More than half a million refugees in the world are women and children deprived of their human rights: identity, dignity, education, means of living. Children of refugees, displaced people and migrants have a limited access or no access to basic education.

The studied population will include school age children, out-of-school children and demobilised boy soldiers. The historical framework of the study will evaluate the importance given to refugees and displaced people by international conferences held after Jomtien (World Summit on Social Development, Rio conference on the environment ... ). It will also analyse governments' answers to the education needs of these populations at risk at different levels: national strategies, budget, executive training, teacher training and evaluation at community, provincial and national levels.

The study will focus on the importance given to education by the international organisations, NG0s and official programme planners in an analysis of the aid given to populations at risk and the preparation of the "appeal" document. The operational study will evaluate to what extent the "Framework for Action" for Education for All (EFA) has been applied in the case of refugees and displaced people.

Analysing the activities of education (civics, peace and tolerance) social reintegration and development implemented in different countries (Somalia, Rwanda, Mozambique, Sudan, Congo Afghanistan, Bosnia-Herzegovina, Cambodia, Iraq, El Salvador, Guatemala, Papua, New Guinea), this study will examine by which means education has contributed to restore hope, stability and community coexistence.

Education experiences (formal, non-formal, private and public) already realised or in progress in different countries in a situation of conflict, post conflict or natural disaster will be subjected to evaluation: "improvised schools" in former Yugoslavia, "preschool centres and organised activities" for displaced children from' Guatemala; "CAW rehabilitation centres" for young former soldiers in Sierra Leone; "schools in refugees camps" for Somalia children in Djibouti, an educational radio programme "New Home, New Life" for repatriates in Afghanistan. National authorities, EFA committees in different countries, UNESCO offices, refugees committees will be part of this evaluation study. In conclusion, the study will analyse the role of "agents", "means" and priority action fields as a base to the construction of an emergency education in coming years.

The study will also examine whether-the criteria of reconstruction defined by development agencies P, FAO, ILO, World Bank, UNICEF) can apply to refugees and displaced populations in order to prepare them, through education, to return to their country and for reconstruction to be achieved on the basis of sustainable development.