

CRC Article 28: All children have the right to a good quality education.





These Global Goals are what the world leaders have agreed upon to improve the situation in the world.



4 QUALITY EDUCATION



The United Nations Sustainable Development Goal 4 aims to ensure that every child in the world has a good quality education by 2030.

A major barrier preventing every child from having an education is that the world continues to have emergencies!

Education in Emergencies: Let My Friends Learn



Today you are going to **learn** about what an emergency is, and why some children are not able to learn.

Next, you are going to **think** about some of the **solutions**.

Then you are going to **act**, using your voices to make sure that every child, everywhere can carry on learning in times of emergency.



#LetMyFriendsLearn

What is an emergency?

SEND My
FRIEND
TO SCHOOL



RIGHTS
RESPECTING
SCHOOLS

unicef
UNITED KINGDOM

GOLD – RIGHTS RESPECTING

What is an emergency?



Key words

Drought: a long period of low or no rainfall, which leads to not enough water.

Disrupted: a big interruption that causes further disturbances and problems.

Complex: has lots of different or connecting parts.



What is an emergency?



Key words

cyclone: a powerful, spinning storm that contains strong winds and rain that swirl around a centre.

resettlement: when people have to move from one place to another, in this case because they have been forced to leave their homes.

What is an emergency?: Opinion line



EDUCATION IN

EMERGENCIES



RIGHTS
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SCHOOLS

unicef 
UNITED KINGDOM

GOLD – RIGHTS RESPECTING

Solutions

SEND MY
FRIEND
TO SCHOOL

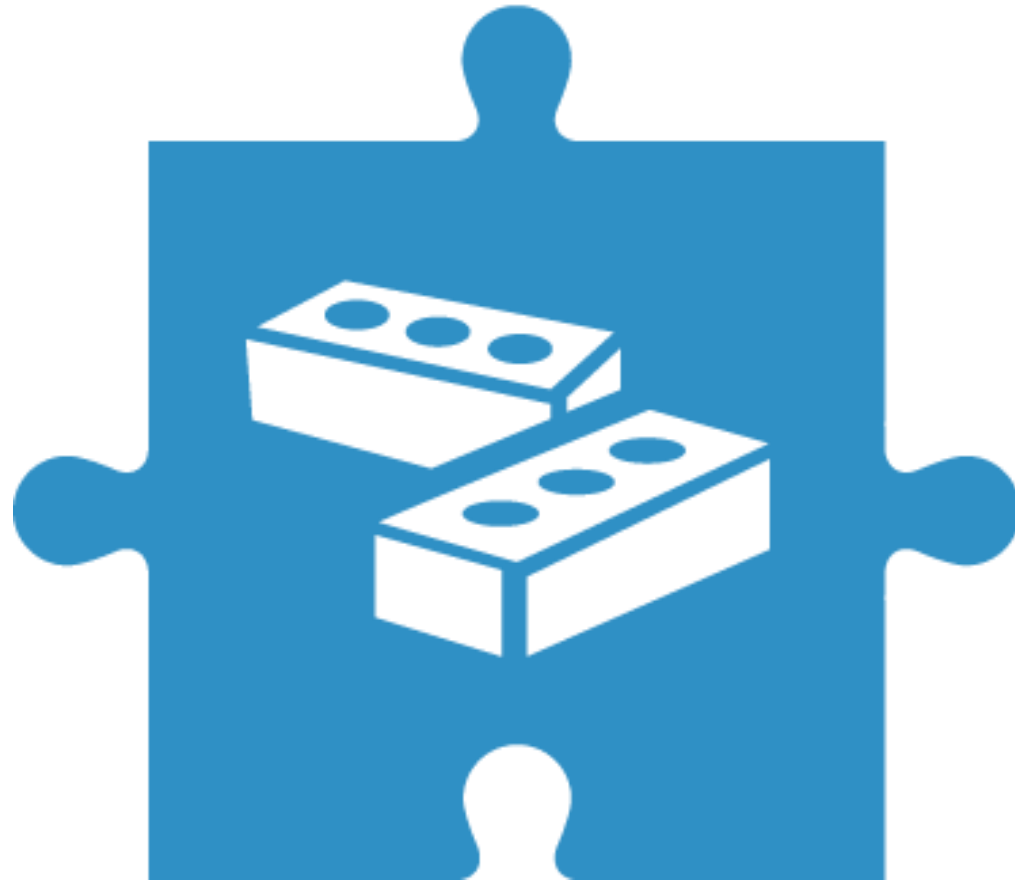
THINK

PREPARE

PROTECT

INVEST

ACT





EVIDENCE

Evidence, 14, Southern Zimbabwe

Zimbabwe is a country in Southern Africa with a population of 15.7 million people and its capital city is Harare. Zimbabwe has beautiful landscapes and used to grow lots of wheat, corn and other food to sell to other countries. Climate change has affected Zimbabwe's weather and natural hazards, and recent floods and droughts have made it hard to grow lots of food. This has contributed to the hunger of nearly half of the country's population.

Floods, storms, droughts and other natural hazards caused by climate change affect people's lives in many countries around the world, including Zimbabwe. It is important that children learn and understand what to do if there is a natural hazard and how to protect themselves. For example, if a child understands the dangers of crossing a flooded river, they are more likely to stay safe and avoid risks such as drowning.

One way of doing this is through a school project called Disaster Risk Reduction (DDR). This project supports children to understand the risks they may face in some natural hazards.

In his school in Southern Zimbabwe, Evidence learnt about a DDR project with his classmates and his teacher Diowd. This has helped him better understand what to do if there is a hazard and how to keep himself safe.

He says "What I have learned through DRR is that we must be aware (of disasters). If there's a whirlwind, stand in a clearing. You must not stand next to objects that might be lifted because it might harm you. If there is a hailstorm you must not play outside. You must hide underneath your table so you can protect your head. For DRR we have a plan. We go around the school checking for harmful objects.

For example glass, snake holes and broken windows in our classrooms. It's important for our school to have a DRR plan. Children must be aware of what is supposed to be done before a disaster occurs. I want to pass (my exams) so I can help my community in times of hunger.”

Evidence's teacher Diowd thinks it is important for children like Evidence and the school to understand disasters as you never know when there will be one. He says “When you know, and you are well informed you prevent loss of life. I hope the community in future will have the adequate knowledge and resources to overcome these disasters, so when they are fully equipped, I'm certain and sure that we will reduce the loss of life in our community.”

A lot of money and support goes to countries after an emergency or a disaster has caused damage. Although this is important, countries should also support each other before there are emergencies. DDR projects support teachers like Diowd to help children and communities better understand what they should do in natural hazards like whirlwinds to protect themselves and stay safe.



CASE STUDY 1

SEND MY
FRIEND
TO SCHOOL



Evidence, 14 Southern Zimbabwe
Photo: Save the Children

1. What **crises** are impacting Evidence's education?
2. What is **Disaster Risk Reduction (DRR)**?
3. How does DRR support children to **keep learning**?
4. Why do you think it is important for money to be given to help countries **prepare** before emergencies?

ROMANA

Romana, 7, Bangladesh

Bangladesh is a country in South Asia with a population of 169 million. Its capital city is Dhaka. The Rohingya are a group of people from Myanmar, a neighbouring country which shares a border with Bangladesh. The Rohingya have experienced many years of violence and poor treatment in Myanmar.

In 2017, after huge violence in Myanmar, more than 700,000 Rohingya people, over half of whom were children, sought safety in Bangladesh. For six years now, many of the Rohingya children who fled to Bangladesh have had no school to go to.

Romana is a 7-year-old girl who lives with her parents and her younger sister. When she was 2, she left Myanmar with her family and settled in the Rohingya refugee camp. Romana has a serious condition called cerebral palsy, which affects how she can move and balance.

When Romana first arrived at the camp, every day activities were very difficult for her, and her family were concerned about the extra support she would need, socially, physically and educationally, on top of their worries about adapting to their new surroundings.

However, with the support of an "inclusive learning" team in the camp, Romana was able to enrol in a home-based education programme, where she received physiotherapy, speech and language therapy, and other wellbeing support to help her continue her education. For example, Romana has been provided with a walking frame, and receives regular sessions to help with her speech and language skills.



The support Romana is receiving at home, will mean that soon she will be able to enrol in a in a camp-based learning centre, and join other children who are learning. Romana's individual support plan has already supported her to learn how to read and write in just a few weeks.

Romana's mother Rafika has always been very keen about her daughter's education, and supports her with her therapy and home-based education. She says *"I never lose hope. Even though my daughter lives with a disability she has full rights to get an education"*

The approach taken to Romana's education, which combines home-based learning with additional support has been the preparation that Romana needs to succeed in a "mainstream" school in the future. Also, in these schools, teachers are being trained in "inclusive education" to change attitudes around education for children with disabilities, and provide support for learning centres to be inclusive, and accessible to all children.





CASE STUDY 2



Romana, 7, Royhinga camp, Bangladesh Photo: Humanity & Inclusion

1. What is it important to **protect** children's right to an education in emergencies?
2. What would **stop** Romana from learning?
3. What was done to **protect** Romana's right to an education?
4. What do you think is meant by **inclusive education**?
5. Outside of just learning, what **other parts of education** need to be protected? (e.g. Making friends)

VIOLA

Viola, 16, Juba - South Sudan



South Sudan is a country in East Africa with a population of 10.7 million people and its capital city is Juba. The country has a wealth of grassland, tropical forests and swamps and is one of the world's newest countries. South Sudan became an independent nation in 2011 following a conflict however, conflict and violence have continued. Many people have been forced to flee their homes and many families and children have sought peace and sanctuary in neighbouring country Uganda.

Climate change has also affected food crops and access to clean water in South Sudan. As a result of this, many people face hunger and insecurity and find it hard to access nutritious food and clean water.

Sadly, many girls drop out of school early. The COVID-19 pandemic made things worse for many girls in South Sudan. During lockdown, schools shut and girls were more likely than boys to stop going to classes and learning. Even when schools re-opened after lockdown, many girls were not able to go back to school.

Viola is a 16 year old girl, who missed out on schooling during the lockdown period, but has since been able to go back to school and catch up. She says "During lockdown, I spent most of my time selling charcoal and sugar with my mother. I tried to participate in some of the radio learning sessions, but it didn't work for me – I couldn't figure out when the right show was on for my level, and I didn't have enough learning materials. But I always kept the hope that I would be able to return to school once they would reopen again. And I am very happy to be back now, because I want to learn and create a brighter future for myself."

"Unfortunately, most of my classmates didn't make it back to school after the lockdown."

"In that way, the coronavirus affects girls more than boys"

Viola was able to go back to school by attending an accelerated learning programme set up to focus on girls' returning and successfully completing school. The programme trained teachers to work with girls whose education had been disrupted and the usual school timetable was amended to meet the girls' learning needs and wellbeing.

The programme that Viola attended was successful but it only ran in 22 schools across South Sudan and Uganda. Accelerated Learning programmes like this are needed all over the world for children who miss school to be able to catch up. Many more programmes should be set up to meet the needs of all children who would benefit from them.

CASE STUDY 3



1. What factors **stopped** Viola and her friends being in school?
2. What helped Viola **return** to school?
3. What was **successful** about the programme?
4. What do you think is meant by "**scaling up**"?
5. How might you convince our government to **invest** in education programmes such as these?

Viola, 16, Juba, South Sudan.
Photo: Mustafa Osman/Oxfam



What do we want to see?

IDEAL FUTURES

What I want to see

CAUSES

The causes of
education
emergencies

PRESENT

The impact
of
emergencies
on
education

PREFERABLE FUTURE

What I'd like
education to be
like for all children

POSSIBLE FUTURE

What education
will be like if the
world doesn't take
action

What can you do?

ACT

cause

*school buildings are
destroyed by
storms linked to
climate change.*

solution

*invest in buildings
that are more
resilient to
storm damage.*

Think of as many causes, and as many solutions you can and show how they link together. Use pink post-its for causes and green post-its for solutions.

Share your work with your MP

Selected Year 5 children to write a letter to our MP, Dehenna Davison, asking her to take action. We will include the post-it pairs!

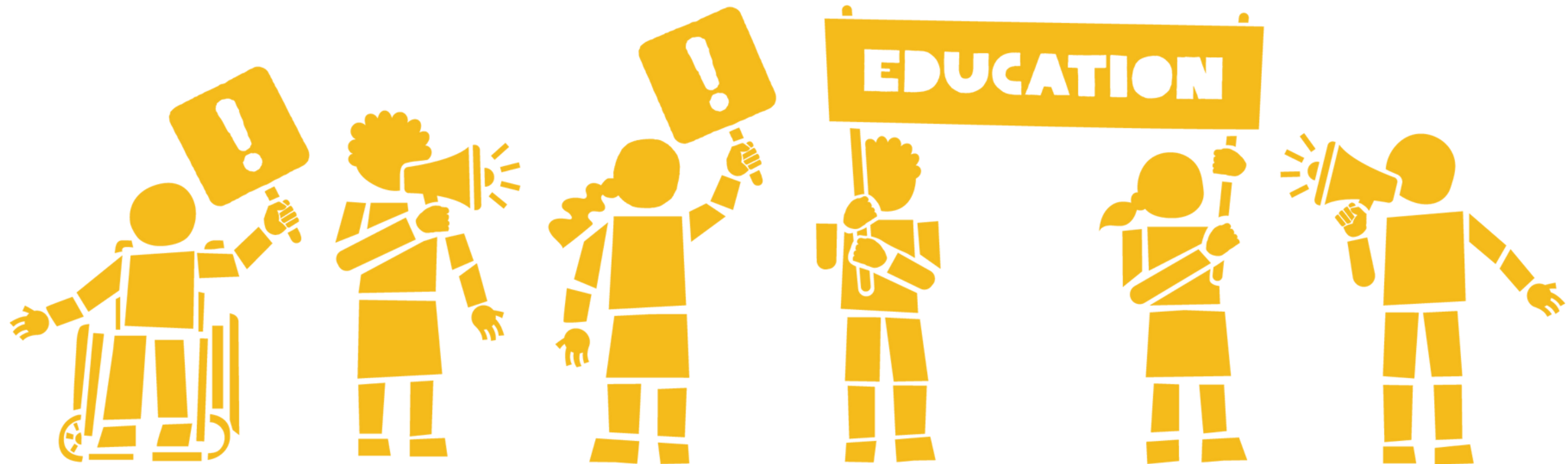
Dear (your MP's name)

Do not let emergencies prevent our friends across the world from learning. **Prepare, protect, invest and act**, so every child whose education has been impacted by emergencies can continue to learn.



Thank you for taking part!

You have joined **250,000** young people from all over the UK, who are coming together to say **Let My Friends Learn** and to demand a quality and inclusive education for every child, everywhere



Make your voices heard!



CRC Article 12: All children have the right to listened to.

**Mrs. Slattery will send all of your ideas to our
MP, Dehenna Davison. She will take your opinions to Parliament!**