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**AFRICA CENTER FOR PROJECT MANAGEMENT**

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

**STUDENT’S NAME: OBALE MUSA WILLIAM**

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1. **Why is it important for both state and non-state actors in the education sector to work together at the onset of an emergency**

An emergency by definition is a situation that poses an immediate risk to health, life, property or environment and requires quick actions to deal with it. For instance it may include floods, landslide, earthquake, droughts, fire and among others. Therefore its very important for both state and non state actors in the education sector to work together at the onset of an emergency due to the following reasons:

Working together can improve the efficiency and efficacy of the delivery of educational services in these circumstances (Bethke, 2004; Nicolai, 2004; Sommers, 2004a, 2004b; World Bank, 2005) by state and non – state actors. At the onset of emergency situation, the education quality and equity tends to detororiate due to displacement of relocation of teachers to safer places. However by coming together by both state and non state education sectors, can help to overcome such challenges.

Working together also facilitates collaboration and data collection at the onset of the emergency to determine the degree or the intensity of the disaster, the INEE was founded shortly after workshop. With the level and intensity of attention that has been given to the problem of coordination in multiple contexts,

Creating linkages between local schools and national government institutions builds the capacity of teachers and local school officials to adequately respond to emergencies. In the case of disasters, linkages need to be established to ensure that not only are DRR processes being correctly implemented but also that national governments are able to provide for local schools after a disaster

Working together will encourage them to establish a transparent coordination mechanism for all education activities, including effective information sharing among stakeholders. Increase incentives and requirements for international agencies who receive grants from USAID to coordinate with each other and with national governments.

It is also paramount for the state and non state actors to work together at the onset of an emergency so as to enrich with elements relating to the crisis, such as health measures, landmine awareness and environmental awareness. This will enable them to meet the goal of emergency education by enriching the national curriculum.

Working together by both state and non state actors in the education sector would also enable them to develop a framework for an education response, including a clear description of the problem and a documented strategy for action. This would provide an opportunity to deal with the exact problem due to clear strategies undertaken.

By working together, both the state and non state actors in education sector will have timely education assessment of the emergency situation which would enable them to conduct it in a holistic and participatory manner. Assessments provide an understanding of the disaster situation and a clear analysis of threats to life, dignity, health and livelihood to determine, in consultation with relevant authorities, whether an external response is required, and if so, the nature of the response.

Working together is also important at the onset of an emergency in order to reduce the negative impact or the intensity of damage or destruction that could be caused by the disaster through Disaster Risk Reduction strategies.

It’s also important for the state and non state actors in education sector to work together at the onset of emergency because education is a fundamental human right, as laid down by international law. These laws do not distinguish between conflicts or disaster affected populations and those not affected. Additionally, international law stipulates that education must be provided to populations affected by war (Geneva Convention relating to the status of refugees)

1. **In many countries and emergency situations, girls tend to drop out of school. What recommendations would you give to prevent this from happening.**

Developing an intervention that strategies that are tailored to the different needs of girls and boys of all races and ethnicities, based on the distinct experiences of these students and enhanced research and data collection.

Adding to the No Child Left Behind Act a reasonable graduation rate floor as part of the school assessment process, with rigorous standards for exceptions.

Fund research on the dropout crisis that further explores whether the risk factors for dropping out and the most efficacious intervention for avoiding those risks are the same for boys and girls. Such research should rely on data that are fully disaggregated by sex, race and other relevant criteria

Development and implementation of programs that will provide more protection for girls in schools by ensuring that school are held properly accountable for harassment of their students, requiring high schools to maintain and report data on gender breakdown of their athletics teams and the treatment of girls and boys athletics program.

Adaptation of intervention strategies that are targeted to meet the needs of girls as well as the boys.

Establishment, disseminate and rigorously enforce strong sexual harassment and anti – discrimination policies and procedures for complaining about harassment and other form of discrimination.

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

Engagement with the local community and government to devise strategies to mitigate these risks, as well as the creation of a reporting mechanism and distribution of protection information to families, are methods employed to ensure that students have access to educational institutions.

Provide psycho-social and trauma-healing support to girls who are victims of war, torture, and rape.

Provide continuous and safe alternative education services, such as school outreach centers, home schooling, distance education or radio instruction, shelters and child friendly spaces

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.

1. **Define the following terms in relation to education**

**Equality**. Equality is treating everyone the same. Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help. Equality is about ensuring that every individual has an equal opportunity to make the most of their lives and talents

**Equity.** Equity is giving everyone what they need to be successful. It is the measure of achievement, fairness and opportunity in education. Education equity depends on two factors, that is fairness and inclusiveness

**Parity:** Parity means that each gender is represented equally. It ia an instrument at the service of equality, which consist in ensuring the access of boys and girls (women and men) to the same opportunities, rights, opportunities to choose, materials conditions while respecting their specification.

1. **Discuss the impacts of conflicts on education**

Conflict has a devastating impact on education, both in terms of the suffering and psychological impact on the pupils, teachers, and communities, and in the degradation of the education system and its infrastructure. Yet research also demonstrates that schools and education systems are surprisingly resilient, and the disruption caused by conflict offers opportunities as well as challenges for social reconstruction

Conflict is enormously destructive of educational infrastructure and buildings. Timor Leste, which experienced a short but intense spasm of violence following the independence referendum in 2000, is perhaps the most extreme example, with an estimated 95 percent of classrooms destroyed or seriously damaged in the conflict.

Schools and classrooms are frequently targeted in civil conflict because they are seen to represent the state, but they also suffer damage from a range of other causes; as public buildings they are often commandeered as barracks, used for storage, looted, or occupied by displaced persons

Enrollment Rates: Not surprisingly, conflict almost always involves a significant decline in enrollment rates during periods of intense conflict. Reliable enrollment data during conflict are very rare,

Violence not only occurs to keep children ot of school but also can occur while they are at school.

Implementing education in conflict affected areas is difficult. “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.

Further complicating the issue is the fact that there is no clear evidence to show what works and what does not for education in conflict situations, partially due to it being very difficult to conduct monitoring and evaluation in conflict settings

Widespread sexual violence, targeted attacks on schools, and other abuses prevent girls, boys, young women and young men from gaining access to quality, relevant education in safe learning environments

Violence and lack of safe access to schools has reduced the effectiveness of CSE as children are not able to attend school. Lack of adequate evaluation to understand the impact of CSE has led to the same methodology being used across conflict settings without evidence of their effectiveness

Developmental gains in education are reversed with the damage or destruction of school facilities, the prolonged disruption of education, limited access to schooling, and decreased education quality

1. **Explain some of the interventions that education workers can employ to mitigate violence and insecurity**.

Including peace education principles throughout teaching materials but also as a separate class, such as a civics/citizenship class.

Advocate for a stronger response to child protection risks within education across the child protection, protection and education working groups

Work in partnership with communities and local and international NGOs to engage effectively with armed actors to better understand motivations for attacks on schools and advocate for commitment to protection education from attacks Recommendation for Stakeholders.

Introduce regular community meetings which focus on identifying risks to children at the community level and establishing risk mitigation strategies to keep children safe

Integrate the Recovery Box and the Better Learning Programme in schools and community spaces. Recovery Box covers the five principles of recovery to help children assimilate their trauma and realize their full potential. It includes child friendly communication, psychological first aid and recreational activities. The basic Recovery Box training package equips teachers with the skills and knowledge to respond appropriately to children in distress and introduce classroom activities that help to strengthen social networks and improve wellbeing

Helping former child soldiers integrate into a post-conflict, peaceful society is a step toward transformational development both for individuals and for society.

instilled a sense of social responsibility, and promoted safe codes of conduct, self-regulation and security-seeking behavior;

Emphasizing Conflict sensitive education. This is to minimize the negative effects of education that can promote or fuel conflict

1. **Nelson Mandela once said ‘’Education is the Most powerful tool that you can use to change the world’’ In light of education in emergencies elaborate on that saying.**

Education in emergencies saves lives. Conflict and disaster destroy normalcy and upend the lives of those affected – this is especially true in the case of children. Young people caught in emergency situations are thrown into unfamiliar and hostile realities – often without the safety nets they once enjoyed such as school and family. Quality educational initiatives employed at the outset of an emergency can mitigate these circumstances and provide much needed survival skills to understand the dangers of a new environment. These include initiatives to teach landmine awareness, living and surviving in refugee camps, basic health and hygiene information, how to protect oneself from sexual abuse, and the provision of psychological support. (Nicolai, 2006) Education also protects the lives of children through the creation of a safe space

Education in emergencies promotes developmental skills. Susan Nicolai (emergency education officer, Save the Children Alliance) asserts that although basic survival skills are an essential component of emergency education, “individual and social development skills are equally important [and] having at least one constant in a daily life full of change can help 4 children continue growing both individually and socially.” (Nicolai, 2006) As Nicolai simply states, education in emergency helps children “learn to be.” The importance of this skill set cannot and should not be underestimated in situations where youth are exposed to prolonged periods of psychological distress and/or violence.

Education 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.

Education in emergencies can provide core academic skills. While situational demands will most likely push these programs further along the emergency response continuum, they simply cannot be ignored. A brief look at the numbers of children affected by disaster confirms this point. According to the Save the Children Alliance, more than half of the estimated 72 million children out of school live in conflict affected states, millions more in areas hit by natural 5 disasters, and on average these children spend eight years in displacement.

Education in emergency convey life skills and values for health and prevention of HIV/AIDS, gender equality and prevention of gender-based violence, conflict resolution, peace-building, responsible citizenship and environmental awareness;

Education in emergency protects the investment that children, families and nation have made in children’s education;

Provide protection for marginalized groups – minorities, girls, children with disability, out-of-school adolescents – often at risk of exploitative or unsafe work such as prostitution or recruitment by militias.

Education is a powerful tool in light of emergency situation because it 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.

Education also provides 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,

In emergency situation, education during emergency or displacement can help to overcome gender disparities. Paradoxically in some post conflict and post disaster situations, girls may have opportunity of access to schooling and more regularly than they did before crisis.

1. **Why is capacity building important in and following emergencies?**

Building the capacity of teachers and other educational personnel is imperative in order to ensure quality education for children. As the saying goes experience is the best teacher, building the capacity of teachers during emergency is therefore very important for imparting quality education.

Capacity developments initial aim is to recruit quality teachers, who understand the national curriculum and can teach in the students’ native language.

Capacity building also enables the teachers to understand the DRR or CSE curriculum that is being introduced.

Capacity building of teachers and other local educational personnel like in the planning stages for DRR and CSE increases local capacity and understanding for these measures and helps to create valuable links between the local communities and the provincial and national governments.

Capacity development allows teachers to better understand the participatory methodologies necessary for the incorporation of DRR and CSE into their traditional curricula.

The trainings will provide support for teachers and enable them to be more confident with the changes that need to be made.

Capacity building also helps in promoting / maintaining resilience. By undertaking preventative measures such as first-aid training and understanding of the mechanics of prevalent disasters, children will be more resilient when a disaster occurs and even be able to participate in the response.

It has been shown that increasing teachers’ capacity through training increases the effectiveness of DRR and CSE.

Capacity building like training teachers on teaching methodologies will ensure that the children play an active role in preparation for disasters and will know how to respond when a disaster does occur.

Capacity building like DRR programming leverages children’s agency and views them as participating stakeholders instead of affected bystanders.

1. **Are women teachers having more influence than male teachers? Explain your answer in details.**

The debate/ argument about women teachers having more influence than male teacher is an issue that has become increasingly important to Ministries of Education, NGOs and other agencies supporting educational development. This is particularly so because of the impact women teachers can have on girls’ enrollment. The need to increase girls’ enrollment is an important reason for giving greater policy and programming attention to women teachers. There is evidence to show a correlation between the number of women teachers and girls’ enrollment, especially in sub-Saharan Africa. In countries where there are more or less equal numbers of male and female primary teachers, there is close to gender parity in student intake. In contrast, in countries where women constitute only 20% of teachers, there are far more boys than girls entering school. Therefore to a greater extend women teachers have more influence than male teachers especially when it comes to increasing girls’ enrollment and reducing of girl’s dropout rate. This is due to the following point of argument.

Women teachers provide new and different role models for girls especially those in rural and conservative communities. They point to possibilities for women to be active outside the home and to be agents in community development. They play key roles in educating and socializing children beyond gender stereotypes, and so are crucial agents of change.

The presence of women in schools can also impact positively on girls’ retention in school and on their achievement. Studies have shown a positive impact from women teachers on girls’ (and boys’) achievement. A female role model can support and encourage girls to successfully complete their studies and maybe even continue studying to become teachers, themselves. She can also be there to listen to any problems and provide guidance when necessary. In schools where girls are in the minority, especially, the presence of one or more female teacher may also ensure protection for girls from unwanted attention from boys or male teachers, and even from sexual abuse and exploitation.

In some conservative communities, parents will not allow their daughters to be taught by a male teacher. This is the case in some areas of Afghanistan, Pakistan and Bangladesh. The placement of a woman teacher, therefore, can have an immediate impact on access. Even where the presence of male teachers is not necessarily a barrier to girls’ enrollment, parents may prefer women teachers over men. A study in Nepal, for example, indicates that mothers feel more comfortable talking about their children with a woman teacher,

At the school policy level, women teachers may act as advocates for girls, representing their perspectives and needs, and promoting more girl-friendly learning. For example, women teachers may be able to advocate for better toilet and washing facilities. These are of particular importance to adolescent girls who are menstruating, and whose active participation in school during their monthly periods may depend on access to clean toilets separate from those used by boys and a water supply. In terms of menstruation, puberty, sex and reproductive health education, women teachers have an important role to play in providing girls in school with accurate information about their own bodies and how to look after them unlike male teachers.

Whilst recognizing the positive roles that women can play, recent research from Uganda also reminds us that we cannot make assumptions that women are necessarily always supportive of girls in schools or will make the school environment any more girl-friendly. Women teachers are not necessarily very aware of gender equality concepts, and are often subject to the same gender assumptions, discrimination and even sexual harassment and abuse that girls face in schools. Frequently, this makes it very difficult for them to acknowledge and act on gender inequalities affecting girl students and other women teachers

Women teachers may have their own personal concerns and priorities, and so may not have the time or inclination to provide any additional time or energy to give to girl students. A study in Pakistan also raises awareness about the fact that the unconscious attitudes and assumptions of women teachers towards boy and girl students may also reinforce gender stereotypes. Women’s preference for teaching girls because they are quieter and less demanding than the boys makes it difficult to imagine how they might encourage girls to be more active and to participate fully in class.

Another important issue is that women are often marginalized to low status positions within schools, usually teaching the lower grade classes and subjects considered ‘soft.’ This means that men still dominate higher status positions, teaching higher grade classes and subjects with a higher prestige, such as math and science. These low status positions mean that women teachers’ voices may be either excluded from policy and decision-making processes, or they may not be taken seriously. It may be impossible for women to influence school policy and, therefore, meet the expectations that they can make a positive difference for girls.

A small study conducted in Sri Lanka highlighted the fact that compared to the male teachers in schools, women teachers usually do menial and low status tasks, not only during the regular school day, but also at special events such as school concerts and prize giving evenings. In other wards in term of work load, women are given lesser work load compared to men. This therefore is a clear indicator that women do not have more influence than male teacher.

1. **Discuss three phases of emergencies**

Preparedness: Preparedness refers the measures that ensure the organized mobilization of personnel, funds, equipment, and supplies within a safe environment for effective relief. Preparedness lessens the severity of disasters by preparing people for disaster, developing plans to ensure an effective response and recovery and training people to implement plans after a disaster occurs. Emergency Preparedness - Organized personnel for monitoring, alert and evacuation - Medical team - Search and rescue team - Availability of food reserve - Emergency monetary fund and seed reserve - Distribution of disaster supplies and equipment This involves preliminary assessment, enquires, coordination with others, designs and launching of initial rapid assessment, alert to the donors and flash appeal; initiation of coordination, partnership, communication and reporting.

Response: response is the implementing phase of the emergency. The focus in the response phase is on meeting the basic needs of the people until more permanent and sustainable solutions can be found. To be ready for response with capability to provide rapid and efficient medical, rescue and emergency supplies, and equipment to those in need, following steps of task should be implemented: . Mobilization,. Assessment, . Requirement Analysis, . Rescue and Evacuation

This involves regular meetings of the emergency team, real time adjustment to events as they unfold, planning scenario, resource mobilization, establishing operational supports platform, project implementation, consolidation of coordination, establishing surveillance and health information system.

Recovery: recovery involves a set of policies and procedures to enable the recovery or continuation of vital technology infrastructure and systems following a natural or human induced disaster. In other words, recovery is implementation of actions to promote sustainable redevelopment following a disaster, including new building code standards and land-use planning controls. Recovery consists of: Rehabilitation, . Reconstruction (During reconstruction it is absolutely necessary to consider mitigation measures including relocation, land use zoning etc.) - Rebuilding of house and public buildings - Financing for rebuilding - Repair of roads, bridge, water system etc,. Psychological counseling, Long-term assistance to rebuild the community

This phase involves process of return to normalcy, focus on physical and psychological needs of the beneficiaries, assessment of what worked and what did not

1. **What are some of the challenges faced in providing education in emergencies and reconstruction?**

The biggest constraint faced in providing education in emergency and reconstruction is usually poverty. Even where education materials and books are provided by the school and there are no official fees, the students may lack clothes that are considered decent, and cannot afford the various ‘facilities fees.

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 challenges: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 as well as during reconstruction.

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 or during reconstruction. 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 learners (inclusive)