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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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**Module 2 assignments**

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

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

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

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

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?

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

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

Monitoring simply refers to an on-going activity to track project progress against planned tasks. It aims at providing regular oversight of the implementation of an activity in terms of input delivery, work schedules, targeted outputs, etc. On the other hand,

Evaluation represents a systematic and objective assessment of ongoing or completed projects or programs in terms of their design, implementation and results. In addition, evaluations usually deal with strategic issues such as program/project relevance, effectiveness, efficiency (expected and unexpected), in the light of specified objectives, as well as program/project impact and sustainability.

Literature shows that monitoring and evaluation (M&E) is critical for ensuring programmatic success in emergency education. Monitoring and evaluation are two steps included in the process. Staff conducting monitoring and evaluation should be equipped to handle the cultural nuances of conducing M&E in foreign settings. M&E processes help to provide validation for students undertaking education in emergencies. Monitoring and evaluation, including the assessment of learning outcomes, is crucial in any type of humanitarian response. Aware of “ a high risk in general – reputational risk; risks to financial and implementation in any humanitarian response, thus in order to ensure that these risks are mitigated, I therefore agree with the motion that M&E practices are very paramount for ensuring programmatic success in emergency education due to the following:

Monitoring practices are in place in order to ensure that educational programming is meeting the needs of the stakeholders. There purpose is to check on progress of implementation and outputs systematically. They help to determine when the programme is going to plan and when changes may be needed.

Monitoring and evaluation in emergency education also enables managers and staff to identify and reinforce initial positive project results, strengths and successes. As well, monitoring alerts managers to actual and potential project weaknesses, problems and shortcomings before it is too late. This would provide managers with the opportunity to make timely adjustments and corrective actions to improve the program/project design, work plan and implementation strategies.

Monitoring is key in aiding the education cluster, monitor its overall response to children’s educational needs. Organizations providing their monitoring data to the United Nations during a response allow for the analysis of the data and changes to responses based on gaps identified in the data. In this instance, monitoring goes beyond improving the organizations capacity to informing the overall emergency response.

“Monitoring also ensures that interventions are relevant and responsive; Checking on conditions or situations of a target group, and changes brought about by project activities. In this regard, monitoring assists project management to check whether the project continues to be relevant to the target group and/or geographical area, and whether project assumptions are still valid.

Identifies possibilities for improvement; In situation where the M&E results has shown some weakness, this can provide an opportunity to the project teams to learns or come up with better strategies to improve the project which in a long run can leads to project success.

In emergency education, Monitoring and Evaluation also provide necessary data to guide planning, to allocate resources, to design and implement programmes and projects and if necessary, to re-locate resources in better ways. Hence this can lead to programmatic success.

Monitoring, evaluation and validation play key roles in ensuring humanitarian aid programming is effective during an emergency response. Monitoring of responses allows for programming to be altered during the implementation of the project to increase effectiveness. Evaluation conducted at the end of the program provides valuable lessons learned and evaluates overall effectiveness of the program.

Contributes to conflict mitigation and disaster risk reduction; the lessons learnt from the monitoring and evaluation can helps the stakeholders, planers to mitigate and reduces the risk through adapting better strategies.

Promotes accountability: M&E of education in emergency enhances transparency and supports accountability by revealing the extent to which government or the organization has attained its desired objectives. This is very critical for ensuring programmatic success.

M&E can support budgeting and planning processes in emergency education especially when there are often many competing demands on limited resources – in this way M&E can assist in setting priorities. Terms that describe the use of M&E information in this manner include evidence-based policy making, results based budgeting, and performance-informed budgeting.

1. **In your own words, what is conflict sensitive education?**

Conflict Sensitive Education simply refers to the education that maximizes the positive effects of education in conflict settings while minimizing negative effects. This is because education can contribute to conflict, for instance by instilling behaviours and attitudes that contributes to intergroup tensions; education programmes and policies in conflict-affected and fragile contexts should be conflict sensitive by minimizing negative impacts

1. **Explain five barriers to the provision of effective education in emergencies**

In emergency situation, provision of effective education is hindered by numerous obstacles which among others are explored below

**Inadequate infrastructure:** The infrastructure of schools in emergencies tends to pose a number of risks to children’s safety. These included improperly secured facilities and grounds, and damage such as crumbling walls and broken windows and doors. The majority of schools observed did not have enough recreational space or facilities for children to play or do sport. Nor did timetables have much space for creative activities, life-skills coaching or opportunities for children to share their opinions.

**Attacks to education:** conflict and insecurity is yet another biggest barrier to school attendance, affecting children in three ways; attacks on schools, their closure because of the conflict and dangers on the journey to school. In terms of dangers en route to and in school, learners faces risks of kidnapping, landmines, harassment from armed groups, verbal or written threats and regular shooting. This hinders effective provision of education in emergencies.

**Inadequate funding**; One of the persistent challenges in providing education to children caught up in emergencies is lack of funding. On average education receives less than 2% of the total humanitarian aid committed through emergency appeals and the education sector routinely receives less than half of the funding it asks for to meet children’s educational needs during emergencies.

**Environmental barriers:** This can be both within and outside the school and in most cases affects most learners especially people with difficulties (disabled). For example schools/learning spaces which are not accessible; unsafe journeys to school; general lack of safety in a camp context. This therefore hinders educational activities during emergencies situations.

**Attitude and cultural barriers:** For instance fear, embarrassment, shame, low expectations, over-protection and among others. This normally affects effective implementation of education in emergencies. For instance some parents have negative attitude towards sending their children to schools due to fear, or over protection and most parents don’t send their children especially girls due to low expectation.

**Policy barriers:** For instance inflexible timetables; rigid curriculum; lack of mother-tongue teaching. This becomes a big barrier since most of the learners would not be interested especially where they do not know English and are forced to learn, beside rigid curriculum which does not cater for different categories of leaners (inclusive)

**Practice barriers:** especially the teachers or educational authorities for instance lack of interactive, co-operative, child-friendly teaching. This is a barrier in a sense that it often scare away some students/ pupils and thus reduces enrollment rate

**Resource barriers:** For example shortage of teachers and materials, large classes. This is one of the barriers to effective education in emergencies. This is often caused by inadequate funds which could not allow purchase of the teaching materials, absence of qualified or teaching force since most teachers must have been forced to migrate to other places for security purposes and large classes that is students- teachers ration

1. **Why are some organizations involved in providing education and humanitarian assistance during emergencies in your country?**

Statistically south Sudan has got more than six hundred national and international organizations plus other UN agencies in operations. And most of these organizations are actively involved in providing education and humanitarian assistance during emergencies due to a combination of many factors which are explained below:

Education and other humanitarian assistance during emergency help in reducing Trauma and facilitate child development. 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 concerns intrinsic to child growth and development are addressed. (Machel, 1996: 49, emphasis added) The strongest reasons for supporting organized activities such as education early in an emergency situation are to lessen the psychosocial impact of trauma and displacement and to protect at-risk groups.

(for example in Maban, Pibor in Jongole state south Sudan) The UNICEF and UNESCO response in South Sudan included support for the rapid restoration of schooling, as a means of mass outreach to children, as well as training of teachers to understand the effects of trauma (Aguilar and Richmond, 1998).

It also helps in Physical and social protection. Uprooted adolescents are at risk of sexually transmitted diseases, unwanted pregnancies, mental health problems, violence and substance abuse … social stigmatization [and] … recruitment into armed forces or groups. (United Nations, 2000a: 11) Education can provide a constructive alternative for young people who might otherwise find their fulfillment in joining armed forces or militias, especially if confined to a refugee or IDP camp and without access to employment opportunities for example in Maban Pibor, Yei and among others. Education is likewise a forward-looking activity that can lessen the incidence of alcohol and drug abuse, teenage pregnancies, prostitution and so on.

Sustaining study skills and re-introducing schooling. Displaced communities are normally anxious to reintroduce schooling quickly, as soon as food and shelter are provided. They ask their educated members to start classes for the younger children on a voluntary basis. In many cases people fled without their belongings, so that it is difficult for classes to begin without external assistance. A flexible approach is needed so that students who were in upper primary and secondary school or higher education can also maintain and develop their study skills. Rapid intervention of this kind is important, so that the benefit of past schooling is not lost and time is not wasted.

To convey survival and peace-building messages and skills In early emergency, camps are dangerous places. Cholera and other diseases can easily take hold. Malaria is often a hazard. In many places, sexual activities including rape can lead to HIV/AIDS. There is usually an incipient environmental crisis, with the neighboring land being stripped of trees for firewood, construction of temporary shelter and so on. Rapid organization of school-like activities for children and adolescents, working with community volunteers, can provide an excellent channel for conveying survival messages on these matters. For internally displaced persons, and for refugees who may soon return home, there is often the need for education about landmines and the dangers of unexploded ordnance. Besides mine awareness programmes for adults, the messages need to be skilfully conveyed to children, in ways that will have a lasting effect on their behaviour.

Human rights The 1989 Convention on the Rights of the Child is the most widely ratified human rights document ever, with only two countries not having signed.20 It is binding on states that are party to it and has been adopted as a normative framework by UN agencies. Under the convention, priority must be given to the best interests of the child (Article 3). Every child has the right to a standard of living adequate for physical, mental, spiritual, moral and social development (Article 27). All appropriate measures must be taken to promote the physical and psychological recovery and social reintegration of child victims of abuse or armed conflict (Article 39). Children have the right to play, recreation and cultural activities (Article 30). All of these rights have been addressed above: the rapid introduction of structured activities including education can help in meeting these objectives.

Education as well as providing humanitarian assistance in emergencies can enhance development and stability. In their 2009 Re-Write the Future policy brief, Save the Children states that in the longer term education can be a critical ingredient in the reconstruction of post-conflict post-disaster societies, promote conflict resolution, tolerance and respect for human rights, increase children’s earning potential, and play a central role in reducing the impacts of future disasters by incorporating DDR strategies into national curricula. (Save the Children, 2009) This sentiment is echoed and supported by the INEE findings that a “quality education contributes directly to the social, economic, and political stability of societies

More still, People negatively affected by natural disasters and conflict asks for emergency education for example in Eastern Equatoria, Jongole state and other states affected by the armed conflict have attracted attention of NGOs like Save the Children, LWF, Plan international and others. Sphere Project, INEE, and Save the Children reports all confirm that during times of crisis education is a high priority. (Sphere, 2004; INEE 2004; Save the Children, 2009) Schools are often at the heart of a community and education is viewed as the key to providing a better life through increasing each person’s ability to participate fully in the life of their society – economically, socially and politically. (INEE, 2004) Without this societal element people can quickly lose hope in a brighter future.

**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?**

Both during and after emergencies, the south Sudan government has enacted education laws and policies that uphold the right to education articulated in international human rights instruments and declarations. For instance rights of all children to receive education in inclusive setting. A common general education plan/ policy is in place that is inclusive of all children in outreach and practices and addresses issues of equity.

Accessibility of school and learning environment: The government of south Sudan has/ is investing in widespread consultation with community and Non governmental organization to identify and remove barriers impeding the access of children with disabilities to and within school policies supported by resources introduced to take action on those barriers.

There is policy/plan on inclusive education which includes recommendations to pre- and in-service training to prepare teachers for inclusive approaches to education and provide on- going capacity development and support. The government has made an explicit commitment to recruit and train teachers with disabilities.

.The government has also enacted laws, regulations and policies that protect every child from discrimination in education with regard to vulnerable and marginalized groups. There is emphasize on non- discrimination on grounds of disability is in both constitution and legislation, backed up by clear policies and strategies to promote implementation.

The government has also enacted policy that bans all forms of corporal or other humiliating punishment in all schools. Legislation is widely promoted and teachers trained in positive forms of discipline. Schools are required to have anti-bulling strategies that take full account of the particular vulnerability of children with disabilities to violent.

Laws, regulations and policies are in place to ensure learners are not denied education because of limited resources of the learner or the learner’s family. The Ministry of education is responsible for the education of every child and has explicit policies in place to reach out to all children with disabilities to ensure that they are in school.

There is also a government wide and coordinated approach to inclusive education is in place. This involves ministries of education, social welfare, child protection health transport planning water and sanitation, though limited progress is made in its implementation

The government has also enacted Laws, regulations and policies that permit the establishment of emergency education facilities by non-government actors when needed, subject to the education authority’s guidance and inspection especially areas affected by the wars

Policy promotes the development and use of an Education Management Information System (EMIS) database, to be used as a tool for analyzing and reacting to changes in educational access and completion.

National education policies are supported with legal and budgetary frameworks that permit a quick response to emergency situations.

**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**

Peace building is the foundation for creating sustainable human security and equitable development in countries emerging from conflict. UNSC resolutions 1325 reorganizes that women are disproportionally affected by conflict, and to address this, women should play a key role in achieving lasting peace after conflict.

Women can be either victims of conflict or agents of peace – building. Many a times, women have averted conflicts and have been responsible for resolving conflicts. Peace building needs involvement of women. During violent conflicts and wars women are forced to assume new roles as heads of families, providers, combatants and freedom fighters.

Women roles in peace building across areas, in the last decade, highlights the importance of moving women beyond the humanitarian front of the story’ women have and can influence peace building processes so that they go beyond defining peace and the absence of violent conflict and focuses on the principle of inclusion and good governance and justice. Women need to be present t discuss issues such as genocide, impunity and security if a just and enduring peace is to be build.

In 1995, the United Nation’s fourth world conference on women held in Beijing, China created a rippling of new ideas and conversations among women involved in civil society campaign on women in peace building led to the October 2000 signing of UN security council resolution 1325 on women, peace, and security. The resolutions 1325 reorganizes that civilians particularly women and children are worst affected by conflict and that this is a thread to peace and security. The resolution 1325 calls for women’s participations in conflict prevention and resolution initiatives. The resolution has further mobilized the women around the world to reorganize the important roles women play in peace building.

It was women who brought an end to Liberia 14 years of war, organizing daily sit- ins, staging vigils and taking to the streets until negotiators agreed to sign a deal. It was women who led the movement to topple a dictator in Sudan, with a 22 years old- young woman named Alaa Salah inspiring thousands of protestors to demand for a change

According to Lisa Schirch and Manjrika Sewak in their paper “The roles of women and peace building (2005), below are some widely accepted reasons why women inclusion of women in peace building is very paramount.

Women are half of every community and the tasks of peace building are so great, therefore women and men must be partners in the process of peace building. Thus women instead plays valuable roles in peace building for instance Rebecca Nyandeng has been very instrumental in peace negotiation between the government and the SPLA IO in south Sudan.

Women are central caretakers of families in many cultures, everyone suffers when women are oppressed, victimized and excluded from peace building. Their centrality to communal life makes their inclusion in peace building essential. Hence women are rather very valuable in peace building.

Because women and men have different experience of violence and peace, women must be allowed and encouraged to bring their unique insights and gifts to the process of peace building.

The fact that women have already proven themselves to be successful peace builders, basing their strategies on the principles of inclusivity and collaboration, and producing peace building outcomes that are broad based and sustainable, their efforts should be acknowledge and expanded.

However there is a persistent idea that women are suited for some jobs and men are for others. Women still only comprise about 3% of military operations and about 10% of police mission. Additionally female peace keepers are more likely sent in safest countries and where there is few cases of sexual and gender based violence

Direct violence against women is an important dimension of civil unrest, and therefore needs to be included in peace building programmes.

More still structural and cultural violence against women in the form of unequal access to education, jobs, and leadership opportunities, for example is an obstacle to peace building and therefore women needs to be included in peace building programmes.

Although UNSCR 1325 has certainly increased the numbers of women and gender issues in armed conflict and created opportunities for new resources, there is an ideological obstacle which refers to international community’s conceptualization of women’s roles in conflict and post conflict areas and the policy option available for promoting the roles of women in peace and security.

Women play important roles in peace building and are essentials to creating long term sustainable peace. Women’s peace initiatives have facilitated multi- track interaction and have transcended the boundaries of nationality, religion, and class and socio economic background in their workforce. Women’s peace initiatives have a track record of producing turnarounds in conflict negotiations by conceptualizing agreements that are more inclusive.

Furthermore, women and men also experience conflict and violence differently. The costs of conflict are borne disproportionately by women and children. Since women pay the primary price when peace is absent, they are important stakeholders in peace building.

In a nutshell, women have been playing very important roles in peace building worldwide and particularly in many countries affected by war for instance in Liberia, women have played a big role in peace building, in Sudan the overthrow of Omar Al Bashir has been mainly the influence of the young women who agitated for the drastic changes and reforms in the country which propelled massive uprising in south Sudan Rebecca Nyandeng has been and is playing a crucial roles in peace building process of the youngest nation. All these are empherical evidence that women are very much paramount in building peace process

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