Editors’ Note

The complexity of conflicts and unpredictability of natural disasters around the world make it impossible for traditional humanitarian action to address comprehensively the basic needs of affected populations. As a result, education is becoming a crucial component of humanitarian aid during and after crises. International agencies and local governments are increasingly providing assistance for development initiatives beyond temporary relief, creating more holistic responses to these crises. The delivery of education services under these circumstances takes on heightened importance in ensuring, among other aspects, the protection of communities and the development of children’s well-being.

As initiatives related to education in emergencies continue to grow, graduate students of Columbia University have, for the second year in a row, created a compilation of student work reflecting critical issues in the field. The concerns of these scholars emanate from their catalogue of case studies. From well-publicized cases that are currently in the public eye, to newly emerging events receiving less scholarly and media coverage, the urgent need for attention to education systems in humanitarian emergencies and post-emergency situations is continually underscored. It is our hope that this journal will serve as a catalyst for future scholarly and practical action.

We would like to acknowledge the contributions of the following graduate students, without whom this volume would have been impossible

Jennifer S. Arnold
Beth A. Bogner
M. Sherwin H. Browne
J. Kirsten Busch
Ameena Ghaffar-Kucher

Suzanne Hollmann
Brandi James
Tricia D. Nolan
Morgan H. Strecker
Donna C. Tonini

We also extend our thanks to all of the master’s and doctoral students who responded to the Call for Papers. The articles received reflect both a broad and interdisciplinary interest in this compelling topic and the social concerns of Columbia University students. We commend all of the authors for producing such impressive work. While we tried to be as inclusive as possible, our biggest regret is not being able to include more articles.

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Jennifer S. Arnold
Beth A. Bogner
M. Sherwin H. Browne
Suzanne Hollmann
Brandi James
Tricia D. Nolan
Aki Ohata
Morgan H. Strecker
Donna C. Tonini
Co-Editors