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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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**Assignment 3**

a) Giving examples highlight four implications of Galtung’s concepts of education in emergencies.

b) 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?

c) Explain five principles that inform right based approach to education.

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

e) Explain the following terms as used in emergencies

* Emergency response
* Disaster risk reduction

1. **Giving examples highlight four implications of Galtung’s concepts of education in emergencies.**

According to Galtung (1969) at the Peace Research Institute, Oslo, 'personal and direct violence' refers to physical and psychological violence directed toward individuals caused by war, assault, torture and terrorism. He describes the situation of absence of personal and direct violence as 'negative peace'. On the other hand, there are sociopolitical and economic systems that oppress and cause people to suffer. Galtung describes such violence as 'indirect and structural violence'. Structural violence is used as a synonym for social injustice. This form of violence denies human rights and curtails human well-being and potential. Economic and social systems that exacerbate poverty and necessitate education in emergency.

Therefore Galtung’s concepts of education in emergency has the following implication

Diagnosis of the cause of conflict and violence. The first stage implies that sustaining peace in the society or education in emergency, there is need for a clear conceptual and theoretical understanding of the root causes of a given conflict which often brings about education in emergency. When the root causes of the conflict is clearly understood, and then we would be able to solve the problem and thereby be able to sustain peace and provide relevant education in term of curriculum and methodologies to be used in providing education in emergency.

Empowerment of local actors to ensure sustainability of provision of education in emergency. The second implication to ensure sustainability of peace process or education in emergency is empowerment of local actors so that they become the primary role markers in the education process. For example engaging the local community in south Sudan affected by the war or natural disaster to get involve in educational activities during and after the emergency is very important as it builds’ their capacity and reduces their vulnerability

Identifying all actors and facilitators. This step also implies that accurate identification is necessary for all significant actors. That is visible, less visible, articulate elites and less articulate elites within a given a society. In an emergency situation, stakeholders both state and non state education actors should be fully involved in emergency education. After identification of all significant actors, identification of facilitators is also necessary. It’s important to identify who is appropriate for or fit to be involved in provision of education in emergency.

The other implication is also sustenance of the effort. A comprehensive approach requires an adequate investment of financial resources, patience and sustained commitment from sponsors.

Security is a cross-cutting theme across all issues in education in emergencies. Mitigating this barrier ensures that children will be able to attend school and that they are safe from attacks while in school. It also ensures that M&E processes are able to be carried out to measure program effectiveness

Emergency education needs to address comprehensive development towards quality of life for all.

It also suggests that participation is key to sustainable initiative.

**b) 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?**

Education in Emergency has got various definitions according to many scholars. For instance It refers to a 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). Nicholai, 2003, p. 11 defined it as a situation which overwhelm 'the capacity of a society to cope by using its resources alone.

The 1989 United Nations Conventions on the Rights of the Child (CRC) sets out the overall framework for any discussion of education and conflict. The CRC and other key international instruments oblige countries that have ratified the right to education to do the following:

Countries that have ratified the right to education ought to actively prevent discrimination, on the grounds of ethnicity, religion, against children and their families, with additional specific protections for children of minorities and indigenous peoples;

Ensure the right to education without discrimination; based on gender, religion ethnicity, race and among others

Ensure that education is directed to encouraging respect for human rights, peace, tolerance, non-discrimination and non-violence; in other words, it should ensure conflict sensitive education

Countries that have ratified the right to education should also ensure the protection of the child's right to freedom of religion;

Ensure the child's right to diverse information and encourage the positive involvement

of the mass media;

Protect children from all forms of physical and mental violence (with specific provisions protecting the child from various forms of violence and exploitation of children affected by armed conflict) (Bush & Saltarelli, 2000, p. 36)

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

Right based approach to education is a holistic approach encompassing access to education, educational quality (based on human rights values and principles) and the environment in which education is provided.

Participation; everyone has the right to participate in education which affect their human rights. Participation must be active, free, and meaningful and give attention to issues of accessibility, including access to education inform of language which can be understood. This therefore means that an individual should participate in education

Equality and freedom (Non Discrimination). Human rights based approach to education means that all form of discrimination in the realization of rights must be prohibited, prevented and eliminated. It also requires prioritization of those in the most marginalized situations who face the biggest barrier to education.

Accountability: Accountability requires effective monitoring of human rights standards as well as effective remedies for human right breaches. For accountability to be effective there must be appropriate laws, policies institutions, administrative procedures and mechanism to redress in order to secure right to education. This therefore means that there must be bodies which promote accountability for respecting, protecting and fulfilling human rights to education. These bodies also have the responsibility to ensure that the standards of accountability to right to education are as high as possible.

Equity: This aims at addressing school aspects life that are inconsistent with respect for children rights for that reason, it is vital that members of public education strive for consistent and equitable and inclusive classrooms and schools and to create conditions in which children can develop to their fullest potential and meaningfully participate in these efforts.

Inclusivity: This emphasizes acts to ensure inclusion, respect and equality of opportunity for all children. Stereotyping, exclusion and discrimination are not tolerated

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

Under international law, national governments are responsible for providing basic educational services to all children within their borders, including refugees, internally displaced and minorities. In areas of conflict or post-conflict, national government staffs are often unprepared to address emergency situations and coordinate large numbers of UN agencies and international NGOs. In areas of conflict, this situation is often compounded by the newly (re-)established Ministries of Education, which are being organized rapidly with inexperienced staff, limited office equipment and transportation. To overcome these challenges, governments must assert their role, and where necessary seek material and technical assistance from NGOs, donors and the UN to overcome challenges.

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.

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 preschool 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.

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.

Provide a structure for addressing emergency education issues: 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 ~90~ 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.

To promote economic and social integration and reconstruction for instance when linked to market needs for reconstruction, skills training can contribute to restoring a sense of normalcy, facilitating revival and promotion of livelihoods and alleviating poverty. The government has role in making available expertise in educational planning and management and capacity building to facilitate reintegration and reconstruction.

To provide an opportunity to build back education systems to better standards than before the disaster or conflict. Reform of system management, curricula and learning methods to new standards often becomes possible during recovery and reconstruction, providing an opportunity to increase educational access, retention, quality and equity,

**e) Explain the following terms as used in emergencies**

* **Emergency response**: Emergency refers to systematic response to an unexpected or dangerous occurrence that might be natural or manmade like wars. The goal of an emergency response procedure is to mitigate the impact of the event on people and the environment.

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

* **Disaster risk reduction**: is defined as the concept and practice of reducing disaster risks through systematic efforts to analyze and manage the casual factors for disasters, including through reduced exposer to hazards, lessened vulnerability of people and property.

Disaster risk reduction includes activities that will minimize disaster-related losses of life, property or assets and environment. Such activities are also described as mitigation measures.

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