



THE INTERNATIONAL RESCUE COMMITTEE
DEMOCRATIC REPUBLIC OF CONGO
EDUCATION AND CHILD PROTECTION

EDUCATION STATISTICS IN DRC

Primary school enrollment:	58%
Drop-out rate in the first year of primary:	20%
Children in the East never been in a classroom:	31%
Average completion rate between first and sixth year:	29%
Government budget earmarked for public education:	9%
Unpaid government teachers:	33%

Figures taken from the World Bank (Public Expenditure Review for 2008) and OCHA, 2010.



CHILD & YOUTH PROTECTION AND DEVELOPMENT PROGRAMMING IN CONGO

IRC significantly stepped up emergency programming in eastern Congo in 2007 and began delivering emergency education to displaced children and youth. Through our emergency education programs, IRC has been working to ensure that even in times of displacement and instability children are able to continue attending school. IRC has built additional temporary classrooms in areas where schools have been completely destroyed and where overfilled schools are hosting high numbers of displaced students. IRC has also distributed basic school supplies to teachers and students and built school latrines.

Today IRC’s CYPD programs work closely with more than 40 communities in North and South Kivu to meet the needs of children and youth for access to safe, quality primary education by:

- Training teachers in better teaching techniques;
- Distributing essential school supplies;
- Supporting parent committees in school management;
- Building the capacity of parents and communities child protection groups on children’s rights and the promotion of safe communities and schools for children;
- Supporting youth clubs in schools where we are working; and
- Building or rehabilitating classrooms and latrines.

THE IRC: GLOBAL EXPERIENCE AND EXPERTISE

For three decades, the International Rescue Committee has been a leading agency providing holistic response to the needs of children affected by armed conflict, displacement and societal upheaval. Since first intervening on behalf of 40,000 children and youth during the Cambodian refugee crisis in Thailand in 1980, IRC has gone on to respond to emergency and post-conflict needs in crises including Afghanistan, Darfur, Ethiopia, Kosovo, Liberia, Pakistan and Rwanda. IRC’s CYPD programs have developed successful models for addressing the immediate psychosocial and developmental needs of conflict-affected children and youth, as well as widely-used training materials, tool kits and other institutional resources.

IRC CYPD IN DRC

Temporary classrooms built	269
Children received school supplies	35,104
Teachers received teaching supplies.....	683
Children & youth benefit from CYPD programs...	17,650
Teachers receiving training from IRC.....	355
Parents receiving training on school management.....	240
Classrooms being built or rehabilitated.....	40
Community-based Child Welfare Committees being trained in the promotion of children’s rights.....	20

THE IRC HEALING CLASSROOMS INITIATIVE

PROMOTING STUDENT WELL-BEING THROUGH TEACHER DEVELOPMENT

IRC supports formal and non-formal education programs for children, youth and adults in more than 20 conflict-affected countries around the world. Education in these contexts plays a key role in mitigating the effects of war. It provides structure, stability and protective environments that enable young people to regain hope and dignity.

Teachers are on the frontlines caring for children in crisis. They have enormous potential to ensure children's positive socialization, academic development and psychosocial well-being. To maximize this, teachers need support and professional development opportunities.

The **Healing Classrooms Initiative** is an innovative IRC project that addresses teachers' critical roles in creating supportive and healing learning environments for children. This initiative analyzes and builds models for teacher development that promote student well-being.

Healing Classrooms approaches have been piloted in Ethiopia, Afghanistan, Guinea and Sierra Leone. The lessons and tools from these countries are being disseminated and adapted for education programs in more than 20 conflict and post-conflict settings around the world, including DRC.

IRC has also shared the Healing Classrooms research findings with the wider international community, including education practitioners, advocates, donors and policy makers at community, regional, national and international levels.



POLICY AND RESEARCH

Within the field of education in conflict, IRC is a leader in global policy development, contributing toward shared knowledge on how to better meet the educational needs of children and youth affected by war. IRC's Child and Youth Protection and Development (CYPD) team has extensive experience in developing and conducting research in partnership with academic institutions.

IRC has worked with academics and local communities to develop, test and validate culturally appropriate research tools to evaluate young people's psychosocial adjustment in varied settings. These tools have been used in several countries; such as Guinea, Sierra Leone, northern Uganda and northern Caucasus. IRC has also carried out several longitudinal studies on the role education can play in emergency contexts.

For more information on IRC's CYPD programs in DRC contact:
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