**Assignment 3  
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**Giving examples highlight four implications of Galtung’s concepts of education in emergencies.**Implications for programming education to mitigate insecurity and violence Providing security to teachers and children is the priority. Education workers can mitigate violence and insecurity through interventions that:   
❖ Develop and implement programs to protect threatened students, teachers, and academics   
❖ Provide continuous and safe alternative education services, such as school outreach centers, home schooling, distance education or radio instruction, shelters and childfriendly spaces   
❖ Address issues of gender based violence in all programming   
❖ Provide psycho-social support to the school community, i.e. parents, teachers, students   
❖ Offer complementary conflict mitigation and resolution strategies as well as peace education modules in and out of the classroom   
❖ Identify and remove discriminatory hate and violence messages from educational materials   
❖ Adopt multi-sectoral approaches to eliminate gender-based violence through the provision of services across health and social services, and the legal and security sectors   
❖ Work across sectors to identify ways for youth, while being educated, to survive economically, rebuild a future and avoid forced recruitment into militias Promote cross-sectoral collaboration with the justice and security sectors when possible to protect the schools, sanction predators and restore some sense of justice and protection in the school community

**According to the proponents of Education in Emergency, The insistence that access to education is an inalienable right for all children. What are some actions that the countries that have ratified the right to education ought to do?**

❖ Support the expansion of secondary schools, especially boarding schools for girls   
❖ Promote accelerated learning programs for out of school youth and over-aged youth who have never attended or completed primary school   
❖ Increase the availability of non- formal education programs for youth and ex–combatants   
❖ Provide psycho-social and trauma-healing support to victims of war, torture, and rape.   
❖ Develop programs for girls who have been victims of rape and torture Support school feeding projects and safe boarding facilities when necessary

❖ Develop training grants and business development programs for youth that are linked to literacy and skills training to ensure their engagement and/or reintegration into society   
❖ Include youth in the decision making about programs that affect their development; provide education programs in age and experience-relevant modes   
❖ Include youth in activities related to the reconstruction of their region   
❖ Reintegrate child soldiers, even after the conflict is over, to establish socially relevant programs and education interventions that include conflict prevention, demobilization, and reintegration into society   
❖ Mitigate radicalization of students by promoting alternative teaching and learning materials and methodologies, and by providing support to student conflict mitigation networks

**Explain five principles that inform right based approach to education.**

1. Human rights framework. Refer to the international human rights framework consistently. This framework provides a set of objective and universal standards against which the impacts of laws, policies and interventions can be measured.   
   2. Empowerment. The HRBA is empowering. It empowers vulnerable groups to advocate for their own rights, gives them a voice and makes them active stakeholders. Marginalized communities such as ethnic minorities, women, the elderly, children, persons with disabilities are particularly socially vulnerable and would benefit most from empowerment.   
   3. Participation. Participation is not only means to an end, but also a fundamental human right that should be realized for its own sake. Effective participation in development requires specific mechanisms and arrangements at different levels of decision-making in order to overcome the impediments faced by marginalized groups, minorities suffering discrimination and people living in poverty.   
   4. Non-discrimination. Development activities aim to eliminate discrimination and therefore should focus on groups and individuals who are most vulnerable to human rights abuses such as persons belonging to minorities. Discrimination is universally prohibited by international human rights law.   
   5. Accountability. Rights imply duties and duties demand accountability. It is an intrinsic feature of the human rights-based approach that institutions, and legal and administrative arrangements for ensuring accountability are built into development strategies. These mechanisms must be transparent, accessible and effective

**What are the major roles of Government in providing education during emergencies?**

**• Provide a structure for addressing emergency education issues**

Under the Education for All (EFA) initiative and Dakar Framework for Action, all government

Ministries of Education should create contingency plans for education in emergencies as a result

of conflict and natural disasters. Part of this planning should include placing copies of national

curriculum, textbooks, and other educational materials with UNESCO’s International Bureau of

Education for safekeeping. Countries directly affected by emergencies are especially concerned, as well as neighboring nations that will assist the refugee and internally displaced populations from one or more surrounding countries. Government officials should have a clear understanding of the issues

involved in re-starting an educational system after an emergency.

Specific issues are:

o how to address large numbers of untrained teachers entering the workforce,

o payment of teacher and school administration salaries, and

o how to ensure quality services in government schools.

**• Maximize but not disrupt existing systems**

In order to rapidly respond to a crisis, planners and programmers should take account of all of

the existing resources, such as

o buildings especially functional schools,

o educational staff, and

o educational materials.

Where possible these resources should be used to assist in the emergency response. Care should

be taken to minimize the impact on the functioning part of the school system. For example, if

government educational materials are diverted to the emergency, plans for replenishment should

be made either through the Ministry of Finance, UN or donors. Can schools be used to aid the

emergency without permanently disrupting regular classroom and student life? Different

arrangements are needed if displaced populations are either too numerous or geographically

remote to attend classes in existing schools.

**• Coordinate and maximize emergency educational services**

The role of a Ministry of Education during an emergency is to ensure educational services for all

children through coordinating the activities of the UN and NGOs. This is a daunting task and

requires an understanding of the mandates of the UN agencies, donors and international

organizations, their resources, and how to coordinate and use them to meet the long-term needs

of the country.

Building the government’s ability to coordinate should be integral to any emergency education

program, because the government will be able to better respond to the current crisis and those in

the future. With this in mind, governments should request support for additional staff, vehicles

and equipment, and technical support to play its coordination and management role. In some

cases, governments may be able to contribute a match in kind for the required inputs. Once

government ministries apply to receive such support, it is essential that they have transparent

systems in place to account for funds and material received.

**• Provide a long-term strategy**

A valuable tool for attracting donor support and guiding UN agencies and NGOs, is a framework

that clearly shows the transition from emergency response to development. This should include a

comprehensive plan describing the provision of formal education services ranging from pre

school education through to University, vocational education, teacher training and non-formal

life skills education. Additionally, the plan should address issues of improving access to schools

(specifically the poor, girls, children with disabilities, and minorities), as well as improving the

quality of education.

Emergency funds are available temporarily. Therefore it is essential that they be used to

both address the emergency education situation and support the permanent development of

the educational system. As examples:

o regional and government staff should be supported with training and material support

o resources, such as vehicles, computers, and photocopiers, used by the NGOS should be

transferred to the government on their departure

o permanent school buildings used for refugee and internally displaced students should be

handed over the local governments and communities

o education of children, teachers and administrators should follow a curriculum that leads to recognized certification.

**Explain the following terms as used in emergencies ⚫ Emergency response ⚫ Disaster risk reduction**

**Emergency Response Emergency** response covers measures required in search and rescue of survivors and in meeting basic survival needs for shelter, water, food and health care. 11

**Disaster risk management** is an important part of disaster risk reduction because it comprises all forms of relevant activities, including structural and non-structural measures to avoid (prevention) or to limit (mitigation and preparedness) adverse hazard effects. These actions need to be accompanied by a systematic process of administrative decisions, organizational and operational skills and capacities to implement policies and strategies and to facilitate the coping capacities of a community or a society with regard to the impacts of natural hazards and related environmental and technological disasters