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**AFRICA CENTER FOR PROJECT MANAGEMENT**

**ASSIGNMENT SUBMITTED IN FULFILLMENT OF AWARD OF CERTIFICATE OF EDUCATION IN EMERGENCY.**

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**COURSE: CERTIFICATE OF EDUCATION IN EMERGENCY**

**MODULE: ONE (01)**

**ASSIGNMENT: ONE (01)**

**DATE OF SUBMITION: 30/ NOVEMBER /2019**

**Assignment 1**

**a)** Define Education in Crisis. Compare and contrast Education in Crisis and Education in Peaceful developing countries.

**b)** Identify and describe four different types of Crises. Support your answers with relevant examples.

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

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

Education in Crisis/emergencies is a critical, life-saving response that works to protect children in conflict and natural disasters, and preserve their right to education. For instance World Vision’s education programmes in emergencies respond to the needs of children, parents, communities and education officials. Prior to, during or after a disaster/ crisis.

According to Margaret Sinclair ‘Education in Crisis/emergencies’ refers to education for populations affected by unforeseen situations such as armed conflict or natural disasters. This is because crisis/ Emergencies cause major disruption of education systems. Schools and colleges are often damaged during armed conflict, or used for temporary accommodation of people rendered homeless or displaced by war or disasters such as earthquakes, floods or hurricanes;

According to Buckland (Interview, August 2004), education, properly defined, is inherently a development activity. Education is not simply carried out to provide safe spaces for children, but it is also meant to promote their cognitive, emotional, and social development. The two goals are not incompatible, but one may exist without the other. “Teaching an irrelevant curriculum may be counter developmental, although it may keep children safe” (Buckland, Interview, August 2004). In this view, the content of good quality education will vary according to any context; different crises, like different cultures, provide additional variations in context.

The extra content included in education in crisis that is particular to these contexts can include.

**The comparison between education in crisis and education in peaceful developing countries include the following:**

In both, the main aim of education is to provide / promote cognitive, emotional and social development of the learners.

Both are structured and formal, that is to say it involves both reading and writing.

In both, Inclusion is emphasized. ‘Inclusion’ refers to the acceptance of all learners in an education programme and the recognition of their equal rights to education.

In both, Parent, teacher, and community involvement in management and school governance is common. Training community members in school management. It is important to prepare communities to play an ongoing role in the management of schools. The school education committee or parent–teacher association can be a grassroots training ground for improved local and national governance.

In both, Curriculum is used: A plan of action to help learners broaden their knowledge and skills base. For the purposes of the minimum standards, ‘curriculum’ is used as an umbrella term that applies to formal and non-formal education programmes. It includes learning objectives, learning content, teaching methodologies and techniques

Both emphasized Relevant education: ‘Relevant education’ refers to what is learned, how it is learned, and the degree of effective or quality learning. In order to make education relevant, local traditions and institutions, positive cultural practices, belief systems and the needs of the community are integrated into the education programme, including the long-term needs children will have in society in the future, possibly beyond the immediate community.

In both, Special education needs is emphasized and encouraged: This term refers to learners with social and cultural disadvantages (including social, religious and economic discrimination) as well as those with specific disabilities (including cognitive, physical or emotional deficits).

Teacher training is emphasized in both situations in order to provide quality teaching and professional teachers with appropriate code of conduct.

Both have/ practice Formal education programme: A formal education programme is a set plan of action to develop a certain level of educational attainment that leads to a recognised certificate. It generally refers to state or national education programmes developed by ministries of education, run through a structured system of state or registered private schools, using a national curriculum or other approved curricula, taught by teachers trained in national teacher training institutions

In both, formative and summative evaluation is carried out to determine the performance of the learners.

Both have Educational activities: Educational activities are formal and non-formal learning programmes that aim to deliver tangible learning results, with the aim of maintaining continuity in the education of children and youth or providing appropriate learning opportunities for adults.

Quality teaching is emphasize in both

**The contrast between education in crisis and education in peaceful developing countries include the following:**

The difference between education in emergencies and in a normal situation is that the target group’s needs are taken more into account more than the [normal] curriculum would. Basic learning and basic knowledge for coping mentally and physically is given priority along with knowledge and practice that will help promote a peaceful and values-/rights-based rebuilding of the war-torn communities. (Midttun, 2000b: 2)

Practical “life skills” messages such as landmine awareness and health education that is particular to specific health threats in refugee or IDP camps are emphasized in order to provide a copying mechanism to the learners. Unlike in peaceful developing countries.

A dense curriculum may be used to provide accelerated learning for children who have significant gaps in their education unlike in education in peaceful developing countries.

Conflict sensitive education (CSE) is highly emphasized in education in crisis situation compared to education in peaceful developing countries. This is because it plays a large role in conflict mitigation. Conflict Sensitive Education begins with an assessment to gain knowledge of the background of the conflict. Security and the provision of CSE are used to minimize the effects of conflict. Once students are able to attend school, curricula needs to be created which is culturally sensitive and reduces biases against minority groups. All of this is geared towards ensuring students get recognition for the work done during the conflict.

In education in crisis situation, Safety is the largest barrier between children and their education. Violence not only occurs to keep children out of school but also can occur while they are at school. Implementing education in conflict affected areas is therefore difficult compared to education in a peaceful developing country.

Traditional methods of education are adapted to fit the unique needs of internally displaced people (IDPs) and refugees in a crisis education compared to education in a peaceful situation.

Education in a crisis situation is characterized by high dropout rates compared to education in peaceful developing countries. For instance, “Of the 61 million children worldwide who are out of primary school 28 million girls and boys live in conflict-affected fragile states”. The lack of education leaves children illiterate and limits their access to livelihoods training unlike in peaceful developing countries.

In education for children affected by armed conflict, content also typically includes greater than average emphasis on some form of peace, human rights, or tolerance education. Unlike education in a peaceful developing countries, where peace education is not very common

In education in crisis situation, teaching methodologies and curriculum designs also change to adapt to the circumstances. For example, a dense curriculum may be used to provide accelerated learning for children who have significant gaps in their education. Instruction and learning processes in conflict situations are “learner-centered, participatory and inclusive” unlike education in a peaceful developing countries

Temporary structure mainly dominates due to vandalization of most structures due to either war or natural disasters unlike in education in developing countries.

Establishment of child friendly space (CFS) is mainly focused in education in emergency situation compared to education in peaceful countries.

Beyond equal access, addressing security concerns and gaining situational awareness to uphold the “Do No Harm” principle, is very paramount in education in a crisis situation compared to education in a peaceful developing countries

Education in crisis is also characterized by frequent assessment of needs unlike education in peaceful countries where assessment is not very common or frequent

During a conflict, current national curricula is reviewed and revised by organizations practicing education in emergencies in order to eliminate any bias towards any one group or party. This however is not the case with education in a peaceful situation.

**b) Identify and describe four different types of Crises. Support your answers with relevant examples**.

According to USAID, Crisis to refer to a broad range of circumstances in which children’s access to education is in jeopardy. These circumstances fall under the following four categories: political, economic, health, and environmental.

Secondly, USAID definition limits a crisis to a set of conditions that lead to an inability of a population to meet its basic needs, usually described as shelter, water, health, and nutrition.

A crisis can be defined as any occurrence which causes an unstable and dangerous situation and affects a community, a group of people or whole society.

A crisis is a situation of difficulty or dangerous time in which a solution is needed, and quickly for instance a crisis caused by a natural disaster might inspire people/ friends to make donation.

**Crisis is of different types, these are described below with relevant examples.**

**Natural Crisis**: This refers to the crisis that is created as a direct result of natural event such as volcano, earthquake, landslide, and hurricane and among others. These crisis are completely out of a management hands and cannot be prevented unlike the other crisis. And the best crisis management strategy for such kind of crisis include evacuating the area and taking mitigation actions as precautions like building earthquake resistant buildings and others.

**Financial crisis:** This type of crisis happens when an organization is hit by the sudden loss of large amount of money. Financial issues such as bankruptcy, revenue losses, inflation or sudden change of trend in the market can cause financial crisis in an organization

**Technological crisis.** This arises as a result of failure in technology. Problems in the overall systems lead to technological crisis, breakdown of machine, corrupted software and so on give rise to technological crisis.

**Confrontation crisis:** Confrontation crisis arise when employees fight amongst themselves. Individuals do not agree to each other and eventually depend on non productive acts like boycotts, strike for indefinite periods and so on. In type of crisis employees disobey superior give them to accept their demand, internal disputes, ineffective communication and lack of coordination give rise to confrontation crisis

**Organizational crisis** is anything which could threaten a major product line, business unit, damage an organization’s financial performance, harm the health and well being of consumers, employees, surrounding communities or the environment.

**Crisis of Malevolence:** This is the type of crisis which happen when some notorious employees take the help of criminal activities and extreme steps to fulfill their demands. For instance act like kidnapping company’s official’s false rumors all leads to crisis of malevolence.

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

INEE stands for Inter-Agency Network for Education in Emergencies. The Inter-Agency Network for Education in Emergencies (INEE) is a global network of over 100 organizational and 800 individual members who are working together to ensure the right to education in emergencies and post-crisis reconstruction.

The minimum standards are based on the principle that affected populations have the right to life with dignity. They articulate the minimum level of educational access and provision to be attained in a situation of humanitarian assistance. They are qualitative in nature and are meant to be universal and applicable in any environment.

In 2004 the INEE released the Minimum Standards for Education in Emergencies; in 2006 the Global Education Cluster was formed to strengthen preparedness, coordination and technical capacity in educational emergency response; and in 2008 the Sphere Project announced a companionship agreement with the INEE. (Save the Children, 2009) Through these efforts, among others, integrating education into all stages of emergency response has become a higher priority for both aid agencies and donors. This brief highlights several 3 reasons for this shift in mindset and practice first by outlining the tangible benefits of incorporating education into emergency response, and second by giving special attention to the significance of the work conducted by the INEE, the Sphere Project, including implications of their recent collaboration.

INEE therefore, offers a set of minimum standards, key indicators and guidance notes that inform humanitarian action in the context of education, from the development of education programmes to their implementation and continuity, as well as government and community support**. The minimum standards are presented in five categories and can help to bring hope to those affected by crisis in the following ways**.

Minimum standards common to all categories: This first section of the minimum standard focuses on the essential areas of community participation and the use of local resources when applying the standards contained in this handbook, as well as ensuring that emergency education responses are based on an initial assessment that is followed by an appropriate response and continued monitoring and evaluation; This therefore based on a thorough understanding of the crisis-affected community and its active involvement in the design of the programme. The term ‘community participation’ refers to both the processes and activities that allow members of an affected population to be heard, empowering them to be part of decision-making processes and enabling them to take direct action on education issues, hence can help to bring hope to those affected by crisis.

Access and learning environment: focuses on partnerships to promote access to learning opportunities and inter-sectoral linkages with, for example, health, water and sanitation, food aid/nutrition and shelter, to enhance security and physical, cognitive and psychological well-being; especially children and youth, and to education personnel. However, learners are too often subject to physical or psychological dangers en route to and from school and within the learning environment itself. These problems affect girls and female teachers disproportionately. In providing education services, this section therefore can provide an obligation to ensure that students are safe both coming to and going from school, as well as in the learning environment itself. Thus can help to bring hope to those affected by crisis in that;

All individuals have access to quality and relevant education opportunities, both formal and informal all this can bring hope to those affected by crisis.

Learning environments are secure, and promote the protection and mental and emotional well-being of learners. This can help to bring hope to the affected population.

Education facilities are conducive to the physical well-being of learners. This further can help to bring hope to the affected population

Teaching and learning: This third section of Minimum standard focuses on critical elements that promote effective teaching and learning: 1) curriculum, 2) training, 3) instruction and 4) assessment; this can be used to bring hope to the people affected by crisis in the following ways:

Culturally, socially and linguistically relevant curricula are used to provide formal and non formal education, which is relevant and appropriate to the particular emergency situation. This therefore would create a sense of normalcy and hope to the people affected by crisis.

Teachers and other education personnel can be trained to receive periodic, relevant and structured training according to need and circumstances in order to make it relevant and conflict sensitive. Thus would bring hope to the people affected by crisis.

By ensuring appropriate pedagogies like making the Instruction learner-centered, participatory and inclusive, For example, Curricula and methods of instruction respond to the current needs of learners and promote future learning opportunities This can also helps to bring back hope to the people affected by crisis and those who had never had access/ opportunity to education before.

Through application of appropriate methods to evaluate and validate learning achievements, for instance ensuring that Curricula and instructional materials are gender-sensitive, recognize diversity and promote respect for learners can further helps to bring hope to the people affected by the crisis.

The psychosocial needs and development of learners, as well as education personnel, must be considered and addressed at all stages of an emergency, including crisis and recovery. All education personnel, formal and non-formal, should be trained in recognising signs of distress in learners and steps to take to address and respond to this behaviour in the learning environment. Referral mechanisms should be clearly outlined for education personnel to provide additional support to learners who exhibit severe distress.

Teachers and other education personnel: focuses on the administration and management of human resources in the field of education, including recruitment and selection, conditions of service, and supervision and support; This can be used to bring hope to the people affected by crisis in the following ways:

Selection: teachers and other education personnel should primarily be selected from among the affected population, but if necessary can be recruited from outside. If a site is established for refugees or internally displaced populations, applications from eligible local candidates may be accepted if this will help to foster good relations. Selection should be carried out in consultation with the community, the host community and local authorities. By doing this, it can bring hope to the affected by crisis.

References: in crisis settings, a reference check should be carried out for teachers and education personnel to avoid employing individuals who could have an adverse effect on learners and/or who do not fully respect their rights. This can also help to bring hope to those affected by crisis.

A locally realistic standard should be set for maximum class size, and every effort made to recruit enough teachers to avoid major deviations from this standard. Monitoring reports should indicate the number of over-sized classes at the different levels of schooling.

Care should be taken to avoid a situation where teachers from different backgrounds (e.g. nationals and refugees) receive different levels of pay. Key actors should be involved in the development of long-term strategies for a sustainable compensation system. There should be coordination between United Nations agencies, NGOs, education authorities and other organisations to determine common levels of compensation.

Education policy and coordination: focuses on policy formulation and enactment, planning and implementation, and coordination. This can bring hope to the people affected by crisis in the following ways:

By ensuring that Education authorities’ priorities free access to schooling for all, and enacting flexible policies to promote inclusion and education quality, given the emergency context. For instance Marginalized groups are population groups within a society or community whose interests are not represented by the core polity of the society. Marginalized groups are identified according to socio-economic or cultural characteristics, such as a person’s income or wealth, ethnicity or race, gender, geographical location, religion, citizenship status, internal displacement or physical or mental condition. This can therefore bring hope to people affected by crisis.

Emergency education activities take into account national and international educational policies and standards and the learning needs of affected populations. For example education programmes should provide inclusive educational activities in line with international frameworks, such as the Convention on the Rights of the Child (1989), the Universal Declaration of Human Rights (1948), Education for All framework (2000) and the Millennium Development Goals (2000)

Through ensuring transparent coordination mechanism for emergency education activities, including effective information sharing between stakeholders. For instance all relevant stakeholders should collaborate to advocate that education reaches all groups in an equitable manner. This can bring hope to the people affected by the crisis.

(Nicolai, 2006) Education also protects the lives of children through the creation of a safe space. As noted in their 2004 Minimum Standards Handbook, the INEE states that “quality education saves lives by providing physical protection from the dangers and exploitation of a crisis environment. When a learner is in a safe learning environment he or she is less likely to be sexually or economically exploited or exposed to other risks such as recruitment into armed forces or organized crime.” This can therefore helps to bring hope to those affected by crisis. (INEE, 2004)

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