet 7</b>	<b>Monitoring and Reporting</b>
<b>Booklet 8</b>	<b>Advocacy</b>

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The booklets should be used alongside the Inter-Agency Network for Education in Emergencies (INEE) *Minimum Standards for Education: Preparedness, Response, Recovery*. References to the most relevant standards for the content of each booklet are given in the resources section.

There is also a supplementary booklet, Curriculum Resource: Introducing Humanitarian Education in Primary and Junior Secondary Schooling, which can be used with Booklet 6.

Please feel free to share these booklets with interested professionals working in ministries of education or non-governmental organisations, and others concerned with education for populations affected by armed conflict or insecurity.

If referenced, please use the following text: Global Education Cluster, Booklet 4: Education for Child Protection and Psychosocial Support, Protecting Education in Countries Affected by Conflict series (2012)

## Introduction

This series of eight booklets is designed to provide:

- an overview of the problem of conflict-related threats to education
- a range of responses that can be made by education clusters, and ministries, non-governmental organisations (NGOs) dealing with education, security, protection, psychosocial support and legal accountability issues.
- a tool to be used with an accompanying set of workshop materials for use in training people in aspects of protecting education in conflict-affected countries.

This booklet focuses on education for child protection and psychosocial support.

## Key messages

- Children have special protection and psychosocial needs that can be met in part through structured quality education, as education has great potential in building the resilience of children and their ability to handle crises.
- Provide a rapid education response – reopening education institutions and/or opening temporary safe learning spaces where needed.
- Train education staff to recognise and respond to psychosocial needs of students and threats to their protection; and to meet their own psychosocial needs.
- Ensure that schools are kept open where possible and are not being used for military purposes. Provide security for students and staff where needed.
- Ensure sufficient resources and support to ensure continuity, fairness and quality of education.

# Background

**D**isruption to education systems is one of the biggest causes of stress for children, adolescents and their families during conflict.

Families believe that education will lead to a successful future for their children.<sup>i</sup> Parents see schools as safe places where children learn, play and regain a sense of normality.

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## Rapid response

Education should be rapidly re-established if a school or learning facility has been disturbed, occupied or destroyed. Temporary educational activities should be set up in non-formal learning centres or spaces while schools are being re-established. This is important because:

- Schooling provides a routine and social interaction with other students.
- Schooling enables children to grow intellectually and emotionally through structured and appropriate learning activities.
- Schooling can help reintegrate children and young people at high risk, such as those separated from their families or former combatants.
- Formal schooling as well as temporary learning spaces brings children into a protective “safe” space where education and child welfare professionals can identify students with special emotional or physical needs related to the surrounding conflict.



Save the Children distributed backpacks with education materials to students in Man, western Côte D'Ivoire

- Schooling can reduce the risk of children being vulnerable to recruitment as child soldiers, malnutrition, child labour, sexual abuse and drug abuse.

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## Identify safety and security concerns

When creating safe learning spaces or re-starting formal education, consider the following:

- Determine whether the building or space to be used is structurally sound, or whether it is unsafe due to land mines and unexploded ordinances and how these issues are to be addressed.

- Learning spaces should be located away from military or police facilities.
- Locate learning spaces close to population centres, since isolated locations are easier to attack.
- Provide separate male and female latrines for students and teachers.
- Decide whether any children need escorts for attending school.
- Set up a system of ongoing monitoring of threats to safety.<sup>ii</sup>

### **Collaborate with affected communities and leadership:**

- Understanding pre-existing child protection and social support systems is vital, to strengthen and build upon them.
- Include the community in prioritisation of children's needs.
- Assess the power dynamics within the community, including relations between different language and ethnic groups.
- Talk to parents to understand local child-development goals.
- Find out what support was in place for children prior to the conflict and make links with the providers, such as health workers, religious leaders and local healers.
- Help people achieve their goals themselves as much as possible, drawing on their skills, rather than taking over

from them. This can help restore local support for children rather than replace it.

- Ensure a child's-rights approach is taken to child protection<sup>iii</sup> and psychosocial support<sup>iv</sup>, eg by opposing under-age marriage of children, child labour, child prostitution, female genital mutilation, and lack of equal access to education for ethnic minority children.

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### **Access to education: child protection concerns**

The needs of all learners at every level should be met, including early childhood, primary and secondary, higher education, and programmes focused on numeracy, literacy and life skills. Unequal education opportunities can create tensions and conflict if not addressed. Children and young people from different ethnic, religious or other groups should have equal educational opportunities. Access to education must be non-discriminatory.

Marginalised and vulnerable groups may have difficulty accessing education in a crisis situation and may become more vulnerable as a result of the emergency.

Such groups include physically or mentally disabled students, girls, young people, children associated with armed forces and armed groups, adolescent heads of households, teenage mothers, and young people from particular ethnic groups.<sup>v</sup>

Article 2 in the International Covenant of Economic, Social and Cultural Rights (1966) recognises 'the right to education without discrimination of any kind'.

Flexible education arrangements may be

### **FACT BOX I**

#### **Psychological impact of conflict on children**

**I**n emergencies, only a small minority of children display obvious symptoms of psychological distress. All children have some degree of resilience, but it varies according to different factors, such as how old they are, how much violence they have been exposed to and the nature of their family structure.

Most children and adolescents regain normal functioning when basic survival needs are met such as safety and security, normal family and community life, and dependable food and water supplies and shelter. But some children will show

signs of distress, such as the inability to concentrate or sleep, social withdrawal or reliving the violent or dramatic events in their heads.

Teachers, parents, child welfare professionals and the community should identify these children and address their needs through individual or group support and appropriate traditional practices.

Teachers should be trained to recognise symptoms and how to access support, including where appropriate, referring children for medical treatment.

(See the Inter-Agency Standing Committee Guidelines on Mental Health and Psychosocial Support in Emergency Settings.)

needed to remove barriers to education and meet students' and teachers' psychosocial and protection needs. Examples include:

- changes to class schedules, hours, shifts and annual timetables including timing of exams
- catch-up classes, accelerated learning (in which older students cover a number of grades or years within a shorter period of time than usual) and distance education
- removing formal requirements to enter schooling, eg age or birth certificates or proof of previous schooling.

#### **Establish Codes of Conduct**

Help schools and communities develop codes of conduct to guide actions of students and teachers. The Codes of Conduct can establish what is acceptable behaviour on issues such as student

attendance and corporal punishment. For students, this could in part address issues of respect and empathy for other students, harassment and fighting.

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#### **Supportive learning practices**

How and what children are taught can be a politically sensitive issue and should be approached respectfully. Schools should be respected as 'Zones of Peace'.

This is not just about armed groups or forces agreeing not to enter the compound but also about how teachers and students behave towards each other. Achieving this may require additional training of existing teachers as well as initial training of new teachers.

This would cover new child-centred and active learning methods of classroom



management and teaching that promote mutual respect and empathy and avoid discrimination and bias (See Booklet 6: Education for Building Peace).

Discrimination includes a lack of provision of education or obstacles to enjoying education activities imposed on learners because of their sex, age, disability, HIV status, nationality, race, ethnicity, tribe, clan, caste, religion, language, culture, political affiliation, sexual orientation, socio-economic background, geographic location or specific education needs.<sup>vi</sup>

Teachers should be trained to create a supportive classroom and school environment. Examples of how this can be done include:

- using shorter and more active learning exercises if students are finding it hard to concentrate
- avoiding corporal or psychological punishment of students
- using structured psychosocial and non-formal activities such as art, song, dance, and drama adapted to students' learning styles and needs. Using collaborative games
- having discussions with peers (other students)
- discussing topics that include notions of the past, present and future
- discussing the cause of problem behaviours in class (eg aggressiveness) and helping learners to understand and support one another
- scheduling sports for both sexes into the timetable.

Teachers should not attempt specialised or medicalised therapy, which should be left to professionals.<sup>vii</sup>



Gul Agha Khan, a mullah in Maqсадulla-e-Shaheed, Afghanistan, who supports violence-free schooling

Where possible, systems should be established to refer children for specialised health, psychosocial and social services support.

Education, Protection and Health Clusters, or similar coordination mechanisms, should assist national and local education authorities to develop crisis-related education materials (See Fact Box 2). The materials should:

- use the local language(s) as appropriate, and be culturally sensitive
- reflect actual literacy levels of learners and trainers

Community leaders representing different language and/or ethnic groups should also be on planning committees for developing them.

Teachers themselves may have psychosocial, physical or economic problems, such as the loss of family members, homes and property. Their safety and well-being should also be ensured.<sup>viii</sup> Support for teachers can include:<sup>ix</sup>



## CASE STUDY I

### Sudan and Uganda: The benefits of child-friendly spaces for learning and protection

Child-friendly spaces – also known as safe spaces, community centres, child-centred spaces, child protection spaces or emergency spaces for children – are widely used by many agencies working in emergency situations or in areas of continuing crisis to provide temporary learning activities and support for children.

They are recognised by UNICEF as a key child protection strategy. As well as aiming to protect children, such spaces also foster child development.

In Darfur, Sudan, since 2005 Tearfund has provided child-friendly spaces to more than 5,000 children from two groups.

These include school-age children without access to school and pre-school aged children aged two to seven without access to pre-school.

The aim is to ensure physical safety and provide psychosocial activities and educational assistance for children for five days a week.

Outdoor play areas, sports pitches and volleyball courts have been developed for this purpose.

The activities give a structured routine to children whose lives have been severely disrupted, and provide them with the support of an adult from outside their family.

The child-friendly spaces provide a means of offering social support for

children, building on children's natural ability to recover while limiting the long-term effects of conflict.

Along with youth activities and children's clubs, these spaces encourage the development of children's pro-social behaviours, including enhanced self-esteem, hope and a sense of self-efficacy.

According to Tearfund, evidence from focus group discussions held in December 2008 in all the locations with child-friendly spaces suggests that relations among children, and between children and adults, had improved.<sup>xiii</sup>

Other positive outcomes of child-friendly spaces can include:

- increased protection of children
- lessening of the burden for families in an acute emergency via provision of supervised play and/or education for their children
- they can be a focal point for wider community mobilisation and the scale-up of services.

Research carried out by the Christian Children's Fund into the impact of 'child-centred spaces' in camps for internally displaced people in Gulu, northern Uganda, compared outcomes for children using the spaces with a control group.

Children who attended child-centred spaces were happier, had fewer worries, fought less with other children, were less clingy, shared more with others and were more able to use latrines correctly.<sup>xiv</sup>

- ensuring they are regularly paid or compensated and enabled to receive humanitarian support
- helping them understand that while they play an important role in child development and recovery, they cannot solve all the children's problems and that this is acceptable
- providing regular breaks for teachers when possible
- regularly rotating teachers' responsibilities, so as to avoid one or a small group of teachers having to bear the burden of all that has to be done
- encouraging regular staff meetings and provide in-service training
- encouraging peer support
- providing opportunities for teachers to improve their skills, which in turn, will increase their sense of professionalism, self-esteem and motivation
- checking whether teachers are being targeted for attack
- providing safe transport to and from school
- introducing crisis-related curriculum elements.

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### **Crisis-related curriculum enrichment**

Curriculum change is normally a slow process, involving design and writing of new textbooks, trialing them in pilot schools, revising them, training teachers to use them, and then introducing the new textbooks over a period of years (See Booklet 5: Policy and Planning for Safe and Fair Access). In the immediate aftermath of a crisis, there may be an urgent need to revise and enrich the



**Asumpta Vito, 50, taking notes in Khor Medir Basic primary school where Save the Children is training 40 teachers**

curriculum in areas affected by conflict with crisis-related topics and materials.

Additional content related to life skills has to be introduced in a simple form (eg through stories and guided discussion).

Including similar topics sequentially in each year group's textbooks helps reinforce and deepen understanding.

Where there is an intensive teacher training programme and ongoing support, together with detailed teachers' guides, much more can be achieved more quickly.

Fact box 2 indicates topics that can be introduced in either of these ways. They should be included in teacher training, possibly as a separate booklet.<sup>x</sup>

## **FACT BOX 2**

### **Curriculum enrichment for child protection and psychosocial healing**

- **Remove biased and inflammatory material.**
- **Health and safety education**  
Include safety, health and hygiene skills, as well as HIV and AIDS, reproductive health, and gender-based violence in all emergency education.
- **Safety drills**  
Schools and learning places threatened by attacks should have safety plans and drills in place for conflict and other local hazards, and children need to learn and practise them.
- **Landmines and unexploded ordnance education**  
Education about landmines is important for preventing injuries and deaths during and after armed conflict. Since it takes decades to clear explosive devices, ongoing education about landmine risk is critical.
- **Education on human rights, conflict resolution, peace-building, responsible citizenship, basic humanitarian principles, and law**  
These can initially be local curriculum enrichment programmes, but should be incorporated in simple form into textbook revisions over time.

- **Life skills education**

Life-skills education should be implemented in conflict, post-conflict and refugee contexts. These skills are fundamental for healthy behaviours – including prevention of unwanted/unprotected sex and substance abuse, education for peace, human rights and responsible citizenship. They should be taught in relation to these real-life problems. They are difficult to teach and require ongoing teacher training and support. However, they can also be reflected in textbooks through stories, with guidance to teachers on classroom discussion. The skills include:

- **Communication and interpersonal skills**  
Including negotiation and conflict resolution skills, refusal skills, assertive communication, empathy, co-operation and teamwork, and advocacy.
- **Decision-making and critical thinking skills**  
Including information-gathering, evaluating consequences, determining alternative solutions to problems, and analysis.
- **Coping and self-management skills**  
Including skills for self-awareness and setting goals, managing feelings, stress, grief and anxiety, and coping with loss, separation, violence, abuse and trauma.<sup>xi</sup>

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## Actions to consider

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### 1 Education cluster and sector responses

Provide a rapid education response. Re-open education institutions and provide temporary safe learning spaces where needed. Address gaps and discrimination in access:

- Work with the community to assess if or where learning spaces are needed and can be made safe and accessible to all children nearby.
- Rapidly organise child-friendly and youth-friendly spaces.<sup>xii</sup>
- Ensure that a range of flexible, formal and non-formal education opportunities are provided progressively.
- Promote the use of participatory learning and teaching methods that are adapted to the local context and culture.
- Promote necessary curriculum enrichment, textbook revision and teacher identification and training (see Fact Box 2).
- Promote quick access to education for all, with close scrutiny to prevent intentional and unintentional discrimination. Reduce and end inequalities in access to education that contributed to social tensions and conflict.

- Support the specific needs of vulnerable students.
- Ensure gender and age disaggregation of all education assessment data collected, disseminated and used.
- Develop with the community and other stakeholders a phase-out plan linked to recovery of schools from the effects of the conflict.
- Ensure that the education and child protection clusters work together to ensure the relevant INEE *Minimum Standards for Education in Emergencies* that are required within and around learning facilities are being met. These relate to child protection, health, nutrition, water supply, sanitation and hygiene practices and relevant learning content, mental health and psychosocial support.
- Coordinate with the education cluster and education ministry and other education providers to identify and map schools that are at risk of attack, being occupied by military forces or having military forces close to them. This may endanger students and teachers and require preventive action.

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### 2 Child Protection Cluster and sector responses

- Train and guide teachers and other relevant staff and community members on how to recognise and respond to the psychosocial needs of students, and to child protection threats.



A Save the Children staff member talks to a child newly returned from fighting for an armed group in DRC

Help teachers to meet their own psychosocial needs.

- Raise awareness and train local communities on common psychosocial needs and child-protection threats in and around school facilities so that they become increasingly involved in ensuring the right to safe education for all children at all levels.
- Set up a monitoring and reporting system for child-protection concerns in and around schools or temporary learning facilities. Train teachers on when and how to submit reports of known or suspected cases of children, young people or adults being at risk. This may be due to separation from family members, exposure to violence, experience of sexual assault or rape, heading a household, or other difficulties.

- Ensure that referral systems are set up to link education personnel with mental health, social services and psychosocial support in the community. Have clear criteria for referral of children and young people with severe psychosocial or mental health problems.
- Provide activities to help meet the psychosocial needs of students and teachers, to address distress caused by traumatic events and to identify those who need special help.<sup>xv</sup>
- Identify protective and support systems for children and adults that existed pre-conflict before designing any new programmes.
- Consider how schools could support family tracing and reunification services for separated children.

### 3 Education ministry and other ministry and government responses

Co-operate to ensure that schools are kept open and security is provided where needed:

- Provide teachers and students with security if needed
- Keep teachers paid in a timely manner
- Keep schools free from military use
- Provide sufficient resources to ensure continuity, equity and quality of education activities.

- Provide alternative learning spaces, if schools are destroyed or being used by armed forces.
- Develop a database of relevant data that can be shared to provide timely responses to falls in enrolment and attendance.

Develop policies to end discrimination in access to education and bias in the curriculum and to remove barriers to enrolment. In particular:

- Develop and disseminate the message about non-discrimination – that no individual or social group should be denied access to education and learning opportunities.
- Remove barriers to enrolment such as lack of documents, age or other requirements.
- Conduct back-to-school campaigns with NGOs and clusters.
- Locate schools away from military zones, including landmine areas, and closer to population centres.
- Remove bias from the curriculum (see Booklet 6: Education for Building Peace).
- Introduce teaching of survival skills (safety, health, nutrition), life skills, tolerance, peace and responsible citizenship, through enrichment activities and textbook renewal.
- Participate in and lead, when possible, the education cluster and/or education sector working group.
- Co-operate with other ministries to ensure that educational services are adequately adapted to address the child protection and social support needs of the population.
- Ensure continuity, equity and quality of education activities is sufficiently resourced.

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#### 4 NGO, UN and donor responses

Ensure sufficient resources and support, including capacity-building, to ensure continuity, equity and quality of education and its relevance to students' needs in conflict and post-conflict situations:

- Provide sufficient resources to ensure continuity, equity and quality of education activities.
- Offer assistance to strengthen the capacity of education institutions to support learners experiencing psychosocial difficulties or facing child protection threats. Include training of teacher trainers, textbook writers and others as appropriate.
- Provide teachers with continuous learning opportunities to enable them to address psychosocial and protection needs. Issues may include:
  - ethics of psychosocial support when addressing effects of crisis on girls and boys (differently) at varying age levels (see Action sheet 4.2 in Inter-Agency Standing Committee's Guidelines on Mental Health and Psychosocial



## CASE STUDY 2

### Afghanistan: Changing teacher behaviour to help war-affected children

The International Rescue Committee launched a ‘Healing Classroom’ programme in Herat, Afghanistan, as part of a multi-country initiative to encourage teachers in conflict-affected countries to change their teaching style to help support students’ learning and emotional needs. For example, they added simple changes to their daily routine to help

children feel they belonged to a learning community.

These included greeting children by name in the morning, using games to teach concepts and making sure that children didn’t just write and recite texts but also understood their meaning. Simple behaviour alterations can make a difference in children’s lives.

Discussions with teachers and students about the impact of these changes were compared with classroom observation before and after the training. This comparison showed positive impacts of the training.<sup>xvi</sup>

Support in Emergency Settings for details)

- how to deal constructively with learners’ natural anger, fear and grief
- how to conduct structured group activities such as art, cultural activities, sports, games and life-skills development
- how to introduce curriculum enrichment activities (eg, safety, health, responsible citizenship, etc)
- how best to work with parents and communities
- helping teachers cope better with the crisis
- how to adapt teachers’ interaction with students by integrating topics related to the emergency into classroom lessons, addressing the cause of problem behaviour and helping learners to understand and support one another.
- Promote safety and protection in all water and sanitation activities in and around schools and non-formal learning centres, including community monitoring and feedback.
- Ensure participation of the affected population in assessment, planning and implementation of education programmes. Identify human resources within the community and support a community-led prioritisation of needs.
- Understand, share and disseminate information on pre-conflict social support and child protection mechanisms before designing any new programmes.
- Ensure that NGOs do not replace national education structures when conducting activities/initiatives. Focus on complementing and supporting the work of national education programmes and personnel.

## Useful resources

*Creating Healing Classrooms: Guide for teachers and teacher educators*, International Rescue Committee, 2006

[http://www.healingclassrooms.com/downloads/CHC\\_Guide\\_for\\_Teachers\\_TEs.pdf](http://www.healingclassrooms.com/downloads/CHC_Guide_for_Teachers_TEs.pdf)

Guidebook for Planning Education in Emergencies and Reconstruction, UNESCO International Institute for Educational Planning <http://www.UNESCO.org/iiep/eng/focus/emergency/guidebook/Chapter19.pdf>

INEE *Minimum Standards for Education: preparedness, response, recovery*, 2010 (2nd edition), Inter-Agency Network for Education in Emergencies

The most relevant INEE Minimum Standards for this section are:

- Community Participation Standard 2: Resources
- Access and Learning Environment Standards 1: Equal Access, 2: Protection and Well-being, and 3: Facilities and Services
- Teaching and Learning Standard 2: Training, Professional Development and Support.

*Inter-Agency Standing Committee Guidelines on Mental Health and Psychosocial Support in Emergency Settings*, 2007, [www.who.int/hac/network/interagency/news/iasc\\_guidelines\\_mental\\_health\\_psychosocial.pdf](http://www.who.int/hac/network/interagency/news/iasc_guidelines_mental_health_psychosocial.pdf)

WHO, the War Trauma Foundation (WTF)

and World Vision International (WVI), *Psychological first aid: Guide for fieldworkers, a practical handbook for humanitarian workers in emergencies* (2011)

*Emerging Issues: Teacher training Booklets* (2009) UNICEF/Ministry of Education, Sierra Leone.

<http://www.educationandtransition.org/resources/sierra-leone-emerging-issues-teacher-training-programme/>

# Notes

<sup>i</sup> Inter-Agency Standing Committee (IASC) MHPSS Guidelines (2007), p148; CfTB Education Trust, Rapid response programming for education needs in emergencies, p130

<sup>ii</sup> IASC, MHPSS Guidelines (2007), p149

<sup>iii</sup> According to INEE Minimum Standards, child protection means children are free from all forms of physical, emotional and social threat, abuse, exploitation and violence including:

- bullying
- sexual exploitation
- natural and environmental hazards
- arms, ammunition, landmines and unexploded ordnance
- armed personnel, crossfire locations and other military threats, including abduction and recruitment
- political insecurity

<sup>iv</sup> According to INEE Minimum Standards, psychosocial well-being depends on:

- security, safety and protection
- health
- happiness and warmth in the relations between education providers and learners and among learners

<sup>v</sup> Ibid, p56

<sup>vi</sup> Ibid, p 55

<sup>vii</sup> IASC, MHPSS Guidelines (2007), pp151-3

<sup>viii</sup> See *Creating Healing Classrooms: Guide for teachers and teacher educators*, International Rescue Committee, 2006

<sup>ix</sup> 'Psycho-Social Support to Learners', Chapter 19, Section 4, p6, in *Guidebook for Planning Education in Emergencies and Reconstruction*, UNESCO IIEP

<sup>x</sup> See, for example, *Emerging Issues: Teacher training booklets*, 2009 UNICEF/Ministry of Education, Sierra Leone

<sup>xi</sup> [http://www.UNICEF.ORG/LIFESKILLS/INDEX\\_WHICHSKILLS.html](http://www.UNICEF.ORG/LIFESKILLS/INDEX_WHICHSKILLS.html)

<sup>xii</sup> UNICEF defines these as a safe space where supervised activities are provided and education, health and psychosocial support can be provided and/or information about services. One aim is to mobilise communities to provide a more protected environment for children. The spaces should be organised in collaboration with child protection and mental health and psychosocial support structures and in line with appropriate guidelines.

<sup>xiii</sup> Anne McCulloch, 'Combining child protection with child development: child-friendly spaces in Tearfund's North Sudan programme', Humanitarian Exchange Magazine, Issue 42, March 2009; Wessells Child friendly spaces: Inter-agency commonalities and differences, 2010; *Child friendly spaces: Inter-agency commonalities and differences*,

2010; *Child friendly spaces in emergencies: A handbook for Save the Children staff* (2008), Save the Children; UNICEF, *Child Friendly Spaces/Environments (CFS/E): An integrated services response for emergencies and their aftermath* (2004), UNICEF

<sup>xiv</sup> See *Psychosocial and Protection Outcomes of Child Centred Spaces: Research on Young Children in Northern Uganda*, January 2008, Christian Children's Fund

<sup>xv</sup> *Psychological First Aid, Field Operations Guide*, 2005, National Center for PTSD

<sup>xvi</sup> Case study: *Healing Classrooms Teacher Development Intervention in Herat, Western Afghanistan*, <http://healingclassrooms.com/>





## **Project partners**

**Education Above All**

**Education Cluster**

**Child Protection  
Working Group**

**Inter-Agency Network  
for Education in  
Emergencies (INEE)**

**Mental Health and  
Psychosocial Support  
Reference Group**

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