**[D026 - Diploma in Education in Emergencies](http://portal.onlineresourcecenter.nl/prolearn/public/studentnotes)**

**Assignment 1**

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1. Define Education in Crisis. Compare and contrast Education in Crisis and Education in Peaceful developing countries.

Emergency education programmes take place 'in situations where children lack access to

their national and community education systems due to occurrence of complex emergencies or

natural disasters' (Nicholai & Triplehom, 2003, p. 2). They are situations which overwhelm 'the

capacity of a society to cope by using its resources alone' (Nicholai, 2003, p. 11).

**Education in emergencies**' refers to the quality learning opportunities for all ages in situations of crisis, including early childhood development, primary, secondary, non-formal, technical, vocational, higher and adult education. Education in emergencies provides physical, psychosocial, and cognitive protection that can sustain and save lives. Common situations of crisis in which education in emergencies is essential include conflicts, situations of violence, forced displacement, disasters, and public health emergencies. Education in emergencies is a wider concept than 'emergency education response' which is an essential part of it.

The promise to get all children everywhere in school will not be achieved without a much greater commitment to planning, prioritizing, and protecting education particularly in conflict and crisis contexts.

"Safeguarding the right to education must be an integral part of our response to all crises. Sustainable Development Goal 4 aims to ‘ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.’ I would like to emphasise the term ‘for all.’ Refugee and displaced children cannot and must not be excluded." – Ms. Leila Zerrougui, SRSG for Children and Armed Conflict

Education at the stage of humanitarian crisis has often been a secondary priority among donor agencies; rather, their primary efforts are directed towards meeting basic survival needs, such as shelter, food, water, and health. They do not think that education should be part of a humanitarian intervention at the early stages of emergency (Tawil, 1997; Sinclair, 2001; Sommers, 2002). The view that education must be a priority of emergency assistance has been growing and the dichotomy between humanitarian intervention and development activities among donor agencies is criticized by Pigozzi (1999) and Sommers (2002), among others. Pigozzi (1999) suggests that emergency education should take a 'development approach', in which education is regarded as a tool for nation building from the very beginning of the humanitarian intervention. She claims that emergencies can provide 'an opportunity for transforming education along the lines envisioned at the Jomtien World Conference on Education for All' and further states that emergencies 'allow for the possibility of reconstructing a social institution that helps develop and form the human resources that determine the way a society functions'. Along the same lines, UNESCO (2000a) points out that 'education in emergency is a humanitarian imperative which has development-promoting outcomes'.

What is lacking in this current 'relief and 'development' debate in emergency education is a

critical examination of notions of development. The above quotations from Pigozzi (1999) and

UNESCO (2000a) do not go further to elaborate the controversial concepts of 'development' and

'nation building'. The EFA based notion of development, which Pigozzi advocates, as well as the

2000 United Nations Millennium Development Goals (MDGs) set time-bound targets to monitor

progress. Smith and Vaux (2003) state that quantitative approaches to development targets lack

consideration of 'quality' of education, which is vital in relation to conflict-affected contexts.

Tawil (1997) points out how a component of sustainable development is lacking in relief and

rehabilitation efforts in conflict affected societies. Samoff (1999) and Torres (1991), among

others, claim that EFA is based on a one dimensional economic development model and that

EFA reform can be easily traced back to the human capital theory. Human capital theory is

considered to work in the framework of a theory of modernization in which development means

economic growth following in the footsteps of western industrialized nations. Modernization

theories commonly see human progress as a linear progression. The idea that education

contributes to economic growth has spread since the early 1960s and has impacted on the

educational policies of the World Bank. Economic dominance of educational discourse has

become a current phenomenon (Haavelsrud, 1996; Samoff, 1999). The view that education is one of the most important tools for human development and poverty reduction has remained strong in recent years (Smith & Vaux, 2003).

Opposing the narrow view of development, Galtung (1996), Haavelsrud (1996) and Pike and

Selby (2000), among others, argue that development is a multidimensional process. They are

critical of the narrow view of development that focuses predominantly on economic growth at

the expense of the poor, the disadvantaged, the environment and future generations. In this

perspective, the central concern is the improvement of quality of life for all to meet the needs of

human and non-human nature. Socio-cultural developments enhancing diversity are of vital

importance as well. Therefore, it is too limiting to target education as serving only the cause of

economic prosperity. At a personal level, it is important to foster comprehensive growth of the

child. Machel (1996) affirms this view: Armed conflict affects all aspects of child

development-physical mental and emotional and to be effective assistance must take each into

account ensuring from the outset of all assistance programmes that the psychosocial once

rnsintrinsic to child growth and development are addressed.

1. Identify and describe four different types of Crises. Support your answers with relevant examples.

The four types of emergencies include:

* + - 1. Human-made emergencies such as war, internal conflict and genocide.
      2. Natural disaster such as earthquake, flood and draught.
      3. Silent/chronic emergencies such as poverty, HIV/AIDS.
      4. Complex emergencies are situations of disrupted livelihoods and threats to life produced by warfare, civil disturbance and large-scale movements of people, in which any emergency response has to be conducted in a difficult political and security environment. It is a major humanitarian crisis that is often the result of a combination of political instability, conflict and violence, social inequities and underlying poverty.

1. According to your own words explain how INEE minimum standards can be used to help bring hope to those affected by crises.

NEE’s Minimum Standards were founded on the Convention on the Rights of the Child, the Dakar 2000 Education for All goals and the [Sphere Project’s Humanitarian Charter](http://www.sphereproject.org/). Like Sphere, the standards are meant to be used as a capacity-building and training tool. INEE believes that they will also enhance accountability and predictability among humanitarian actors, and improve coordination among partners, including education authorities.

An updated [**INEE Minimum Standards for Education: Preparedness, Response, Recovery**](http://toolkit.ineesite.org/inee_minimum_standards/handbooks) was launched in June 2010. The Handbook is designed to give governments and humanitarian workers the tools that they need to address the Education for All and UN Millennium Development Goals. It is the first step toward ensuring that education initiatives in emergency situations provide a solid and sound basis for post-conflict and disaster reconstruction. The Minimum Standards cover five domains:

* **Foundational Standards**: these standards include coordination, community participation, and analysis. These standards should be applied across all domains to promote a holistic quality response. These standards give particular attention to the need for good diagnosis at all stages of the project cycle, in order to better understand the context and apply more appropriately the standards in the domains that follow.
* **Access and Learning Environment**: standards in this domain focus on access to safe and relevant learning opportunities. They highlight critical linkages with other sectors such as health, water and sanitation, nutrition and shelter that help to enhance security, safety and physical, cognitive and psychological well-being.
* **Teaching and Learning**: these standards focus on critical elements that promote effective teaching and learning, including curricula, training, professional development and support, instruction and learning processes, and assessment of learning outcomes.
* **Teachers and Other Education Personnel**: standards in this domain cover administration and management of human resources in the field of education. This includes recruitment and selection, conditions of service, and supervision and support.
* **Education Policy**: standards in this domain focus on policy formulation and enactment, planning and implementation.