**MODULE FOUR ASSIGNMENT  
Student: Rania Aswad**

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**1. Discuss how education can contribute to mitigating conflict along the three primary aspects of conflict**  
**Structural**

❖ Education is a highly symbolic indicator of equity, linked to income earning potential and the ability to diminish inequalities.

❖ Education is the single most important policy lever for any government to increase social cohesion.

❖ The perception of inadequate educational service often becomes a grievance that exacerbates state fragility (Barakat, Karpinska, and Paulson, 2008).

❖ Education is a highly visible institution affecting most people within a state which has important symbolic value in (re)establishing the legitimacy of the state.

❖ Education is a highly visible symbol of government commitment to its population and serves as a barometer of a state’s commitment to and relationship with its people (Barakat, Karpinska, and Paulson, 2008).

**Behavioural**

❖ Schools teach the interpersonal, political, social and legal principles that underlie good citizenship.

❖ Classrooms bring together people of different origins and teach them how to work together peacefully

❖ School systems combine the interests and objectives of a wide range of groups while trying to establish a common underpinning for citizenship.

❖ Participatory educational processes can build relationships inside and outside school that are built on trust, cooperation and reciprocity (Save the Children Alliance, 2008).

**Attitudinal**

❖ Peace education has positive effects on students’ attitudes.

❖ Teachers can demonstrate positive values, such as acceptance of diversity, kindness and consideration of others’ feelings.

❖ Teaching children the values of cooperation and tolerance of cultural differences helps to overcome prejudicial stereotypes that opportunistic leaders routinely use for their own ends (Barakat, Karpinska, and Paulson, 2008).

**2. As a humanitarian worker, discuss the strategies that can be put in place to prepare and** **prevent conflicts**

**Summary of suggested strategies Prevention of conflict**  
  
 1. Undertake capacity development to raise awareness on strategies for conflict prevention and peacemaking within educational institutions, governmental bodies and civil society.

2. Establish an inter-ministerial task force to integrate appropriate sustainable development programmes and conflict prevention awareness in national planning.

3. Work with civil society in preparing these initiatives and strengthen their role as specialists and partners in community, national and international programmes.

4. Integrate and strengthen the role of youth in the educational system and community as active partners for conflict prevention.

5. Address root causes through conflict analysis tools and conflict sensitivity programming that support early warning systems for conflict prevention in cooperation with regional and international networks.

6. Work with the local and national media as a partner in the conflict prevention initiatives to disseminate information on the positive results of peacebuilding strategies.

**Preparedness for disaster**

1. Undertake capacity development to raise awareness and develop infrastructure and plans for emergency preparedness with educational institutions, governmental bodies and civil society.

2. Establish an inter-sectoral platform to integrate appropriate disaster risk reduction awareness in national planning.

3. Integrate and strengthen the role of youth in the educational system and community as active partners for ‘early warning’ and preparedness systems.

4. Work with the local and national media as a partner in disaster preparedness initiatives to disseminate information on the positive results of emergency planning as well as to educate the population on survival techniques.

**3. What are some of the challenges faced by education providers during the onset of an emergency?**  
Undertake capacity development to raise awareness and develop infrastructure and plans for emergency preparedness with educational institutions, governmental bodies and civil society.

All educational and community institutions should have emergency contingency planning, especially in countries ‘at risk’. Curricula should include first aid, contingency planning and practical steps in emergencies, for family and community.

Regular drills to areas of safe haven should be included.

Integrate DRR strategies into the education sector plan, and ensure all departments include relevant data. (See the ‘Tools and resources’ section of this chapter for further information on DRR.)

Establish within the Ministry of Education an emergency education unit (if one does not already exist) that can liaise directly with any government emergency response bodies.

Infrastructure of educational buildings should utilize new building materials developed for energy conservation, with standards favoring sustainable development. Future schools and educational institutions should reflect this trend.

Buildings should be located far from earthquake faults and volcanoes, and well distanced from low coastal areas.

Establish an inter-sectoral platform to integrate appropriate disaster risk reduction awareness in national planning.

The starting point for this could be through the Hyogo Framework for Action (ISDR, 2005) which is the key instrument for implementing DRR into any sector, and has been adopted by the Member States of the United Nations. By using this leverage the education authority can create a multi-sectoral platform to ensure that DRR is coordinated more systematically on a national basis.

Provide policy guidance and coordinate activities across key sectors such as education, health, water and sanitation, etc. This should include integration of DRR into development policies such as the Poverty Reduction Strategies and sector plans.

Integrate and strengthen the role of youth in the educational system and community as active partners for ‘early warning’ and preparedness systems.

Youth teams can be established for emergency assistance in natural disasters and trained in first aid, group skills, problem solving and democratic practices, as well as to organize and participate in inter-group community development.

Support youth to create an e-network for emergency preparedness as part of an overall DRR strategy.

Establish media clubs to initiate productions that could be launched in educational institutions and community centres that would include radio, television and film making. Explore possibilities on the Internet and the potential for the development of preparedness text messages through mobile phones.

Work with the local and national media as a partner in disaster preparedness initiatives to disseminate information on the positive results of emergency planning as well as to educate the population on survival techniques.

Form direct links and cooperation with the regional and international early warning systems for natural disasters.

Ensure that remote areas are alerted to impending disasters.

Train media personnel to develop and broadcast education programmes relating to emergency preparedness.

Liaise with mobile phone networks to provide simple SMS alerts and instructions in case of an emergency and for preparedness actions. Liaise similarly with Internet providers.

**4. Briefly discuss three populations groups mostly affected by disasters**  
POPULATION GROUPS AFFECTED BY EMERGENCIES

1. Refugees

A refugee is a person who ‘owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of his nationality, and is unable to or, owing to such fear, is unwilling to avail himself of the protection of that country ...  
2. Internally displaced persons (IDPs)

For the purposes of these Principles, internally displaced persons are persons or groups of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a

result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or humanmade disasters, and who have not crossed an internationally recognized State border.

3. Non-migrants

It is possible for a whole area to become deserted, but often part of an emergencyaffected population may not be able or may not wish to leave their homes during conflict or insecurity. This may include those who are too poor, old or sick to migrate. People may be trapped by warfare. In the Guidebook, these are referred to as non-migrants.

4. Returnees

Another category is returnees – refugees or IDPs who have made the journey back to their home country or area.

**5. Why is it important to conduct capacity building in and following an emergency?**  
Capacity building is a challenge in all countries. The challenges and problems will be all the greater during and after emergencies and disasters. Existing capacity is likely to have been destroyed or greatly reduced. The diversion, destruction or devaluation of national financial resources, as well as the destruction of buildings and infrastructure, represent serious challenges to the national capacity of the education sector. More serious still is often the destruction of institutional and social capital; the links and relationships that are formed in communities and between people.

Institutional and social capital is a prerequisite for fostering other capacities. Similarly, capacity building in education is important both for the functioning of the education system as well as for capacity building in other sectors. Most sectors or structures in a society rely upon a well-functioning national education system in order to further develop and improve upon their own capacity. An essential aspect of capacity building is enhancing the ability of individuals, institutions and systems to cope with change and unforeseen challenges. This constitutes a strong argument for prioritizing capacity building in education in particular, even in the midst of crises and in early reconstruction.

The degree of capacity reduction in and following an emergency differs, of course, according to the type of conflict or nature of the emergency. Natural disasters usually have a greater impact on operational capacity – loss of facilities, equipment and supplies. There may be some loss of human resources, but the effect is often more easily mitigated in a natural disaster. Institutional capacity may be temporarily stretched by extra demands, but generally stays intact. Conflict and especially chronic conflict, on the other hand, is likely to have dire effects on social and institutional capacity.

**6. As a humanitarian aid worker in an emergency setting, how would you ensure that both boys and girls have equal access to education?**

1. Review the gender-related goals found in the Education for All (EFA) declaration, Millennium Development Goals (MDG) and United Nations Girls’ Education Initiative (UNGEI), and adopt appropriate targets for emergency-affected populations. 2. Ensure that gender disaggregated data are collected and analysed as a matter of urgency. 3. Assess the threats to safety – real and perceived – in school or travelling to and from school, for boys and girls respectively. 4. Make schooling safer. 5. Design physical facilities to make education more accessible for girls. 6. Consider ways of making the school environment more accessible and inviting to girls. 7. Consider ways of making education available to young mothers. 8. Consider educational activities such as off-site schooling, flexible school hours or distance education, in order to meet specific needs of older girls and boys.