

GCE ENACE Regional Event

EDUCATION SAVES LIVES

Protect Education in Emergencies

April 24, 2025

15:00-17:00 CET · Webinar



GLOBAL CAMPAIGN FOR
EDUCATION
www.campaignforeducation.org



Agenda

- ★ Welcome & introductions
- ★ Warm-up questions
- ★ Speakers :
 - - Farida Sonia, Youth Activist from Burkina Faso
 - - Yasmine Sherif, Director, ECW
 - - Faiza Hassan, INEE Director
- ★ Breakout sessions
- ★ Reporting back: Presenting Advocacy Messages
- ★ Close



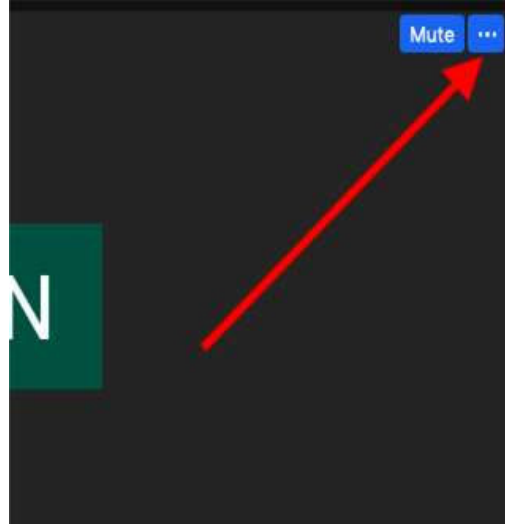
Netiquette

- Use a headset if possible - the sound quality is better
- With the webcam on we can see each other, it feels a bit more like being in a face-to-face meeting
- Mute the microphone if the background is loud
- It's okay to take breaks!
- Questions? Use the chat box or send a private message to Nadine Bernasconi or by e-mail (nadine.bernasconi@reci-education.ch)

On Zoom, rename yourself with your name + languages + organisation

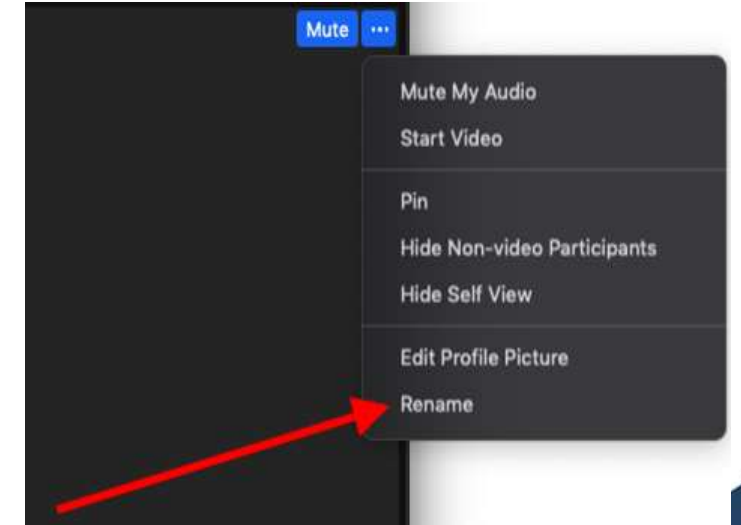
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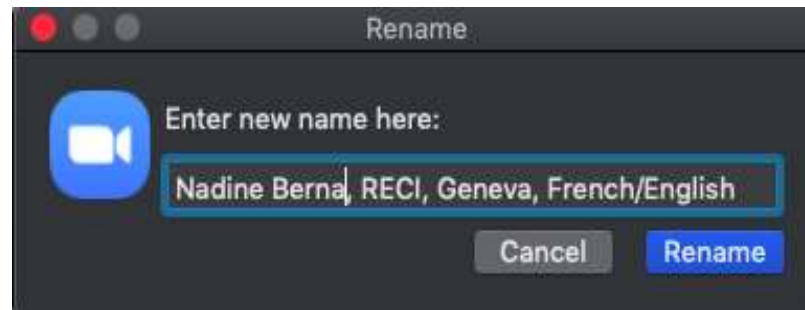
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Click "Rename"



3rd step:

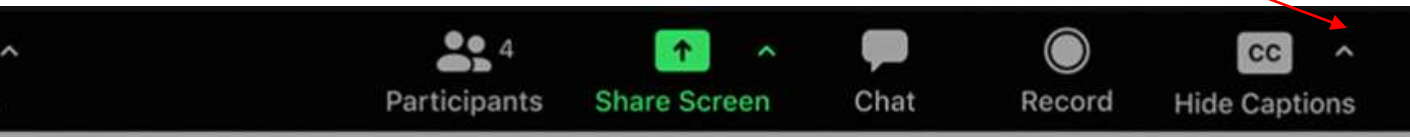
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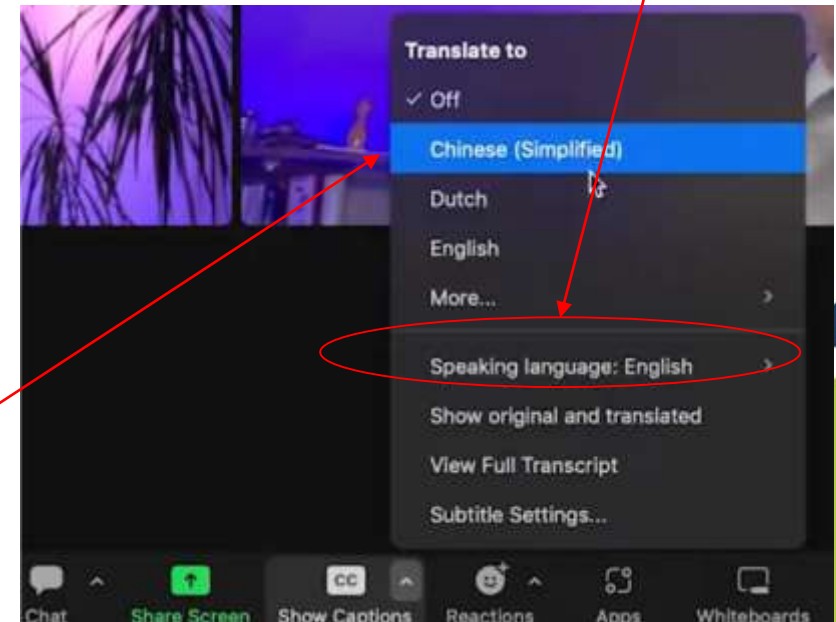
ex : Nadine Bernasconi, FR, EN, ES, RECI

Interpretation/translated captions

Step 1. click on the small arrow net to Hide Captions, click Show Captions



Step 2. Choose the language that you want to see in the subtitles



Step 3. Choose the language in which you will speak (please speak in that same language throughout the webinar)



Welcome

Emma Wagner

Senior Education Policy & Advocacy Adviser, Save the Children UK. Co-Chair of the UK Education Coalition - Send My Friend to School





Warm-up questions

- Where are you joining from today?
- What are the most important issues impacting education in emergencies that need addressing?




Speakers

- **Farida Sonia**
Youth Activist from Burkina Faso
- **Yasmine Sherif**
Director, Education Cannot Wait (ECW)
- **Faiza Hassan**
Director, Inter-agency Network for Education in Emergencies (INEE)




Break out rooms

1. **Localization** – Tyler Arnot, Street Child & Nziyonvira Ntakamaze (TK), CIYOTA
 2. **Comprehensive school safety** – Anja Nielsen, GADRRRES
 3. **EiE funding & making the case for prioritisation** – Ben Sadek, ECW
 4. **Lifesaving learning** – Rachel Smith, Save the Children
 5. **Disability inclusive learning in EiE** – Tamara Jacod, Humanity & Inclusion
 6. **Supporting mental health and psychosocial support as a precondition for EIE** – Camilla Lodi, Norwegian Refugee Council
 7. **Open subject** - Beatrice Schulter, Swiss Network for Education and International Cooperation RECI
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1. Localization

Tyler Arnot, Street Child & Nziyonvira Ntakamaze (TK), CIYOTA

1. What are the key messages, arguments, and data needed to strengthen the case for preparedness, resilience, and school safety in the context of EiE?
 1. Where have you seen or led effective advocacy for an all-hazards approach to preparedness, resilience, and school safety?
 1. How do we better connect with other sectors to advocate for education to be part of emergency planning?
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1.Localization : notes



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2. Comprehensive school safety

Anja Nielsen, GADRRRRES

1. What are the key messages, arguments, and data needed to strengthen the case for preparedness, resilience, and school safety in the context of EiE?
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Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector

GADRRRES is a multi-stakeholder alliance composed of UN agencies, international non-governmental agencies, humanitarian and development organisations and networks, youth organisations, donors/multilateral funds, and private sector organisations that work together to advocate for and support child rights, resilience, and sustainability in the education sector across the humanitarian, development, peace nexus.



All-hazards, all-risks approach



**Environmental
& climate
change-related**



**Biological &
health**



Technological



**Everyday risks
& hazards**

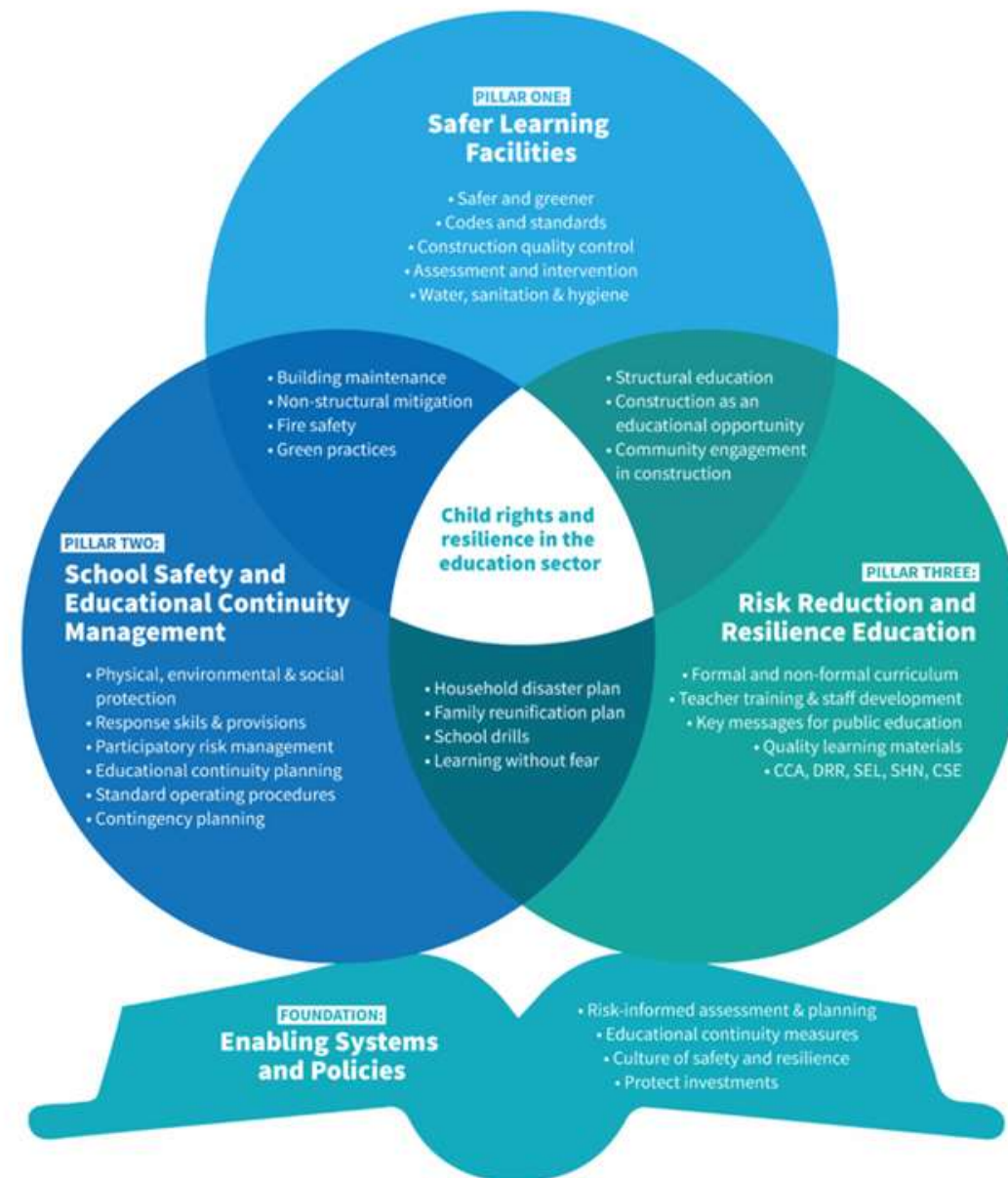


**Conflict &
violence**



Global Alliance for
Disaster Risk Reduction & Resilience
in the Education Sector

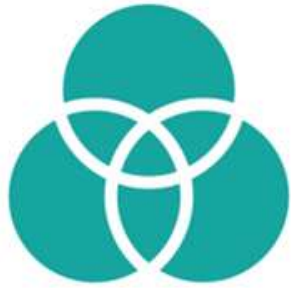
Comprehensive School Safety Framework



• Gender Equity • Disability and Social Inclusion •

• SDGs • SFDRR • The Paris Agreement • EVAC Safe to Learn • SS Declaration •

Why preparedness and school safety for EiE?



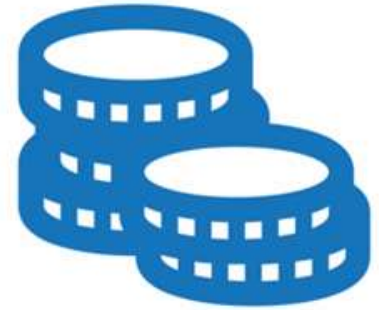
**Interconnected,
all-hazards
approach**



**Builds
interministerial
engagement**



**Supports
community
knowledge &
resilience**



**Contributes to
cost saving**



Global Alliance for
Disaster Risk Reduction & Resilience
in the Education Sector



Mr Kamal Kishore

**Special Representative for Disaster Risk Reduction
United Nations Office for Disaster Risk Reduction
(UNDRR)**

“ Countries that have good school safety ultimately tend to have a good disaster risk management system as a whole.”



Global Alliance for
Disaster Risk Reduction & Resilience
in the Education Sector

Advocacy pathway for the CSSF

Endorse

Implement

Report and
monitor

Champion

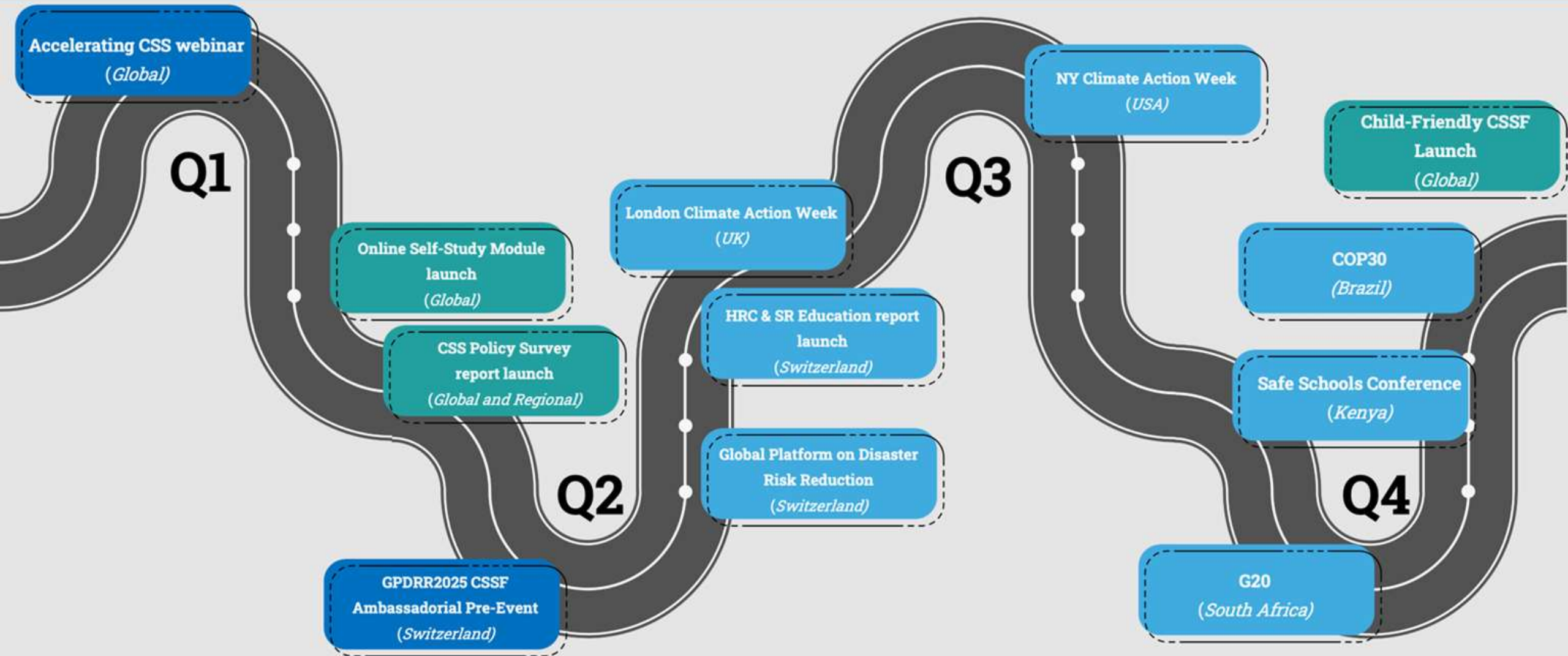


Global Alliance for
Disaster Risk Reduction & Resilience
in the Education Sector

Examples of actions to implement the Framework

	Short Term	Medium Term	Long Term
Enabling Systems & Policies	<ul style="list-style-type: none"> Establish a multi-stakeholder National School Safety Coordination Mechanism Raise system-wide awareness of the importance of school safety 	<ul style="list-style-type: none"> Maintain and update Education Management Information System with risk information Adopt targets and indicators to guide strategic priorities 	<ul style="list-style-type: none"> Integrate inclusive school safety and resilience in national education policies Ensure school safety is costed and integrated into education sector budget
Safer Learning Facilities	<ul style="list-style-type: none"> Conduct multi-hazard risk assessments to identify retrofitting and reconstruction needs Make safety considerations integral to all investments 	<ul style="list-style-type: none"> Ensure quick refurbishment, rehabilitation, repair, retrofit, reconstruction or relocation of schools based on risk assessments 	<ul style="list-style-type: none"> Establish national minimum standards for safe site selection, hazard-resistant construction, and safe school design Provide builder trainer for safe construction
Education Continuity Management	<ul style="list-style-type: none"> Undertake inclusive risk assessments to identify policy gaps and needs Introduce structural, non-structural and social and behavioural interventions to reduce risks 	<ul style="list-style-type: none"> Prepare educational continuity plans for all hazards, including contingency and response planning Develop and share guidance for response preparedness 	<ul style="list-style-type: none"> Embed educational continuity planning and SOPs for emergency response and preparedness in national and sub-national education policies and plans
Risk Reduction Education	<ul style="list-style-type: none"> Conduct a curriculum review to identify opportunities to strengthen climate education and DRR Use non-formal opportunities to teach DRR and climate education activities 	<ul style="list-style-type: none"> Provide teacher training and CPD opportunities for DRR Prepare post-disaster teaching methodologies and materials 	<ul style="list-style-type: none"> Develop curriculum standards and materials for formal and informal learning on DRR and climate education Embed DRR and climate change content in initial and continuing teacher training

Comprehensive School Safety Global Roadmap 2025





2. Comprehensive school safety : **notes**

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3. EiE funding and making the case for prioritisation

Ben Sadek, ECW



3. EiE funding and making the case for prioritisation : **notes**

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4. Lifesaving learning

Rachel Smith, Save the Children



What is lifesaving learning?

Lifesaving learning delivers the skills and knowledge that avert direct loss of life and severe physical and psychological harm in the short-term.

It is an **integrated** approach which combines sector-specific technical expertise (e.g. Health, WASH) with pedagogy (EiE) while centring child and adolescent protection and wellbeing (CP & MHPSS).

The sessions can be facilitated in formal and non-formal learning environments – where children and adolescents can learn about the risks they face in a crisis and specific steps they can take to keep themselves and those around them safe.



Let us know in the chat:

Lifesaving learning is not new – what are some other terms you have heard used to describe this type of learning?

What risks might lifesaving learning cover?

Weather & climate-related risks: e.g heat/cold waves, floods, cyclones

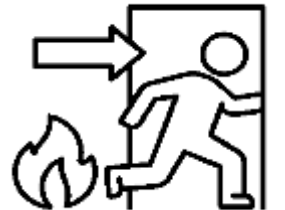
Public health risks: e.g. cholera, Mpox, Marburg

Environmental risks: e.g. earthquakes, landslides

Conflict and human-made hazards: Airstrikes, UXOs

Emergency preparedness and response: Evacuation, emergency contact

Accidents: Road safety, fires




Examples of sessions



HEATWAVE PREPAREDNESS

60-90 MIN

AGE:	● <u>7-11 year olds</u>	Session #
MATERIALS:	<ul style="list-style-type: none">• Pictures of items or the items themselves to hide for the scavenger hunt: water bottle; hat; towel; something to represent shade (umbrella, tree); fan; light-coloured clothing; a picture of a clock; someone playing; These items will differ dependent on your context.• One piece of paper per child• Coloured pens or pencils• Tape or stapler	
PREPARATION:	<ul style="list-style-type: none">• Check the latest information about extreme heat warnings from local authorities or health service providers and adapt the key messages below to reflect local guidance.	
	<ul style="list-style-type: none">• This session talks about climate change which may cause some children to worry. Ahead of the session, research a good news story about positive climate action to share with the group.• It is a good idea to involve caregivers in this session so that the same messaging is shared.• This session also includes physical activities which may require adaptation for children with disabilities. Consult with caregivers while planning for this session to discuss the best way to adapt the activities to meet the needs of all children.	

Discussion Questions

1. What are some good practices you have seen in terms of lifesaving messaging or activities for children and adolescents in your context?
2. Communities play an essential role in lifesaving learning – what are some key advocacy messages around community-led lifesaving learning that we want to emphasize?
3. How do we make a case for these skills to be measured?



4. Lifesaving learning : **notes**

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5. Disability inclusive learning in EiE

Tamara Jacod, Humanity & Inclusion





Disability Inclusive Education in Emergencies

By : Tamara Jacod, Inclusive Education-Policy and
Development Lead (t.jacod@hi.org)

A little introduction game

1- Introductions

2- Level of expertise in terms of Disability inclusive EiE (1-5 in the chat)

3- Agree or Disagree?

- During an emergency we can only do the basics. We don't have time for inclusive education.
- International commitments to inclusive education don't apply during emergencies.
- It's too expensive to do inclusive education.
- Emergencies have a negative impact on teachers as well as learners.
- Developing more inclusive education settings in an emergency can improve the quality of education for everyone.
- Inclusive education helps us develop inclusive, peaceful societies.¹

1. INEE Inclusive Education guidance.

Defining disability

The **medical model of disability** has predominated historically. This model sees a person's impairment or health condition as "the problem" and the focus, therefore, is on "fixing" or "curing" the individual. Relying on the medical model alone is considered outmoded and even harmful.

The **human-rights-based model** acknowledges the failure to recognize the rights of persons with disabilities. It includes the barriers they face in gaining access to disaster management initiatives, which can result in further marginalization (Njelesani et al., 2012).

The **social model of disability**, endorsed by the UN CRPD, states that disability is caused by the way society is organized, rather than by a person's impairment or difference. It looks at ways to remove barriers that restrict life choices for persons with disabilities. When these barriers are removed, persons with disabilities can become more independent and equal in society, and have choices and control over their own lives. The social model of disability is consistent with the related models of neurodiversity and inclusion.²

² INEE Disability Inclusive EIE

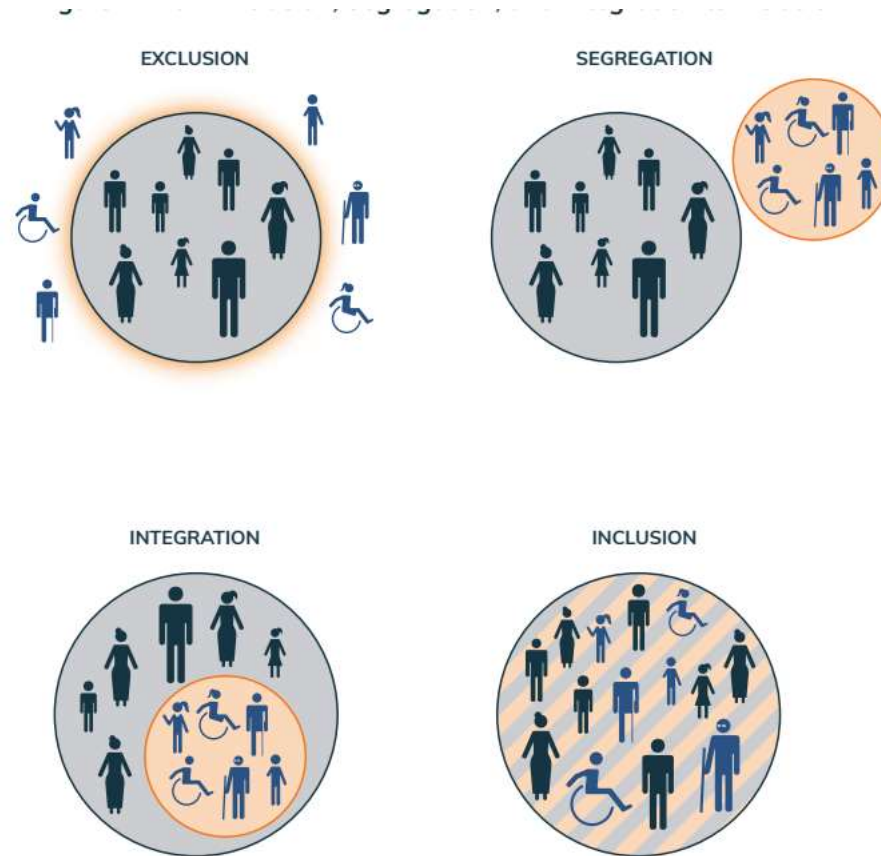
Inclusive education

“It is estimated that 72 million children are excluded from education globally, and among those, one third are children with disabilities.”

Inclusive Education is a process for **increasing participation and reducing exclusion**, in a way that effectively responds to the diverse needs of all learners. It takes into account the individual **teaching and learning needs of all marginalized and vulnerable children and young people**, including street children, girls, children from ethnic minorities, children from economically disadvantaged families, children from nomadic/refugee/displaced families, children with HIV/AIDS and children with disabilities . Inclusive education aims to ensure that these children are afforded equal rights and opportunities in education.

All inclusive education (IE) projects operate on the principle that **children with disabilities have the right to access quality, inclusive education**. We believe that learning environments must respond to the physical, social, intellectual and emotional needs and personal aspirations of individual children and young people.

Inclusive education



Key approaches

Twin-track approach to inclusive education

- do things that **help individual learners now**
- work towards **systemic changes** that improve education for everyone. This means gradually reforming the whole education system by changing policies, practices, and cultures (values, attitudes, beliefs). Each organization and individual can change different parts of the system.

Universal design for learning (UDL)

- Providing multiple means of engagement
- Providing multiple means of representation
- Providing multiple means of action and expression

Question 1

What are the main barriers for inclusive education in emergencies settings?



Environment/physical <ul style="list-style-type: none">• School buildings that are not accessible.	Resources <ul style="list-style-type: none">• Not having enough qualified teachers	Attitudes <ul style="list-style-type: none">• Families keeping their child at home because of fear or shame
Policies <ul style="list-style-type: none">• Policies that promote segregated systems where children with disabilities need to attend special schools far from their home	Practices <ul style="list-style-type: none">• Teacher centered teaching methods	Information <ul style="list-style-type: none">• Misinformation or lack of information on the rights of children with disabilities

Question 2

What are some enablers of inclusive education in emergency settings?

Environment/physical	Resources	Attitudes
Policies	Practices	Information

Question 3

Sharing of good practices and examples of inclusive education models in emergency settings

Question 3: Key messages

Example : Education in emergencies provides an **opportunity to build inclusive education systems from the beginning** in situations where education systems have largely or sometimes entirely broken down (INEE).

Additional resources

International Commitments

1-

1- The Convention on the Rights of Persons with Disabilities (CRPD, 2006) states that states must provide inclusive, quality, and free education to people with disabilities at the primary and secondary levels on an equal basis with others. This includes **reasonable accommodations** and **individualized support** to help learners with disabilities to participate in education. Article 24 also states that education must be delivered in the most appropriate languages, modes, and means of communication for the individual, including those who are blind, deaf, or deafblind.

2- The Convention on the Rights of the Child (CRC, 1989) recognizes that all children have the right to receive education without discrimination for any reason, including disability. It promotes providing assistance so that children with disabilities have access to education, training, health care services, rehabilitation services, preparation for employment, and recreation opportunities.

3- The Convention on the Elimination of all forms of Discrimination against Women (CEDAW, 1981) obliges states to take measures to eliminate discrimination against women, including in the field of education. The Convention does not specifically address women with disabilities, but its General Recommendation 18 asks states to report on measures they have taken to ensure that disabled women have equal access to education.

4- The International Covenant on Economic Social and Cultural Rights (ICESCR, 1966) recognizes the right to education for everyone, and states that primary education must be compulsory and available free to all.

Key terminologies

Ableism: The unfair treatment, discrimination, and social prejudice of persons with disabilities. Ableism is rooted in the assumption and belief that persons with disabilities are inferior to persons without disabilities

Disability: Physical, psychosocial or mental, developmental, or sensory impairments and barriers in the environment that hinder a person's full and effective participation in society on an equal basis with others

Inclusion: Emphasizes equitable access and participation, and responds positively to the individual needs and competencies of all people. Inclusive approaches work across all sectors and the wider community to ensure that every person, irrespective of gender, language, ability, religion, nationality, or other characteristics, is supported to meaningfully participate alongside their peers. Inclusive teaching fosters a classroom culture of inclusion. In a refugee context, inclusion also refers to a gradual approach to ensure refugees and other persons have access to national systems and services in law and practice and without discrimination in accordance with international norms and standard

Inclusivity: The practice or policy of being inclusive

Inclusiveness: The resulting environment after practicing or implementing inclusivity



5. Disability inclusive learning in EiE: **notes**

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6. Supporting mental health and psychosocial support as a pre-condition for EiE

Camilla Lodi, Norwegian Refugee Council



INTRODUCTIONS

Quick check-in!

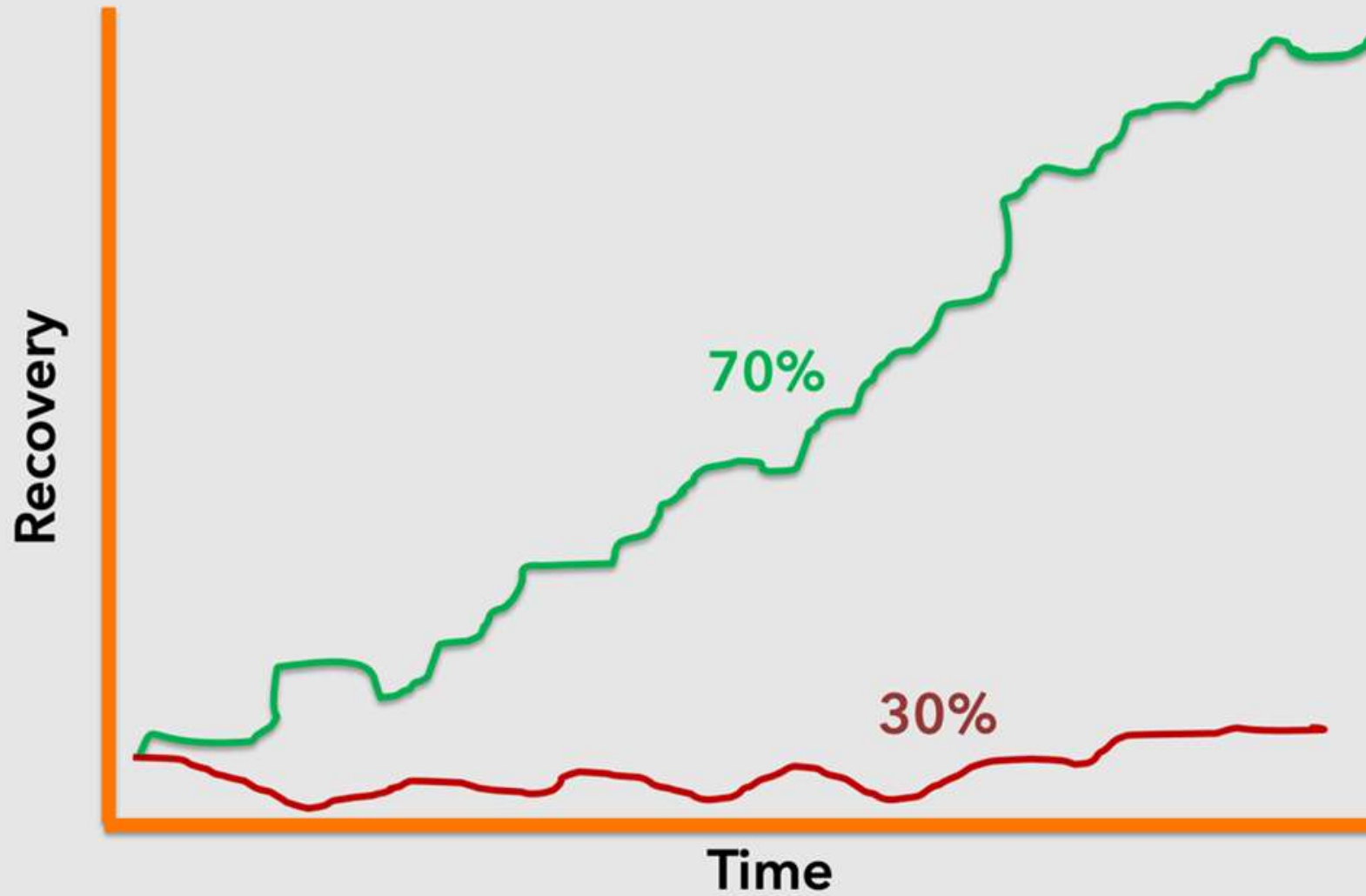
On a scale of **1 to 5**, how confident do you feel about your expertise in this topic:

"Supporting mental health and psychosocial support as a pre-condition for learning in emergencies"?

👉 Drop your number in the chat! (1 = just starting out, 5 = I could teach this!)



Likelihood of recovery



Research shows that 70% of people exposed to a traumatic event or an emergency will recover if they access timely, adequate recovery support.

Stevan E. Hobfoll, et al. (2021) "Five Essential Elements of Immediate and Mid-Term Mass Trauma Intervention: Empirical Evidence",
Psychiatry, 84:4, 311- 346, DOI:
[10.1080/00332747.2021.2005387](https://doi.org/10.1080/00332747.2021.2005387)

Universal Recovery Principles



1 Being able to
calm down



2 A sense of safety
and stability



3 The power to
change the
situation



4 Connecting
with others

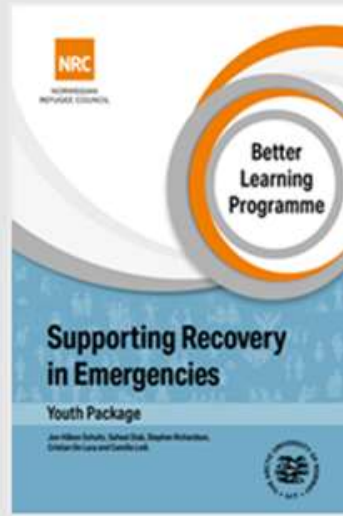
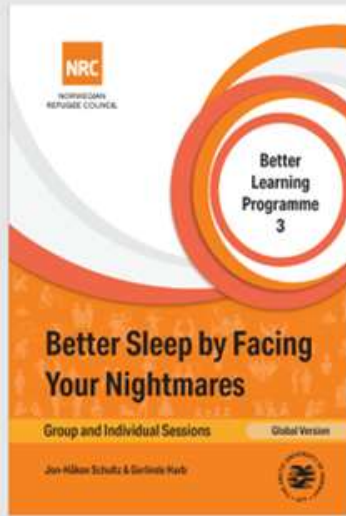
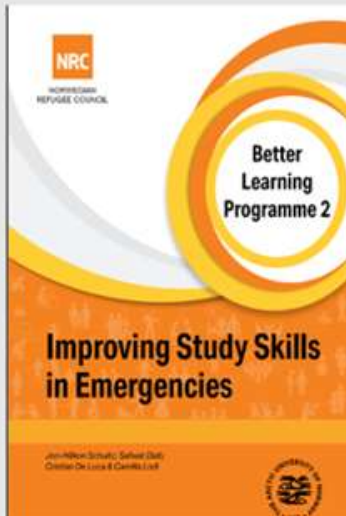
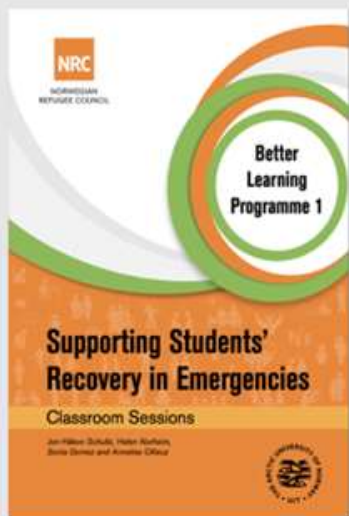


5 Re-establishing
hope

What does MHPSS in EiE look like in practice?

💡 Example: The Better Learning Programme (BLP)

It is a classroom-based psychosocial support intervention to enhance the wellbeing and learning outcomes of children and youth affected by displacement.



2022–2025

**Global Development
Strategy: Education**



NRC NORWEGIAN
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KEY QUESTIONS

1. What have you seen or experienced that shows the link between mental wellbeing and a learner's ability to engage in education during emergencies?
2. In your context, what are the biggest barriers to integrating MHPSS into education responses—and what has helped overcome them?
3. If you had 30 seconds to convince a donor or policymaker why MHPSS is non-negotiable in education in emergencies, what would you say?



LEARNING and ADVOCACY MESSAGES





6. Supporting mental health and psychosocial support as a pre-condition for EiE - **notes**

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7. Open subject

Beatrice Schulter, Swiss Network for
Education and International cooperation
RECI



7. Open subject : notes



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Presenting Advocacy Messages



Close

Emma Wagner

Senior Education Policy & Advocacy Adviser, Save the Children UK. Co-Chair of the UK Education Coalition - Send My Friend to School





THANK YOU!

Merci!

Gracias!

Danke!

شكرا!

