



Capacity Statement

Education in Emergencies¹

Global Overview

Of the estimated 72 million primary-school aged children worldwide who are not in school, more than half live in conflict-affected states². Millions more live in conditions which make them vulnerable to natural disasters. For those that are in school, the devastating effects of conflict and natural phenomena mean that access to quality education is often disrupted or denied. Despite the violation of this basic human right, education is often overlooked in emergency response programming and funding for education in emergencies remains deficient.

The right to education is articulated in international frameworks such as the Universal Declaration of Human Rights, the Convention on the Rights of the Child, and the Convention Relating to the Status of Refugees. At the 2000 Education for All meeting in Dakar, world leaders pledged their support for the right to education, “assuring that it will not diminish during emergency situations caused by natural disasters or due to serious deterioration of economic and social conditions.”³ Education as a right is not only protected internationally, but is increasingly recognized as an essential foundation upon which to build all forms of human development.

With regards to emergencies, education is not only a right but a ‘basic infrastructure’ that can be both life-saving and life-sustaining⁴. Schools offer potential safe-spaces for children who are at risk of sexual exploitation, trafficking, child labor, or recruitment into armed forces. Quality education can equip people with knowledge and skills about health, safety, conflict resolution and peace-building, and can mitigate the effects of psychosocial trauma by providing children a sense of routine and normalcy. For communities, the reconstructive process following a disaster is part of a wider social transformation that offers opportunities for more equitable access to quality education. In the long-term, quality education can contribute directly to the social, political, and economic stability of societies.

It is against this backdrop that Plan has chosen to prioritize education in emergencies as an issue with which to build capacity and engage with internationally.

¹ Prepared by Pamela Young, Hanna Jamal and Claudia Mercado in June 2010.

² International Save the Children Alliance. *Delivering Education for Children in Emergencies* (2008)

³ Dakar Framework for Action: Education for All (2000)

⁴ INEE. *Minimum Standards for Emergencies, Chronic Crises and Early Reconstruction* (2004)

Plan’s Approach to Education in Emergencies

Plan approach to education in emergencies is guided by the Education Framework (2009-2013) and Disaster Risk Management (DRM) policy. Plan’s DRM policy aims to create resilient communities that permit children and youth to grow up safely, and to help children realize all their rights in emergencies, including the right to education. The Education Framework outlines Plan’s position in supporting the right to education through three strategic priorities: improving equal access, enhancing quality, and strengthening education governance. These internal standards align with a number of external frameworks including the Red Cross Code of Conduct, the Hyogo Framework for Action (HFA), the Sphere standards, and the Inter-Agency Network for Education in Emergencies (INEE) minimum standards for chronic crises and early reconstruction.

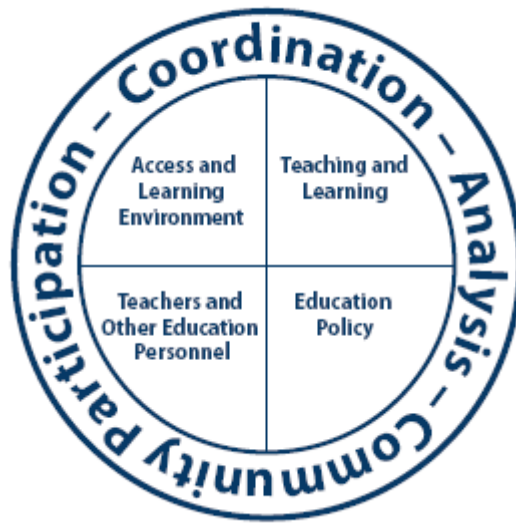


Figure 1- The INEE Minimum Standards

Working with Others

Plan is committed to working with other local, national and international organizations in order to build local capacity and coordinate interventions. To this end, Plan is an active participant in the Interagency Standing Committee (IASC) Education Cluster system at the global, national and local levels. Currently, Plan participates in the education cluster in over 24 countries. Plan staff also sit on global working groups for disaster risk reduction and Field Operations. Plan is also committed to working in partnership with the local government and ministries of education in the countries where we work. This is especially important during emergencies when governments need support to be able to respond to the needs of their country.

Child-centered Programming

Plan’s strength in the field of education in emergencies is rooted in the child-centered community development approach. Children and youth, who are among the most vulnerable to disasters, are placed at the center of Plan’s work and viewed as active agents of change with the right to participate in disaster response and risk reduction. Plan’s child-centered programs do not focus on children in isolation, but as members of a wider community in which the participation of parents and community leaders is promoted and supported.

Child-Friendly Spaces: Education, Protection and Psychosocial Support

In addition to education, child protection is a key priority within Plan's Disaster Management strategy. Plan's child-centered approach addresses the holistic needs of children and recognizes that protection and education are closely linked. One example of a child protection initiative with significant relevance for education is the establishment of child-friendly spaces in the early stages of emergency response. Child-friendly spaces provide a safe place for children's play, recreation, and non-formal learning and are critical in helping children prepare for the transition back to school.

Child Friendly Spaces in Timor-Leste

Plan has worked in Timor-Leste since 2001 implementing relief and emergency programs, as well as rehabilitation work with the government in key areas such as pre-school curriculum and community health. Plan has implemented programs to respond to the immediate emergency needs of displaced people and host communities, and to support rural communities to strengthen their own capacity to ensure healthy, peaceful and economically stable futures for themselves and their families. Plan worked in Internally Displaced Peoples (IDP) camps to set up child-friendly spaces, distribute play materials, and provide children's learning and play activities facilitated by Plan staff and trained youth volunteers. Children's views were actively sought in the planning and implementation process and community members from different backgrounds were brought together for the site selection and construction of child-friendly spaces. Access to psychosocial support for children living in the IDP camps was increased through Plan-supported "mobile libraries". Packed with books, dolls, drawing paper, footballs and guitars, the mobile library buses visited child-friendly spaces on a regular basis. These recreational materials and safe spaces provided an outlet for children to express themselves and helped restore a sense of normalcy in their lives.

School Re-construction and Rehabilitation

In the aftermath of an emergency, access to education is often complicated by the destruction of school buildings and loss of material resources. Plan has extensive experience supporting school construction, both in long term and emergency situations.

Supporting Community Learning in Earthquake-Affected Pakistan⁵

On October 8th, 2005, an earthquake hit Pakistan and left widespread destruction, killing over 70,000 people and leaving 2.8 million people displaced. The education system in the affected areas was particularly devastated. Many schools, including those in Manshra where Plan works, were destroyed or severely damaged. At the request of the government, Plan Pakistan constructed a total of 22 schools throughout the Siran Valley of Mansera. Shelter for Life (SLF), a US-based NGO, was selected as an implementing partner to manage the construction work. SLF further subcontracted work to local entities and used local skilled and unskilled labor to carry out construction. School buildings were constructed according to the Earthquake Reconstruction and Rehabilitation Authority (ERRA) guidelines and took into account seismic and environmental considerations. By employing many locals, it was possible to develop a sense of ownership within the community and to build relationships with community members which aided in social mobilization. Community participation was also garnered through construction supervision, school site selection, and the transfer of land to the Department of Education. Plan Pakistan supported community participation in these areas through the restructuring of the already established Parent

⁵ Sadar & Sadar, *Final Evaluation of Supporting Community Learning in Earthquake-Affected Areas Program* (2009)

Teacher Council. As a result of their participation, the communities are now more aware of the need for quality education, in particular the importance of quality education for girls. The impact of the School Construction Program is amply demonstrated by the fact that the community is now running two female Community Managed Middle Schools in the valley.

Rapid Education in Emergencies

Children in emergency situations have a wide range of educational needs depending on their context. Some can re-enter formal schooling, if available, while others may have needs which are more appropriately met through alternative or non-formal education programs. In many cases, adapted curricula and teaching and learning methodologies are needed in order to address the particular social, psychological, and learning needs of children in emergencies.

Rapid Education in Sierra Leone and Liberia

Liberia (2004-2006)

The right to education in Liberia has been gravely undermined by 14 years of civil conflict. To this effect, Plan WARO, FAWE Sierra Leone, FAWE Liberia, and the Liberian Ministry of Education formed a partnership to implement a “Rapid Education” project, which aimed to expand access to and raise the quality of non-formal primary education. A baseline study was conducted at the beginning of the project, and 20 communities were identified through a consultative process for the implementation of the project. The following table shows the project outcomes and activities, categorized by the INEE minimum standards.

Access & Learning Environment	Teaching & Learning	Teachers & Other Educational Personnel	Educational Policy and Coordination
<ul style="list-style-type: none"> • 20 non-formal centers constructed. • 100 teachers supplied with educational and recreation materials. 	<ul style="list-style-type: none"> • 100 facilitators trained in classroom management, school management, and child-centered teaching methods. 	<ul style="list-style-type: none"> • The Ministry of Education and FAWE’s teacher trainers supported facilitators through regular monitoring and supportive supervision. 	<ul style="list-style-type: none"> • Trainer and Trainee manuals were distributed to Government and Non-Governmental Organizations and community groups, serving as a template to other agencies implementing similar programs in the future.

Community Participation: Community participation was garnered through the enrolment of out-of-school children, school management teams, and other activities such as school feeding, construction, rehabilitation of playgrounds, etc.

Early Childhood Care and Development (ECCD) in Emergencies

Quality programming on Early Childhood Care and Development (ECCD) has the potential to mitigate the impact of disasters and build resilience in young children aged 0-8. ECCD integrates health, nutrition, and intellectual stimulation, provides the opportunities for exploration and active learning, and the social and emotional care a child needs in order to realize his or her full potential. Plan’s support for ECCD includes working to ensure effective transitions from ECCD to primary school. Plan support for ECCD is both centre-based and home-based and includes training for parents and caregivers to help them recognize the specific developmental needs of young children

and establish good practices to meet those needs. Plan is a member of the Consultative Group on ECCD and served on the ECCD in Emergencies Working Group advising the update for the Inter-Agency Network for Education in Emergencies minimum standards.

Supporting ECCD in Earthquake Affected Yogyakarta, Indonesia

In May 2006, a major earthquake occurred in the Indian Ocean, just southwest of the Indonesian city of Yogyakarta. Plan's Disaster Response Program in Indonesia consisted of an emergency response phase and a rehabilitation phase. The rehabilitation phase focused on three inter-related fields within education: school improvement, child friendly spaces, and early childhood care and development. The ECCD component targeted pre-school children in locations where there were no ECCD facilities available or where support facilities were damaged or destroyed by the earthquake. The objective of the program was to promote approximately 2,250 preschool children's vital intellectual and social development through support to ECCD centers. Four main activities were employed to reach this objective: (1) The establishment of 50 ECCD centres; (2) Training for 256 ECCD facilitators; (3) Provision of play materials, books, mats, tarpaulin and drinking water, and (4) the construction of 19 ECCD centres. A 2008 evaluation report of the program concluded that by actively attending activities in the centres, children were better prepared to attend primary school.

Inclusive Education in Emergencies

The reconstructive work that takes place in the recovery phase of disaster response offers communities the opportunity to 'build back better'. In terms of education, this kind of social transformation provides opportunities for more inclusive access to education. Plan has experience in identifying and working with vulnerable groups of children and uses this experience to promote more equitable access to education in emergencies.

Support to Children of Myanmar Migrants and Minority Groups

As part of its Tsunami Response program, Plan Thailand provided support to the children of Burmese migrant workers living along the coastline and in rubber plantations in Phang-nga. Many of these children are stateless or illegal immigrants who have been denied legal protection for their rights. Plan worked with the Foundation for Education and Development (formerly known as Grassroots Human Rights Education and Development Council) to help these children gain access to basic education. The program provided 230 Burmese children in 9 learning centres with books and learning materials, rehabilitated learning centres and school uniforms. Both Thai and Burmese curricula were used to prepare children to enter Thai schools without losing their Burmese roots. As of 2008, 17 Burmese children have been placed into 3 Thai schools.

Education and Disaster Risk Reduction

Plan's work on education in emergencies includes working *before* a disaster strikes on risk reduction and preparedness activities. Critical to these activities is the participation of community members, especially youth, in the planning and implementation of disaster risk reduction strategies. Plan's child-centered disaster risk reduction (CCDRR) not only recognizes children's right to participate in disaster risk reduction, but also views children as a valuable resource for risk communication, education, and advocacy work. In 2006, El Salvador and the Philippines were among four countries that were chosen for a Disaster Risk Reduction project funded by the UK's Department for

International Development. Plan International partnered with the Institute of Development Studies (IDS)⁶ to conduct a research project on Plan’s CCDRR programs in these communities.

Child-Centered Disaster Risk Reduction in El Salvador

A 2006 World Bank evaluation ranked El Salvador as the country with the highest risk in case of a disaster⁷. Over the past 30 years, the country has been struck by recurrent natural phenomenon including most recently hurricanes, earthquakes, and floods. In 2005-2006, Plan collaborated with community leaders’ councils, municipal governments, and the National Civil Defense Service to implement the “Youth Participate in Disaster Prevention” pilot project to help reduce the negative impact of disasters on children, young people, and adults living in high-risk rural areas. Children and youth worked with their communities to design community emergency plans, set up early warning systems, and implement response, mitigation, and risk reduction plans. As part of these activities, Plan partnered with the Ministry of Education in 2007 to support the development of ‘School Protection Plans’:

School Protection Plans		
Activity	Methodology	Results
<ul style="list-style-type: none"> • Integration and scaling-up of ‘School Protection Plans’, which ensure mainstreaming of DRR into school infrastructure, teacher training, curriculum integration, and the implementation of complementary projects on environmental management and risk reduction. 	<ul style="list-style-type: none"> • Vulnerability and Capacity Analysis (VCA)⁸ workshops in schools. • The VCA is a research model that uses rapid participatory assessment tools to understand a population’s degree of exposition to danger and their capacity of resilience before different types of risk. 	<ul style="list-style-type: none"> • As of July 2007, over 5,000 school centers had prepared school protection plans. • VCA assessments conducted since the development of School Protection Plans indicate increased resilience of school communities to disasters.

Education and Climate Change

The number of disasters resulting from natural phenomenon is increasing, leading to a greater demand for the integration of climate change issues into education and disaster risk reduction programs. Plan is a founding member of Children in a Changing Climate, a global collaborative action-research, advocacy and learning program that aims to secure children's influence in preventing and adapting to climate change. Plan promotes children’s participation both at the community-level and in international policy events on DRR and climate change, including most recently: the 2009 Global Platform meeting on Disaster Risk Reduction in Geneva and the 2009 15th Conference of the Parties (COP15) meeting in Copenhagen. At the COP15, eleven Plan-supported young journalists from across the globe interviewed world leaders on their plans to tackle climate change. The young journalists from Indonesia, Kenya, Netherlands, Sweden and the UK were all

⁶ Institute of Development studies: www.ids.ac.uk

¹⁰ An IEG Evaluation of World Bank. World Bank, 2006. Hazards of Nature, Risks to Development

⁸ The VCA method was developed by the International Red Cross and Crescent Moon Federation in the region, and Plan was the first local institution to learn this methodology outside of the local Red Cross societies.

trained by Plan in media skills and attended press conferences, interviewed key delegates and shared their accounts via daily blogs⁹.

Make the Link, Be the Change (2008-2009)¹⁰

Make the Link, Be the Change is an international climate education project launched by Plan UK and the National Museum of Liverpool. Over the course of one academic year (2008-2009), the project linked 12 schools in the UK, Africa, Asia, and Latin America via an interactive web-platform to learn and share experiences and views on climate change. Teachers from participating schools were provided with a child-friendly syllabus and lesson plans on the science, politics, and social dimensions of climate change. Students were supported in conducting “Hot Seat” interviews with leading figures and with creative child-led climate change interventions such as recycling sculptures, arts and media, tree planting and mangrove protection campaigns. The creative work produced through this project was displayed at the World Museum in Liverpool and at the United Nations Climate Change Conference (COP15) as part of the Children in a Changing Climate display.

Capacity Mapping on Education in Emergencies

In early 2010 a survey was conducted to determine the strengths and capacity for work on education in emergencies in Plan country offices. Thirty nine of the forty eight Plan country offices responded to the survey. The survey revealed that all country offices except for two have experienced an emergency in the past five years and twenty seven countries have experience with education in emergencies. Thirty two countries are familiar with the INEE standards and sixteen of those countries have used the INEE standards in their emergency response. For example, Plan Haiti adapted the INEE standards to the Haitian context and disseminated them to cluster members in the form of recommendations. The types of emergency responses include access to temporary schools and child friendly spaces, ECCD interventions, teacher training and psychosocial support. Twenty four of the country offices surveyed stated that they are part of the education cluster in some capacity.

⁹ <http://planatcop15.blogspot.com/>

¹⁰ <http://www.plan-ed.org/>