Education in Emergencies and School Safety for Children

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WHY WOULD YOU WANT EDUCATION?

Children	Parents
• Attending school gives me something to look forward to every day. I'm not so bored. • What I learn can be taken with me, even if I move. • When I am scared, I can talk to the teacher. • At school we get injections against disease and have some food every day. • My village comes together for meetings about the school or to watch our performances. People are always happier afterwards.	• My child's future depends on being able to read and write and do other things they learn at school. • It keeps the children's minds off what happened and helps them think of happier days. • We need educated people in our community so that they can start businesses, be doctors, be teachers. • The children are receiving a midday meal and are being immunized against disease. • Through the school we can begin to work together again as a community.

WHY FOCUS ON EDUCATION DURING CRISIS?

- **Education is a RIGHT**
  - International Declarations
  - Conventions
  - Agreements
- **Education affords PROTECTION**
  - A safe, supervised environment
  - Engagement in structured activities
  - Learning to cope with increased risks
  - Care for vulnerable groups
  - Shielding from exploitation
- **Education is prioritized by Communities**
  - Belief in the future
  - Psychosocial support
  - Restoration of communities

EDUCATION IN EMERGENCIES

A SET OF **LINKED ACTIVITIES** THAT ENABLE

STRUCTURED **LEARNING TO CONTINUE** IN TIMES OF

ACUTE CRISIS OR LONG TERM INSTABILITY

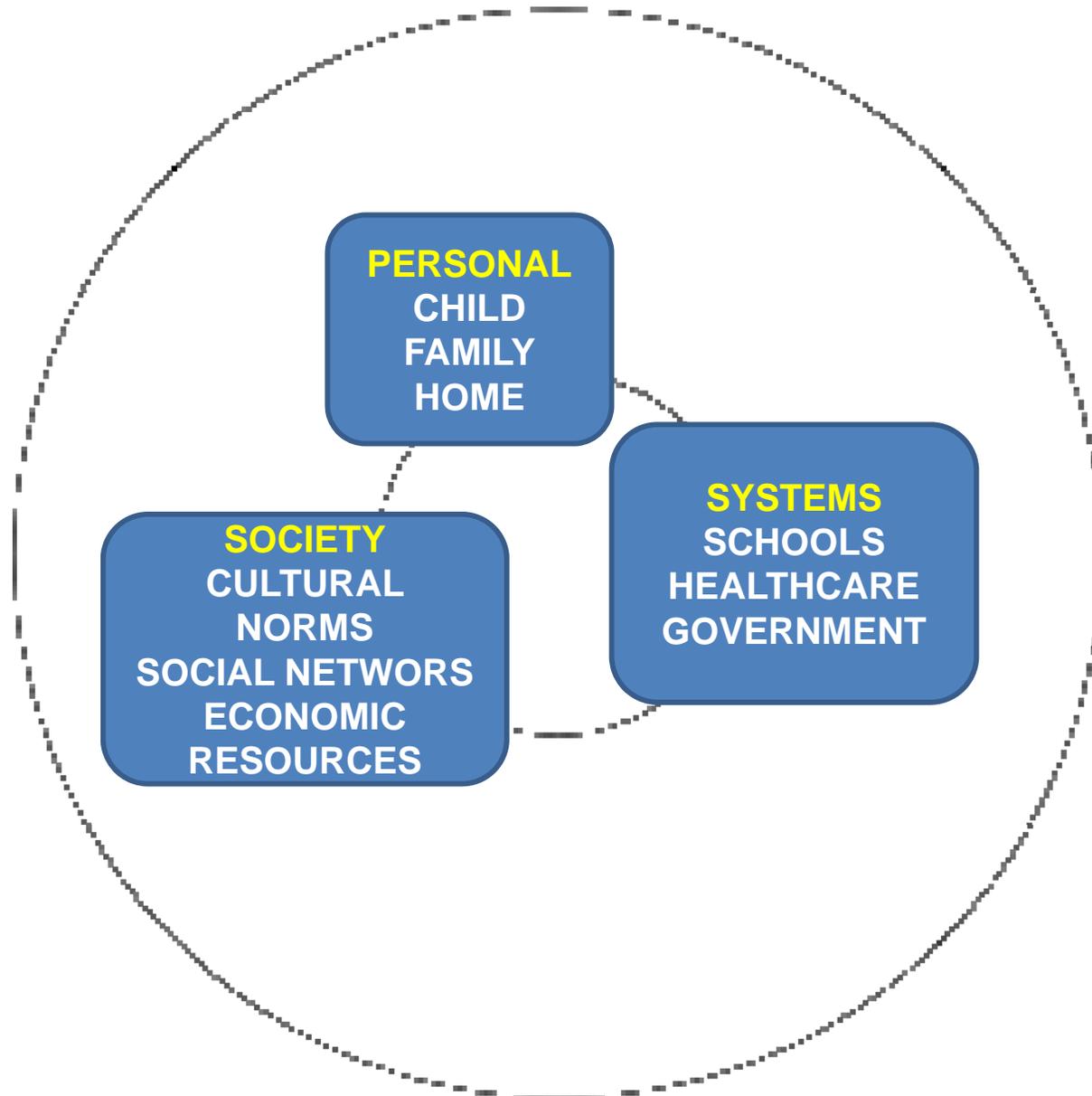# EDUCATION ACTIVITIES IN EMERGENCIES

Education activities in emergencies vary greatly according to the nature of the crisis and the cultural context of the country.

A **Good Education Response** should:

- deliver tangible results, aiming to maintain children's **educational continuity**

- **be flexible** in terms of timing, location and methods used

- build the **capacity of teachers to help children cope** with the mental, physical and social impact of an emergency

- **focus efforts on groups of marginalized children**: displaced children, those from ethnic minority communities, girls, children with disabilities, younger children and former child soldiers

- find ways to address community tensions and **enhance integration**

- engage governments, local NGOs, or communities themselves as partners

IMPACT OF CRISIS ON CHILDREN AND EDUCATION

PERSONAL
CHILD
FAMILY
HOME

SYSTEMS
SCHOOLS
HEALTHCARE
GOVERNMENT

SOCIETY
CULTURAL
NORMS
SOCIAL NETWORS
ECONOMIC
RESOURCES

ACTIVITIES AS PART OF EDUCATION EFFORTS IN EMERGENCY SITUATIONS

1. **Advocacy** as a means to increase awareness within a community, influence policies and activities of education authorities

2. **Training for teachers, school committees or children** themselves in order to increase local capacities

3. **Provision of supplies** and rehabilitation of infrastructure

4. **Development of curriculum or learning materials** when content is inadequate

5. **Management of schools** or other education activities when local capacities are removed or have not existed.

<u>GROUP WORK</u>
STEPS IN PLANNING EDUCATION RESPONSE

1. IS EDUCATION AVAILABLE TO AND RELEVANT FOR ALL AFFECTED CHILDREN?

2. HOW HAS THE EMERGENCY IMPACTED ON EDUCATION PROVISION?

3. HOW CAN STRUCTURES BE ADAPTED OR CREATED TO MEET NEW EDUCATION NEEDS?

4. WHAT CHALLENGES COULD BE EXPECTED?

5. WHAT ACTIVITIES MIGHT TAKE PLACE?

STEPS IN PLANNING RESPONSE - 1

IS EDUCATION AVAILABLE TO AND RELEVANT FOR ALL AFFECTED CHILDREN?

YES

- *education needs adequately covered by government or other agencies*

NO

majority of primary school-age children not at school

- *special groups of primary school-age children not attending pre-school or adolescent children not receiving education support*

STEPS IN PLANNING RESPONSE - 2

HOW HAS THE EMERGENCY IMPACTED ON EDUCATION PROVISION?

Children's experience

•*witness violence or disaster participation in armed conflict sexual exploitation breakdown of informal education*

School infrastructure

•*buildings destroyed or damaged education supplies looted access or security issues landmines present*

Staffing

•*qualified teachers limited salaries unavailable specialised training needed*

Classroom content

•*conflicts over curriculum or language life-saving content excluded (eg, landmines, HIV/AIDS, hygiene) psychosocial support missing*

•*pedagogy not relevant*

Attendance

•*large class sizes*
societal discrimination or norms limit attendance (eg, girls, child soldiers)
lack of capacity for additional refugee or IDP children

STEPS IN PLANNING RESPONSE - 3

HOW CAN STRUCTURES BE ADAPTED OR CREATED TO MEET NEW EDUCATION NEEDS?

Support to existing education systems

- *state structures; community-based schools; school management committees*

Special measures to return to school

- *advocacy for attendance; accelerated learning; short-term relief*

Organise out-of-school alternatives

- *structured learning*
- *child-led initiatives*

Co-ordinate non-school age programmes

- *early childhood development (ECD) adolescent education and support*

STEPS IN PLANNING RESPONSE - 4

WHAT CHALLENGES COULD BE EXPECTED?

•*limited funding, mainly for primary education ;limited staff capacity; emphasis on buildings without quality inputs; security/access issues ;co-ordination difficult*

STEPS IN PLANNING RESPONSE - 5

WHAT ACTIVITIES MIGHT TAKE PLACE?

•*advocacy*
training
provision of supplies and infrastructure curriculum development
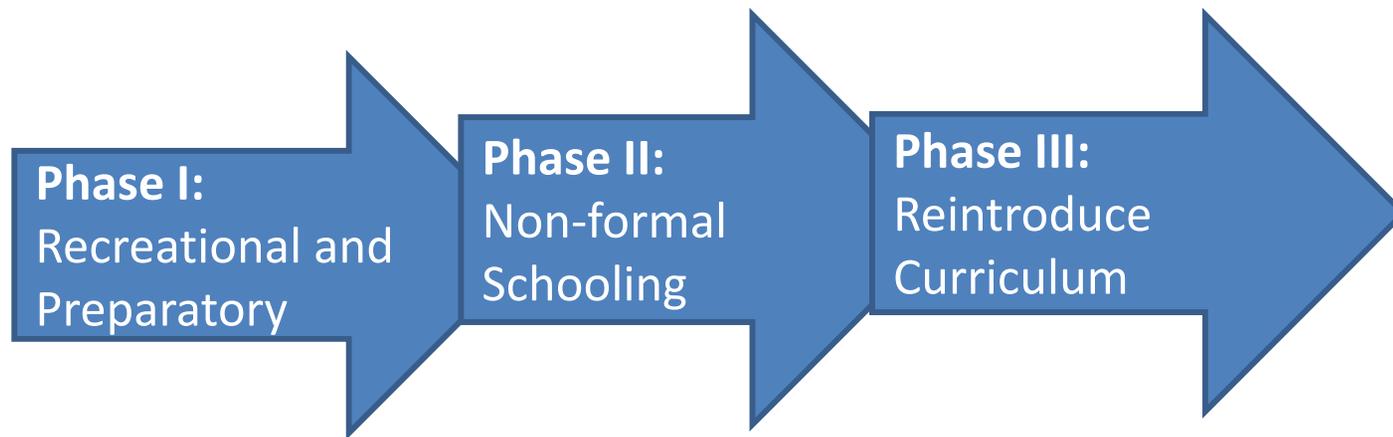*management of activities*

VIA WORKING:

•*through education authorities with school committees*
with local NGO partners

RAPID EDUCATIONAL RESPONSE

Phase I: Recreational and Preparatory

Phase II: Non-formal Schooling

Phase III: Reintroduce Curriculum

STATE STRUCTURES	Capacity-building for local, district and national education authorities Teacher in-service workshops Provision of textbooks and other classroom supplies Development of or contributions to revisions in curriculum School rehabilitation or reconstruction Promotion of inclusive policies
COMMUNITY BASED SCHOOLS	Support for management structures Provision of education and recreation supplies (or kits) and guidance on use Training for teachers or community members taking on that role Teacher incentives (absence of salaries) Development of or contributions to revisions in curriculum
SCHOOL COMMITEES	Start up committees in locations where they are not in use Train in management responsibilities and structures Facilitate participatory planning Provide administrative supplies Committees lead outreach to community to promote attendance

ADVOCACY FOR ATTENDENCE	Training providing overview of the law: Convention of Rights of the Child, Geneva Conventions, etc Research to understand extent of problem and back-up advocacy
	Awareness-raising efforts coupled with supply provision or repair assistance Identifying compromise, eg double shifts can allow for greater attendance, yet still maintain a smaller class size
ACCELERATED LEARNING PROGRAMMES	Develop curriculum based on approved state content Train teachers in new curriculum and child-centred teaching pedagogy Co-ordinate with education ministry so that exams will be recognised and allow for entry into state system Monitor children's progress as they integrate into the state school system
SHORT TERM RELIEF	Local purchase of school supplies Use of UNICEF school-in-a-box Provision of recreation supplies Rapid teacher training focused on psychosocial support Purchase of school furniture School reconstruction, coupled with community participation
STRUCTURED LEARNING ACTIVITIES	Literacy and numeracy classes Cultural activities such as music, dance or drama Sports practices and teams, with recognition of gender issues Education regarding child rights Subject-specific learning may include: Health and hygiene education HIV/AIDS awareness Peace-building education and conflict resolution

MAKING EDUCATION RELEVANT

- Ensuring **basic literacy and numeracy education** is available to all children in affected populations

- **Responding to the psychological and social impact of children's experience in culturally appropriate ways**: survival skills, individual and social developmental skills, and learning skills

- **Introducing learning content to tackle is**sues created by the crisis

- Offering *structured recreation activities*, such as sport, drama, music, art or dance, to establish space for cultural learning and play

MAKING EDUCATION INCLUSIVE

- Advocating for displaced or refugee children's attendance at local schools by working with teachers and developing policy with education authorities

- **Increasing schools' capacity for increased enrolment through teacher training on managing large classes** and support for repair work or new furniture

- **Providing school supplies or tuition waivers directly to marginalised children**

- **Basing the education curriculum and language on the area of origin to encourage displaced children's return**, remembering that in long-term displacement

- Developing education alternatives for children excluded from the state school system, whether due to security concerns, family obligations or school missed

- **Channelling educational resources into both local and camp schools** to avoid resentment and establish a climate where integration is possible

MAKING EDUCATION RESPONSE DURABLE

- **Responding with rapid and timely education** interventions
- Working through existing education systems wherever possible, to avoid setting up separate structures
- **Emphasizing the community contribution** in all education reconstruction efforts
- **Linking provision of supplies to activities** which address quality such as training, advocacy, or parent management committees
- **Providing transportable education kits or activity boxes** which can move with teachers in the context of frequent displacement
- **Securing a physical space for education and recreation in** refugee camps or host communities as populations move
- Striving for continuity in curriculum, teacher salaries and certification
- Ensuring that projects facilitate a transfer of responsibilities to the community, ie via the establishment and training of school management committees

CHALLENGES IN EDUCATIONAL RESPONSE

Issue	Strategy
Lack of access	Co-ordinate with others to identify numbers and schools affected Train teachers who plan to return to inaccessible area
Insecurity	Focus on security for children's attendance, consider escorts
Frequent population movement	Work with local schools to immediately admit displaced children Use transportable school kits, for example school in a box
Need for physical space	In acute crisis, set up temporary structures for school, eg tents Move displaced people out of school buildings as soon as possible In the longer term, work with community to rebuild school
Lack of supplies	Encourage use of local materials through training and support Provide essential school supplies, eg notebooks, blackboard

STRATEGIES TO COPE WITH CHALLENGES IN QUALITY

Issue	Strategy
Rebuilding schools is focus	Insist that all reconstruction include time-bound quality interventions, eg rapid teacher training, school management committees
Lack of adequately trained teachers	Offer rapid teacher training in areas such as psychosocial support, large class sizes, active learning, use of local materials Use youth as tutors in structured learning and as recreation leaders Support longer-term training efforts led by teacher colleges or distance education networks
Language or ethnic differences in curricula	Gain community consensus on language of instruction, offer out-of-school alternatives using minority mother tongue Support review of school curriculum for issues of inclusion Engage local staff in monitoring for messages of prejudice
Need for certification	Arrange for recognised certificates for out-of-school activities All teacher training should be recorded and certificates awarded

School Safety – The Case of India

Focus/Integration of School Safety and Children in National Policy Instruments
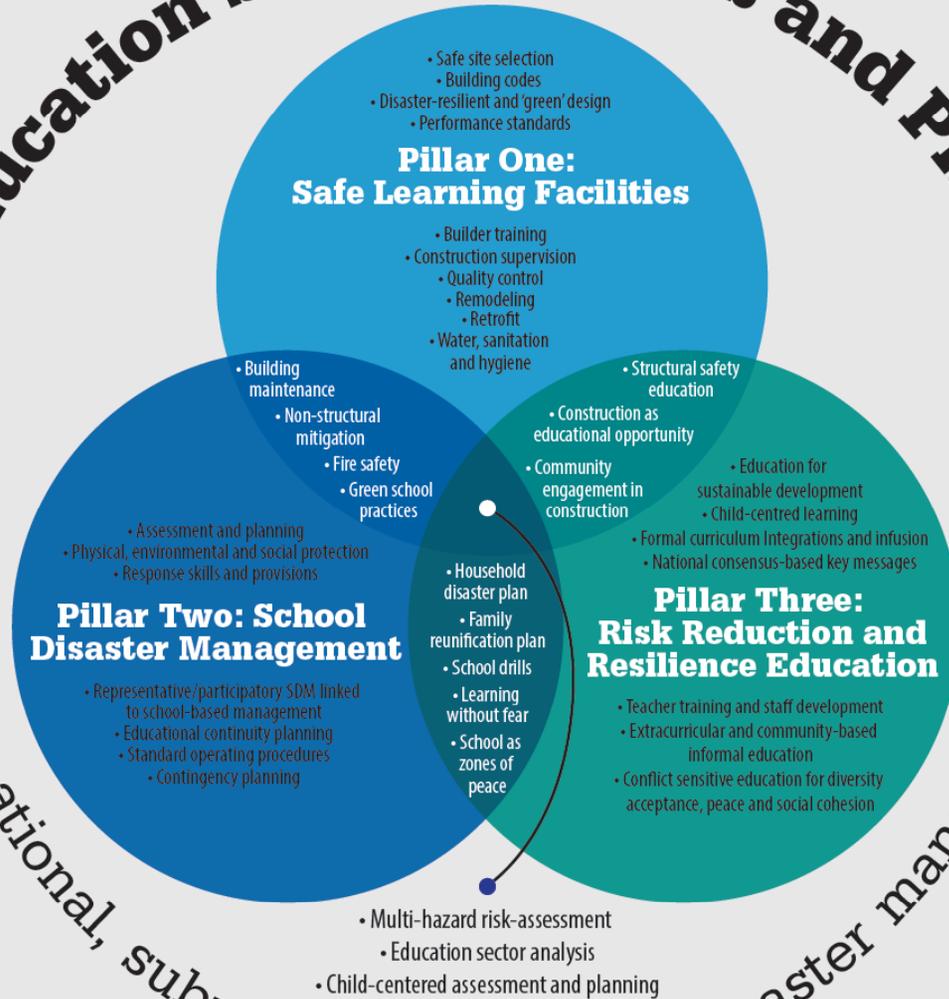
National and Sub national Efforts

National School Safety Policy Guidelines

Monitoring of the National Guidelines

COMPREHENSIVE SCHOOL SAFETY - GLOBAL FRAMEWORK

1. **Protect students and educators from death, injury and harm in schools**
2. **Plan for continuity of education through all expected hazards and threats**
3. **Safeguard education sector investments**
4. **Strengthen risk reduction and resilience through education**

VARIOUS DIMENSIONS OF SCHOOL SAFETY - BUILDING ON THE WHOLE SCHOOL DEVELOPMENT APPROACH
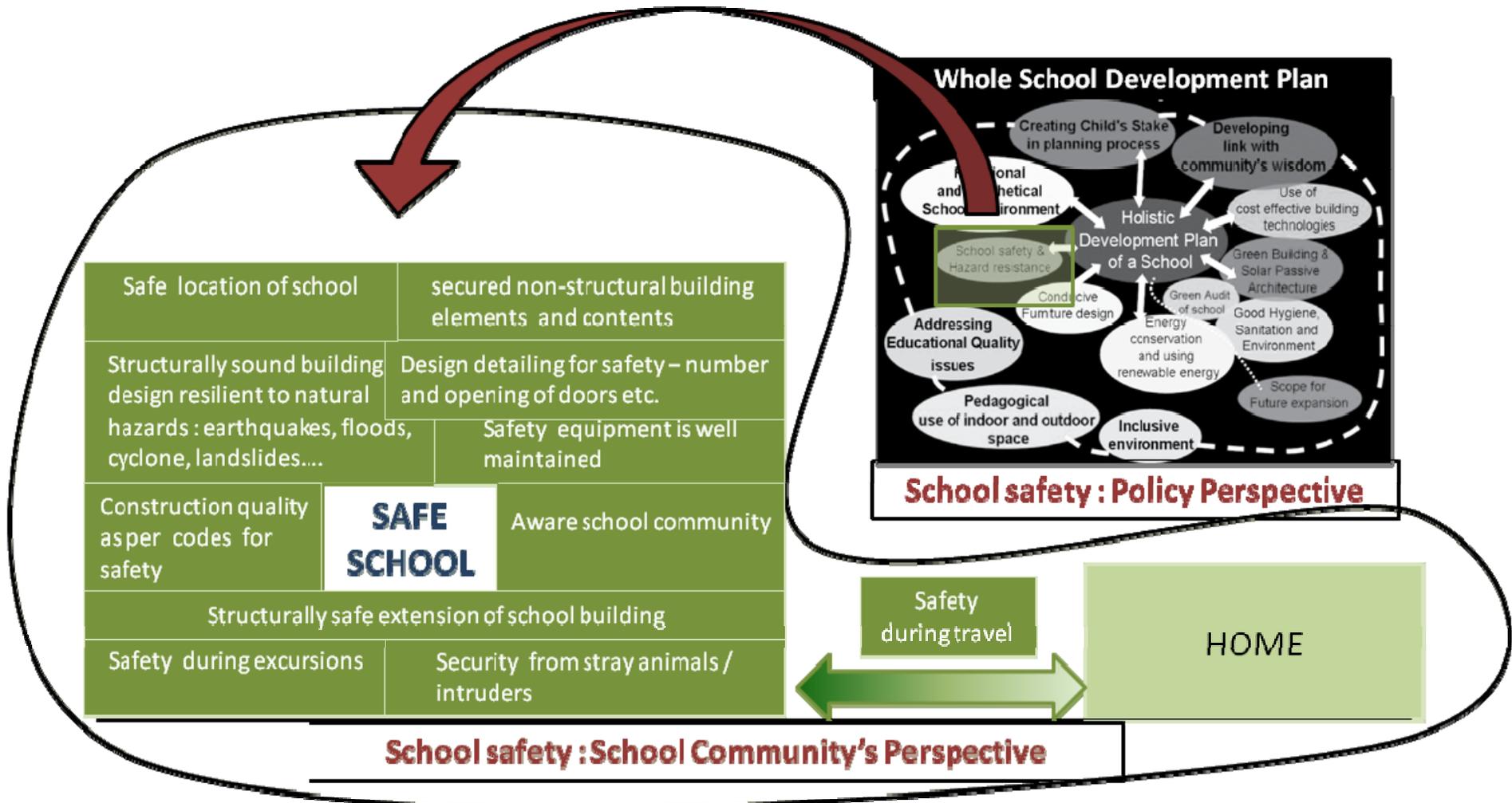
NDM Guidelines on School Safety Policy - Approach and Objectives

1. All hazard approach.
2. All schools; all stakeholders
3. Strengthening existing policy provisions to make schools safer
4. School Safety as an indicator of quality for continued planning, execution and monitoring
5. To ensure the creation of safe learning environment for children.
6. Highlight specific actions that can be undertaken by different stakeholders.

KEY ACTION AREAS AS PER NDMGSSP

1. Institutional Strengthening at the State & District levels
   - Co-opting senior officials of the Department of Education in SDMA and DDMA.
   - Nomination of School Safety Focal Point Teacher & Sensitization of School Management Committee on DM.

2. Planning for Safety
   - Structural Measures (including siting, design and detailing for structural safety).
   - Non structural Measures.
   - School DM Plan.
   - Leveraging existing flagship programmes to make school campus safer.

KEY ACTION AREAS AS PER NDMGSSP

3. Capacity building for safe schools

- Training for students and school staff
- Specialized training and skill building of Education officers, representatives of SCERT and DIET, SDMA, DDMA, etc on school safety
- Mock Drills

4. Disaster Management in Core Curriculum

5. Regular monitoring of risk and revision of School Safety Plans (including Safety Audits & Availability of Emergency Equipment).

On the Mitigation & Preparedness Front...
National School Safety Programme (NSSP)

8600 Schools in 43 Districts of 22 States/UTs (Seismic zone IV & V)- (2011-17)

Training Modules & IEC Material
Teachers trained as Master Trainers
School DM Plans & Mock Drills
Non-Structural Measures
Demonstrative Retrofitting

Formulation of National DM Guidelines on School Safety Policy
Time Bound Implementation of Guidelines (The Hon'ble Supreme Court of India)

Directions of the Hon'ble Supreme Court of India

❑ Time bound implementation of the National Guidelines on School Safety Policy ([14th August 2017 Order](#))

❑ District Disaster Management Authority to ensure and monitor compliance of the said Guidelines

❑ District Education Officer of each District to be a "Nodal officer" with responsibility, liability and obligation as well as powers and functions to ensure strict compliance with the Guidelines within the district of his jurisdiction.

❑ Quarterly compliance reports from the Chief Secretary to MHRD and NDMA on the actions taken.

❑ Joint Monitoring Committee consisting of representation of both Department of School Education & Literacy, Ministry of HRD and NDMA

Set of Actions for Prime Focus

1. Before granting recognition or affiliation to schools , the State Governments and UTs would ensure that the buildings are safe and secure and are constructed according to safety norms as per National Building Code.

2. Installation and maintenance of fire extinguishers in all existing government and private school buildings would be ensured including necessary training to stakeholders to use these equipments

3. Non structural measures including safe storage of inflammable and toxic material (laboratory purpose)

4. Preparation of School disaster management plan

5. Conduction of periodic mock drills in the schools

6. Safety audits of school buildings including structural and non structural aspects at periodic intervals. Safety certificate to be issued to the school only post thorough inspection and compliance of the safety measures.

7. Disaster management to be adequately included in the curriculum

8. Capacity building of teachers , staff and students on school safety and disaster preparedness

Key Action Areas on Monitoring

❑ Monitoring Formats

  – Quarterly Format to be submitted by State/UT

  – Format that the State may use to collect district data

❑ Submission of the State Specific action plan by States/UTs along-with timeframe for implementation of the guidelines

❑ DEO to render monthly progress reports to DDMA

❑ Quarterly progress reports to be sent by the Office of Chief Secretary, States/UTs to MHRD and NDMA in prescribed format.

"I refuse to accept that the world is so poor, when just one week of global spending on armies is enough to bring all of our children into classrooms."

Kailash Satyarthi
2014 Nobel Laureate

Thanks!