

awareness by the community that the social development of these children has been delayed, and they need assistance to help them resume this interrupted learning and socialization process.

At the same time, the ex-soldiers need to learn how to express and satisfy their needs non-violently. The society and other children may need some protection from the ex-soldiers until they learn more about how to practice non-violent conflict resolution.

Child Protection

Due to the risk of remobilization and further victimization, the monitoring of the conditions of ex-child soldiers and other CEDCs is needed. Child soldiers who have been demobilized may return home and not enter school only to be remobilized or end up in other hazardous child labor situations, such as mining. Victimized girls may become easy targets for further victimization, return as sex workers with the armed groups, enter prostitution, or be at risk of being trafficked for purposes of prostitution. Methods of following up with these children to ensure their return to education and reintegration back into their communities, and to intervene when they are at risk, can best be undertaken at the community level.

To track these children would require the development of a system for the collection of statistics regarding the participation of CEDCs in reintegration, bridge, non-formal, and formal school programs. Such systems could include community surveys using students and local NGO networks to identify children who have been demobilized, children who are being remobilized, CEDCs who enter other hazardous child labor, and other further victimization of war-affected children. Programs to identify and target children and youth not attending school and the development of special programs to promote gender equity and participation of children with disabilities should be established.

Psychosocial Counseling

The needs of children and adults who experience psychological and social problems from traumatic wartime experiences vary from case to case. Most demobilized adult soldiers can reintegrate and get on with civilian life, while others require special counseling and assistance. Adults can often deal with trauma through rationalization, denial, and avoidance. However, the coping mechanisms of children are less developed. An auto-demobilized child soldier in Kinshasa was asked, “What was the worse thing about the war?” He answered, “The bad side was the killing. We saw many people die, and we killed many people. I regret this fact, and I’m sorry for the families of these young people. Adults send kids to war; that’s the problem.” This would suggest that although the child felt remorse for his actions, he also felt anger toward adults who placed him into this situation and forced him to commit actions that he will remember, and perhaps be traumatized by, for the rest of his life.

Children who have been victimized during war—child soldiers, domestics or sex workers used by the armed groups, or victimized children who were raped, abused, or disabled—have endured a significant trauma that can psychologically scar a child for life. Disregarding the impact that such experiences may have on the child can manifest itself in future displays of violence, depression, and/or other destructive behavior. Counseling and other concerted efforts are needed

to directly address the child's need. Some form of evaluation is needed to assess how well the child has adjusted and dealt with their trauma.

Activities could include offering recreational activities, creating a safe environment so that children can just "be a child," expressive activities that facilitate open communication and interchange without fear of reprisal, and community service activities that allow the child to give something back to their community as part of a healing process. This could include offering quick structured activities for children and youth and the organization of community service activities initially, followed by more structured activities as a "bridge" to more formalized instruction involving basic literacy, numeracy, life skills, and vocational training. For other children, in addition to these activities, more formalized counseling may be required to assist the child in overcoming their experiences of trauma. Ultimately, the incorporation of psychosocial training for teachers, psychosocial healing discussions for teachers and youth leaders, and the systematic and continuing development of psychosocial activities within the curriculum would provide for a sustainable, on-going provision of services as needed by children and youth.

Life Skills and Life Saving Information

Although child soldiers and other CEDCs have developed remarkable coping skills, life skills training and other life saving information that is outside or not adequately covered in the normal curriculum is needed. This would include the dissemination of urgent preventative health, HIV/AIDs, environmental, landmine, and other awareness messages. Likewise, to ensure that such information is up-to-date and ongoing based on future needs and issues, training of teachers and community workers in life skills is needed. A review or audit of previous curriculum and school subject materials, including context, needs to be conducted for the removal of hate messages or misinformation. Additionally, an audit of school subjects for Peace-tolerance, citizenship, health and environmental content, and other enriching curriculum with simple activities that reinforce these areas needs to be developed and acculturated for use within DRC. Thematic life skills activities in these areas that are adapted for grade-wise curriculum are needed and incorporated into the weekly schedule. Additionally, programs in these areas need to be developed and offered for non-school going child soldiers, CEDCs, and youth and other community groups. This will require specialized, ongoing training for teachers who can assist with the acculturation and field-testing of such materials and messages.

Academic, Vocational, and Skills Training

Child soldiers and victimized girls have often missed at least three years of education. For victimized girls, they may have had even less access to educational opportunities. Some child soldiers and victimized girls will be able to immediately reenter the formal education system, usually those who have had more or better schooling and those who spent fewer years in the military. Other children will require a more proactive approach. Non-formal education, or bridge courses, helps students to re-enter the formal educational track or provides an alternative way to receive a basic education. An important component of this approach is delaying their immediate need for employment. As a result, to facilitate their transition back into education, this requires making available both non-formal education, such as language and numeracy classes and related activities, and formal education.

APPENDIX A: SUMMARY OF PRIOR ASSESSMENTS

Summaries of the following five reports are included in this appendix:

1. The BICE – UNICEF – Ministry of Defense 2001 Pre-Survey and Survey of Child Soldiers
2. The World Bank – ILO 2001 Report on Socio-Economic Conditions of Vulnerable Groups
3. The Coalition 2001 Report on Recruitment of Child Soldiers in South Kivu
4. The PAERNA 2001 Report on Child Soldiers and Children in Especially Difficult Circumstances in Part of North Kivu
5. The United Nations Report on Victimized Women in Shabunda, South Kivu

1. BICE–UNICEF–Ministry of Defense 2001 Pre-Survey and Survey of Child Soldiers

In March 2001, BICE, UNICEF, and the Ministry of Defense collaborated to administer a pre-survey to 374 child soldiers in five sites (Kinshasa, Kitona, Kananga, Kamina, and Lubumbashi) that were controlled by the government. This pre-survey was carried out to field test methods and operational conditions for a larger survey. The survey itself was conducted in August 2001 in 12 government-controlled locations, but only partial results from the larger survey were available at the time the team visited DRC. It was anticipated that 3,950 child soldiers would be questioned in the survey, but 2,648 child soldiers actually responded (see table). A primary reason for the pre-survey and survey was to collect data that could be analyzed to create a psycho-social profile of child soldiers, but other important information also was collected, as noted below.

BICE-UNICEF-DEFENSE SURVEY OF CHILD SOLDIERS IN WEST, SEPTEMBER 2001			
Number Of Sites	Name of Site	Number of Respondents	Actual Respondents as Percentage of Anticipated Respondents
1	Kitona	341	114 % -- 300 Anticipated
2	Lubumbashi	561	112 % -- 500 Anticipated
3	Kinshasa – West	378	95 % -- 400 Anticipated
4	Mbuji Mayi	303	76 % -- 400 Anticipated
5	Kananga	200	67 % -- 300 Anticipated
6	Kinshasa – East	232	58 % -- 400 Anticipated
7	Bandundu	102	51 % -- 200 Anticipated
8	Mbandaka	150	50 % -- 300 Anticipated
9	Kamina	231	46 % -- 500 Anticipated
10	Kikwit	90	45 % -- 200 Anticipated
11	Matadi	48	24 % -- 200 Anticipated
12	Tshikapa	12	5 % -- 250 Anticipated
TOTALS		2,648	67 % -- 3,950 Anticipated

The pre-survey sample of 374 child soldiers was small and, like the survey itself, not representative of all child soldiers in the country, but there were some interesting findings. Child soldiers were found in government training centers and military bases, and also in paramilitary units. Government measures to stop the recruitment of child soldiers were not being followed consistently. The children studied in the pre-survey had been recruited from all the provinces in the country.

Three percent (eleven in all) of the child soldiers in the pre-survey were girls. The average age of the child soldiers was 17 years with the youngest being 12 years old. The average level of formal education for the child soldiers was six years of primary school (five years of primary for the girls), and 96 percent were literate. Slightly more than half (51 percent) of the soldiers had been in school when they went into military service, while almost one-fifth (19 percent) had been unemployed, and almost as many (17 percent) had been working.

The children also reported on their parent's educational and marital circumstances. The average level of education of their fathers was one year of secondary school, while the average for their mothers was five years of primary school. Almost all of the fathers (97 percent) were literate, as were most (86 percent) of the mothers. The children noted that two-thirds or more of their fathers (76 percent) and mothers (67 percent) had been married when the children enrolled in the military, but more than one-third (40 percent) of the children also reported that their parents had been separated. Most of the children (87 percent) had been living with their families, and the average size of the family had been nine members. The analysts interpreted these data to mean that the children had come from large and unstable families and low socio-economic backgrounds.

Almost half (46 percent) of the child soldiers reported that they enrolled to defend the country, while more than one-fifth (22 percent) said they were searching for employment. The majority enrolled when warfare erupted (23 percent in 1996 and 52 percent in 1998). Two-thirds of the children (63 percent) declared that they wanted to stay in the military. For these children, both boys and girls, the military represented a means of livelihood. Two-thirds (68 percent) of the children also reported that they had no means of social support other than the military.

At the same time, most of the children (79 percent) recognized that they needed more instruction or education. More than half (57 percent) of the children wanted more formal education, and one-fifth wanted vocational education (formation professionnelle). The analysts suggested that family instability and the parents' low socio-economic level were important reasons why the children preferred to stay in the military.

2. The World Bank – ILO 2001 Report on Socio-Economic Conditions of Vulnerable Groups

In August 2001, The World Bank and ILO published a summary of the results of six studies covering various aspects of the demobilization and reintegration of members of vulnerable groups serving in or associated with the military. Child soldiers were one of the categories of vulnerable groups; other categories were physically handicapped and chronically ill people, the elderly, widows, and orphans.

The capstone survey reported on a sample of 3,038 people belonging to the vulnerable groups. They anticipated interviewing 360 child soldiers but only interviewed 122 (four percent of the sample). Due to the small percentage of child soldiers in this survey, the analysis concentrates on the other categories and does not provide much information relevant to child soldiers per se.

Another study combined the sample of child soldiers from the survey noted above (N=122), the sample from the BICE-UNICEF psycho-social survey (N=374), and focus groups to total 532 child soldiers. The study only reported some basic demographic and health data. Ages of children in this combined sample ranged from 12 to over 18 years of age. Only two percent of these soldiers were girls. Forty percent of the children suffered from some fairly severe health problems. One in every seven children (14%) was physically handicapped in some way. The most common problems were physical handicaps, chemical dependencies (29 percent), tuberculosis and mental health problems.

3. Coalition 2001 Report on Recruitment of Child Soldiers in South Kivu

The Coalition to End the Recruitment and Use of Child Soldiers in DRC reported on the recruitment and numbers of child soldiers in South Kivu Province during July and August 2001. This report provided solid detailed information about specific areas, but not for the entire province. The report covered nine areas, including the town of Bukavu itself (see table), but not Shabunda to the west (see separate report).

Children in uniforms in the camps were counted as soldiers, while those working in the military camps but not in uniform were counted as servants. The table below lists the sites in geographical order starting from the north and moving to the south. The Coalition report only gave estimates or observations for each site. The team analyzed those data to present a total estimated range (2,000-3,500) of child soldiers and child servants (500-750) in the military camps.

COALITION JULY-AUGUST 2001 SURVEY OF CHILD SOLDIERS IN SOUTH KIVU			
Sites	Number of Child Soldiers	Number of Child Servants	Current Status of Recruitment and Those Responsible for Recruitment
Bunyakiri	100s RCD, FAP >30 MAP	None	RCD had not recruited for past two months. Mayi Mayi was still recruiting.
Kalehe Center	>35	10s	Recruitment had stopped.
Idjwi Island	None	None	Occasional recruitment continued by political-military authorities and high ranking officers
Kabare	>500	>100 Mostly Girls	Small scale and increasing recruitment by political and (Rwandan and Congolese) military authorities and LDF.
Bukavu Town	10s	10s	Sporadic recruitment continued by military commanders and other high ranking political-military officers.
Walungu	100s	>200	Recruitment continued strongly after July 2001 by military commanders, high ranking political-military and administrative officers, and some families.
Mwenga	>200	>50	Recruitment was increasing by high ranking political-administrative and military officers.
Uvira	>100	>30	Large scale recruiting by Banyamulenge commanders and by Mayi Mayi (FAP)
Fizi	1,000s	100s	Regular confrontations continued, as did recruitment by combatants and high ranking political officers..
TOTALS	2,000-3,500	500-750	

Key: “RCD” represents the army of the governing authorities in the east. “FAP” stands for Mayi Mayi. “MAP” means Popular Self-Defense Militias, or Local Defense Forces.

One of the significant features in this report was the variation in the numbers of child soldiers (from none to thousands) and child servants (from none to hundreds) from one place to another. Also varied were the scale and trajectory of recruitment, stopping or small scale in some places and large scale and increasing elsewhere. The following armed groups or individuals were still recruiting: Mayi Mayi (FAP), Banyamulenge, Popular Self-Defense Militia (MAP), Rwandese and Congolese military, political and military authorities in general, and particularly various high ranking officers in different units.

Different categories of children were commonly recruited. These included: street children, orphans and unaccompanied children, children who had been chased from their families for being difficult or chased from school for being undisciplined, children dropped from school

because their parents could not pay the school fees, refugee and internally displaced children, children who were forced labor in the mines, and shepherds.

The Coalition reported that a variety of tactics were used to recruit children as soldiers, including force (capture) and raids on street children. Children were promised various benefits at meetings, including becoming officers in the new Congolese army, and were told that becoming soldiers was the best way to protect themselves and their communities against invasions or genocide by others. Some local leaders encouraged children to enroll. Families were encouraged to enroll their children or were threatened that they would be considered accomplices and collaborators with the enemy if their children did not enroll. Poor children were enrolled by promises about receiving good salaries or their parents being paid.

Becoming a soldier was sometimes the final step in a process that began more innocently. Children were originally engaged to carry munitions or other loads, to provide domestic labor, to perform other tasks in the field or on the march, or were invited to the military camps to enjoy the food or to live. Later the children were forced or persuaded to become soldiers.

The Coalition also interviewed some of the military and members of the communities to learn their attitudes about the recruitment of child soldiers. The following summarized the comments of the military. The attitudes of military and political-military officers were always positive and showed why they recruited children. Children were good soldiers, disciplined, obedient, and courageous warriors, and were needed to reinforce the number of soldiers. Children were loyal, did not retreat in the face of the enemy, and were ready to do anything. Depending on which armed group was being interviewed, children were helping liberate the country, protect their families, or were helping to fight the regime in Kinshasa. On the other hand, some officers said they no longer recruited or retained any children as soldiers (presumably on the basis of new policies).

Community attitudes about the recruitment of child soldiers varied within and among communities. Some in the communities were opposed and thought only adults should be soldiers. Some thought the children were being patriotic, and others felt mistrustful and deceived. The intensity of feelings also varied with some people being passionately opposed and agitating, some being passive, and others having very negative attitudes about child soldiers because of atrocities some had committed. The report noted that some of the community attitudes reflected educational programs that had been conducted by NGOs about human rights and the rights of the child.

PAERNA 2001 Survey of All Children in Difficult Circumstances, Families of Child Soldiers, and Total Population in Three Areas of North Kivu						
Site	Child Soldiers	Number of Orphans	Number of Handicapped	Total War-Affected Children	Number of Families	Total Population
Bwisha	5,295	7,136	2,324	14,755	5,300	305,456
Bwito	4,090	7,049	455	11,594	3,955	225,408
Nyiragongo	536	373	458	1,367	499	15,602
TOTALS	9,921	14,558	3,237	27,716	9,754	546,466

Key: Two versions of this report showed a difference of nine child soldiers. “Handicapped” referred to children handicapped as a result of warfare. “Total War-Affected Children” was the sum of soldiers, orphans, and handicapped children. “Families” referred to those families with a child serving as a soldier.

These estimates were much greater in absolute terms and in proportions than other estimates collected elsewhere. According to this report, there were almost 10,000 child soldiers in three areas of North Kivu, whereas the UN general estimate has only 10,000 to 15,000 child soldiers in the entire country. In this report, children in especially difficult circumstances constituted about five percent of the total population. Child soldiers totaled more than one-third of those children, or slightly less than two percent of the total population. The great majority of the parents wanted their child soldiers returned home, but were afraid that the children had been killed. Besides which, the parents did not know where to go to find out where their children were.

5. The United Nations Report on Victimized Women in Shabunda, South Kivu

The territory of Shabunda formed the western side of the Province of South Kivu. Approximately 535,000 people lived in this primarily agricultural area that included tropical forest. The Coalition report on child soldiers in South Kivu (covered in another appendix) did not cover this territory, which has been the site of continued clashes and incursions by the forces of Rwanda, RCD, FAP, Mayi Mayi, and Interahamwe. Many local people have been massacred. Many have been displaced, often fleeing to take shelter in the forest, and many people taken captive and as hostages.

The UN reported that more than 2,500 women (perhaps as many of 3,000) have been raped by soldiers in Shabunda during the past two years. Perhaps the number of rapes was in proportion to the victimization of women elsewhere in DRC during these war years. If so, then what was most unusual about Shabunda was that the women were willing to attest publicly to what had happened. Women came forward to testify to their violation.

When interviewed by the team, representatives of women’s groups in Goma rejected the estimates put forth by the UN and said that probably about 400 women and girls had been raped in Shabunda. They based their downgrading of the UN’s estimates on their question, “How many women are there in a village or small town?” By that, they meant that there could not have been more than 2,000 women raped from such a small place.

APPENDIX B: DECREES, LAWS, AND OFFICIAL STATEMENTS

This appendix contains photocopies of the decrees, laws, and official statements made by the government of DRC and by RCD authorities in the east that are most pertinent in demonstrating their professed commitment to the demobilization and reintegration of all child soldiers in DRC. The documents in this section consist of the following:

4. The Government's Decree and Law (Decret-Loi) No. 66 (9 June 2000), which was subsequently published in the Official Journal of the Government of DRC.
5. The Government's December 1999 booklet describing the "Schema Directeur du Processus de Demobilization et Reinsertion des Enfants Soldats en Republique Democratique de Congo."
6. The 15 May 2000 official statement by the RCD President creating the Inter-Departmental Commission for the Processes of Disarmament, Demobilization, and Social Reintegration of Child Soldiers Serving as Combatants.
7. The 22 May 2000 memorandum (No. 177 DEP/ADM-TER/2000) from the Head of the RCD Department for Territorial Administration, Mobilization and Information, Youth and Sports instructing Provincial Governors to instruct political-administrative authorities in the provinces to stop recruiting children as soldiers.
8. The 28 August 2000 memorandum (No. 112/RCD/CP/KB/QM/2000) from the RCD First Vice President and Chief of the Military High Command instructing all Brigade Commanders in the National Congolese Army (ANC) to cease recruiting children as soldiers and to keep any existing child soldiers in the rear (i.e., not at the front lines of battle) awaiting demobilization

APPENDIX C: MATRIX OF ACTIVITIES AND SUPPORT NEEDED FOR IMPLEMENTING AN EMERGENCY EDUCATION PROGRAM

Topic	Sub-topic	Immediately	Sooner	Later
Psychosocial Component	Recreational, Expressive and Community Service activities.	<ul style="list-style-type: none"> ▪ Quick structured activities for children and youth. ▪ Organization of community service activities. 	<ul style="list-style-type: none"> ▪ Incorporation of the importance of psychosocial issues into teacher in-service training. ▪ Psychosocial healing discussions for teachers and leaders in youth, women's and community groups. ▪ Strengthening of structured activities for adolescents and youth. 	<ul style="list-style-type: none"> ▪ Training of at least 2 persons (male/ female) per school as counselors. ▪ Systematic and continuing development of psychosocial activities within the curriculum. ▪ Development of programs for non-school going children and youth to provide basic literacy, numeracy, and life skills.
Protection	Monitoring of the condition of children.	<ul style="list-style-type: none"> ▪ School statistics system developed including girls, children and young persons with disabilities, and minority students. 	<ul style="list-style-type: none"> ▪ Community survey using students and community groups to identify non-school-going children. ▪ Programs developed to target students not attending school due to discrimination and/or weak family motivation and poverty. 	<ul style="list-style-type: none"> ▪ Integration programs established and refined with adequate measures taken to ensure children's security. Including liaison with community (women, youth, and leaders) groups. ▪ Special programs to promote gender equity and participation of persons with disabilities established, documented.
Life Skills Component	Life saving information that is outside or not adequately covered in the normal curriculum.	<ul style="list-style-type: none"> ▪ Dissemination of urgent preventative health, HIV/AIDS, environmental, land-mine awareness messages. ▪ Preliminary training of teachers and community workers in life skills. ▪ Audit of school subjects for removal of hate messages. 	<ul style="list-style-type: none"> ▪ Audit of school subjects for Peace-tolerance/citizenship, health and environmental content; enriching curriculum with simple activities in these fields. ▪ Programs in the above developed for non-school going children, youth groups, and community groups. 	<ul style="list-style-type: none"> ▪ Thematic life skill activities in health, HIV/AIDS avoidance, citizenship/peace education included in the timetable following grade-wise curriculum for one period per with specially trained teachers.
Academic Component	Non-formal Education (language and numeracy classes & related activities)	<ul style="list-style-type: none"> ▪ Pre-school classes and groups ▪ Primary school type groups ▪ Youth groups including youth study group if desired. 	<ul style="list-style-type: none"> ▪ Pre-school classes and groups. ▪ Primary school-type classes merge into normal schools. ▪ Some youth study groups develop into Secondary school classes. 	<ul style="list-style-type: none"> ▪ Non-formal educational activities with a Life skills Component for non-school going youth. ▪ Coverage extended to meet community needs e.g. youth/adult/women's literacy, with a Life Skills Component built-in.
	Formal Education	<ul style="list-style-type: none"> ▪ Planning restoration of a unified system of schooling through focus groups and planning meetings with community, government and regional authorities. 	<ul style="list-style-type: none"> ▪ Primary school type classes merge into normal schools. ▪ Some youth study groups develop into secondary school classes. ▪ Emergency-related curriculum elements and structure prepare for the new school year. ▪ Restoration of a standardized curriculum similar to area of origin. 	<ul style="list-style-type: none"> ▪ Arrangement made for student certification. ▪ Where applicable (for refugees) development of a curriculum that "faces both ways" serving both the language and curricular needs where the students are, as well as in the area of origin. ▪ Inter-agency work to define 'basic Competencies' by school grade, and develop related study/ test materials.

Topic	Sub-topic	Immediately	Sooner	Later
Capacity Building and Building of Operational Systems	Teachers and School Administrators	<ul style="list-style-type: none"> Volunteers teaching and working with young people. 	<ul style="list-style-type: none"> Assessment of volunteers' skills and development of on-going in-service training. Confirmed by selection tests Payment of "incentives" to full time workers to establish daily consistency, lessen turnover and improve quality. 	<ul style="list-style-type: none"> Self-management of Schools. Design of in-service training to cumulatively lead to recognized qualification. Certification of trained teachers and school administrators by government or regional body/bodies..
	School Management Committees/PTAs	<ul style="list-style-type: none"> Concerned parents and leaders identifying space, shelter and coordinating volunteers. 	<ul style="list-style-type: none"> Committees selected and approved by community. Trained to promote educational quality, relevance, participation, and management. 	<ul style="list-style-type: none"> Trained in strategies for post-conflict reconstruction and the development of sustainable educational systems, and introduced to Life Skills messages
	Local Government and NGO's	<ul style="list-style-type: none"> Identification of educational professionals and inclusion into planning and management of educational programs. 	<ul style="list-style-type: none"> Strategies developed to facilitate their ability to implement projects including material support, transportation, communication and training needs. Grants and administrative training supplied for educational services. 	<ul style="list-style-type: none"> Progressive increase in responsibilities of local partners. Leading to handover of management of educational programs and responsibilities. Facilitate direct donor support to government and local NGOs.
Supplies	Shelter	<ul style="list-style-type: none"> Plastic sheeting, poles, tarpaulin/plastic mats or tarpaulins for floor covering. Where possible area should be fenced. 	<ul style="list-style-type: none"> More cost-effective shelter, typically good roof and floor, low tech walls. 	<ul style="list-style-type: none"> Where applicable construction of permanent schools.
	Furniture	<ul style="list-style-type: none"> Blackboards and supports, teachers' chairs 	<ul style="list-style-type: none"> Benches/desks of the correct size for students preferably made by refugee youth apprentices. Oldest students receive desks before younger students. 	<ul style="list-style-type: none"> Chairs and tables for teachers and school administration. Locking cabinets for schoolbooks and administration.
	Student Materials	<ul style="list-style-type: none"> Start-up set of exercise books/slates, pens/pencils, and recreational materials. Additional exercise books for adolescents/youth. Recreational/ other learning materials for life skills and trauma. 	<ul style="list-style-type: none"> Textbooks or extracts/similar texts based on area of origin curriculum replenishment of consumable supplies. Supplies to promote participation, e.g. secondhand clothing, sanitary materials, food incentives. 	<ul style="list-style-type: none"> Replenishment of consumable supplies. Additional items added according to local and programmatic needs. Supplies for new programs e.g. literacy, youth writers, sports groups.
	Teacher/ Facilitator Materials	<ul style="list-style-type: none"> Exercise books, pens, textbooks, teacher's guides, or resource materials for preparing lessons; including basic resources on how to teach. Teaching/learning materials for trauma healing and life skills education. Registration and attendance books for students. 	<ul style="list-style-type: none"> Refugee/IDP professionals should hold writing workshops to reproduce key elements of previous curriculum and/or emergency related materials for schools and youth. Development of teachers' guides focusing on developing the classroom skills of new teachers. 	<ul style="list-style-type: none"> In reconstruction phase, mass reproduction and distribution of revised post-conflict textbooks teacher's guides, curricula education aids and supplementary materials, with life skills areas strengthened, hate passages deleted and controversial areas resolved.

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