

Module 2 assignments

Student: Rania Aswad

1. Monitoring and evaluation (M&E) are critical for ensuring programmatic success in emergency education. Do you agree with this statement? Why?

Developing, implementing and evaluating education programs in conflict settings must be done thoughtfully, after careful analysis of each context and its unique dynamics. All aspects of these programs, including monitoring and evaluation, should be examined to ensure that they do not inadvertently contribute to inequality or exacerbate existing issues.

2. In your own words, what is conflict sensitive education

Education can contribute to conflict, for example, by instilling behaviors and attitudes that contribute to intergroup tensions. ... Education programmes and policies in conflict-affected and fragile contexts should be “conflict sensitive,” both minimizing negative impacts and maximizing positive impacts. Conflict sensitive education (CSE) means “understanding the context in which the education policy/programme takes place, analyzing the two-way interaction between the context and the education policy/programme, and acting to minimize negative impacts and maximize positive impacts of education policies and programming on conflict, within an organization’s given priorities”

3. explain five barriers to the provision of effective education in emergencies

Physical and infrastructural barriers: Crises can cause damage to educational infrastructure, affecting the existence and availability of safe learning spaces, including related infrastructure and services (in particular hygiene, water and sanitation (WASH)). Response examples: light classroom refurbishment; establishment of temporary learning spaces; gender-sensitive WASH facilities; risk mapping and site planning; ensuring accessibility through universal design and reasonable accommodation for girls and boys with disabilities

Protection barriers: Children may also be denied access to learning due to protection risks in, near or on the way to school. Girls and boys become particularly vulnerable when the humanitarian situation creates increased risk of gender-based violence, child labour, trafficking and early marriage. Crisis-related poverty can create increased demands for child labour or when conflict increases the risk of recruitment to armed groups and kidnapping. Response examples: provision of psycho-social support; referral to child protection responses that include gender-based violence and case management¹⁷ (Annex C); safe school approaches

Social barriers: Discrimination that girls and boys may experience that result in denial of rights to education or create obstacles to integration into the education system, which may increase due to the crisis. Children may face discrimination from peers, school staff and the wider community based on their religion, ethnicity, refugee or IDP status, disability, affiliation with parties to a conflict, or nationality. Girls and boys of different ages may face additional obstacles when strict social norms restrict their right to education. Response examples: Community sensitisation; mobilisation and awareness-raising through peer networks; community leaders and role models; school transportation; social cohesion activities.

Institutional barriers: Often related to social barriers, these can include discriminatory practices of school management and teachers denying access or may manifest in unwelcoming attitudes, segregation, inequitable resource allocation or verbal, emotional, sexual or physical violence against girls and boys. Administrative barriers include requirements for legal documents to register for education services, application of arbitrary ages for enrolment, or requirements to pass entrance examinations or health checks. IDPs and refugees are particularly vulnerable to administrative barriers in host communities and may require case management support. Response examples: advocacy with local and national education authorities; teacher training; Educational campaigns including ‘back to learning’ with tailored messages; referral for protection case management.

Financial barriers: Children affected by humanitarian crises may be unable to afford the costs of returning to education including increased secondary costs (i.e. transportation, school fees, uniforms, supplies,

exam fees, sanitary items, etc.). Even where education is free, vulnerable girls and boys may be required to contribute to their household or to provide for their own basic needs (particularly for separated, unaccompanied children and child-headed households). Response examples: Cash Programming can be used to off-set opportunity costs of child labour and other negative coping mechanisms; where cash is not applicable/feasible, in-kind supports including school supplies, transportation and uniforms may be effective; multi-sectoral approaches to a humanitarian crisis may cover food insecurity and other household-level needs.

4. What are some organizations involved in providing education and humanitarian assistance during emergencies in your country?

In Syria, the Syrian government leads the provision of free equal education to all including university level. The relevant United Nations agencies, national non-governmental organizations and International non-governmental organizations support the UN as implementing partners.

5. Education in emergencies is a critical, life-saving response that works to protect children in conflict and natural disasters, and preserve their right to education. What are some of the policies/laws put in place by your government to ensure access to education for all.

The Syrian government represented by the Ministry of Education is doing huge efforts to ensure equitable and access education to all; while ensure ensuring inclusion of all vulnerable groups. During the armed conflict in Syria, many children lost their proof of identity and school records. Thus, the government has provided facilitation to ensure children can enroll at schools and resume their education.

Also, the Syrian government provided new tests to explore suitable level of education for children. Further, the government, supported by UN agencies and humanitarian partners are providing accelerated curricular opportunities for students to rapidly fill in their educational gaps and catch up with children of their age at school. Also, the government provided a multiple-shifts system to ensure all students get the chance to attend classes at school.

6. Discuss the statement “risk reduction is everyone’s business, citing suitable practical example. Using relevant examples from countries that have experienced conflict, discuss why women play an invaluable role in peace-building.

Risk reduction, or loss mitigation, is a risk management technique. It refers to the way an insurance company can reduce its financial losses by implementing measures that will prevent actualizing risks or minimizing the number that can actually happen.

Prevention is at the heart of the United Nations Charter, which calls on the organization “to take effective collective measures for the prevention and removal of threats to the peace.” Yet, in the seventy-three years since its inception, getting prevention right has been one of the biggest challenges for the UN. Despite difficulties in figuring out how to define and operationalize prevention, the extent of human suffering as a result of crises and conflicts today is testament to the urgent need to rethink how the UN and member states do prevention.

Renewed interest in getting prevention right stems from Secretary General António Guterres’ vision for the UN, influenced by the 2015 and 2016 reviews, which complements the sustaining peace approach. The SG has introduced a set of reform proposals to the UN peace and security architecture, the UN development system, and UN management that were designed with prevention and sustaining peace at their center.

Supporting women’s ability to succeed and advance economically leads to healthy and productive households, growing businesses, and the well-being of communities and nations.