



# **EMERGENCY EDUCATION**

## **In**

### **Disaster Management**

### **A Manual**



Prepared for Meghalaya State Disaster Management Authority  
By  
**Ms Maitreyee Mukherjee**

# **EMERGENCY EDUCATION In Disaster Management**

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By  
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Please feel free to use this compilation for wider educational purpose with due acknowledgements and inform us of the use.

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## **FOREWORD**

Disasters have psychological and physiological impacts on the affected people. In disasters socioeconomic life of the people are also severely affected. The concept of emergency education in disaster management is a useful tool in the process of restoring normalcy. It provides an opportunity for meaningful participation in the recovery and rebuilding process besides, imparting knowledge and skills on health, hygiene, peace, conflict resolution, emergency preparedness, income generation etc.

Emergency education should be inclusive with a special focus on risk groups such as children, adults with disability, separated children, child soldiers etc. It should also address gender issues as there is differential impact of disasters on men and women. Women and girls face various barriers in participating educational programmes. The teachers, NGOs and the participating communities should be adequately trained about the principles and objectives of emergency education.

I am grateful to Ms Maitreyee Mukherjee, Gender Consultant for preparing this Emergency Education in Disaster Management-A Manual for Meghalaya State Disaster Management Authority which will be an extremely useful tool for users and especially for those who will be engaged in conducting emergency education, methodology of emergency education, minimum standard for education in emergencies, chronic crises and early reconstruction and gender mainstreaming.

As emergency education is an emerging field in the sphere of disaster management Emergency Education in Disaster Management- A Manual prepared by Ms Maitreyee Mukherjee will be an eye opener on the basics of emergency education which is a crucial aspect in the sphere of disaster management.

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I am also ever grateful to Late Ms. Carol Toms, ex-advisor to World Vision (United Kingdom) on Children in Emergencies and Crises for sharing with me her experiences of planning and implementing emergency education programmes worldwide. Carol had been extremely kind in helping me to source useful documents pertaining to the subject.

Last but not the least, I would also like to acknowledge the contribution of the many disaster-affected men, women and children, encounters with whom in my professional involvement with various organisations in the disaster management sector in India have helped to shape my thoughts regarding the necessity of educational interventions in times of emergencies and the particular gender challenges in such contexts.

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# SECTION I

## DISASTERS AND EMERGENCIES

### 1.1 DISASTERS AND EMERGENCIES

There has been an increase in the number of natural and man-made disasters over the past years, and with it, increasing losses on account of urbanization and population growth, as a result of which the impact of such disasters is now felt to a larger extent. The rise in the trends of destruction and devastation has necessitated the development and deployment of expert emergency management systems to manage people and resources to deal with disasters.

Though the terms disaster and emergency are used interchangeably, it is important to note that a disaster might be regarded as a particular type (or sub-set) of an emergency.

Disaster suggests an intense and specific time period in which an event either man-made or natural, sudden or progressive causes serious disruption of the functioning of a society with widespread human, material, or environmental losses which exceed the ability of affected society to cope using only its own resources (Kent, R, 1994).

Emergencies can encompass a more general time period when extraordinary measures are taken to support human needs, sustain livelihoods, and protect property which may encompass pre-disaster, disaster alert, disaster relief, and recovery periods (Church World Service, 2000).

#### **Categories of Emergencies**

Emergency can be used as a generic term to cover two broad categories of natural disasters and complex emergencies.

#### **Natural Disasters**

Some examples of natural disasters include floods, earthquakes, cyclones, hurricanes, typhoons, tsunamis, droughts etc. Disasters like earthquakes can occur without warning and severely affect those living near the epicenter of the earthquake. Slow-onset disasters like droughts may take a long period of time to culminate into an emergency but can have a devastating impact.

## Complex Emergencies

Complex emergencies are man-made and could be caused by wars, conflict, civil unrest, insurgency, militancy etc. Man-made disasters compounded by natural disasters can critically endanger populations.

An economic or social crisis, such as the HIV/AIDS pandemic can also be called an emergency and needs to be dealt with immediately for people to move on and get ahead in their lives. (UNICEF, 2007)

## Emergency Management

In recent times emergency management has become a multi-disciplinary field requiring an integrated approach across economics, hazards, social and environmental issues necessitating active partnership across a spectrum of national, international, bilateral and multilateral organizations as well as voluntary and community organizations. Emergency management programmes have evolved from a largely top-down relief and response approach to a more inter sectoral and comprehensive risk reduction and management approach integrating steps for all four emergency phases of mitigation, preparedness, response and recovery. (Can E., 2000).

### 1.2 EFFECTS OF EMERGENCIES ON EDUCATION

Overall, about 1% of the world population, some 50 to 60 million people, live under emergency conditions or are in the early stages of rebuilding shattered lives (Bensalah, K. Sinclair, M., Nacer, F. H., 2001). Children in particular are victims of such conflicts. Millions of children and adolescents are displaced by war or are otherwise in emergency situations. Armed conflict and natural disasters disrupt ways in which education is delivered and accessed.

- Schools get destroyed or are used as **relief camps** for refugees or displaced persons or as army barracks by the military
- Destruction and looting of houses and schools also result in **loss of textbooks, curricula** and other education materials and infrastructure
- Schools are also commonly **targeted** during emergency, being soft targets
- **Teachers** are sometimes displaced or assassinated



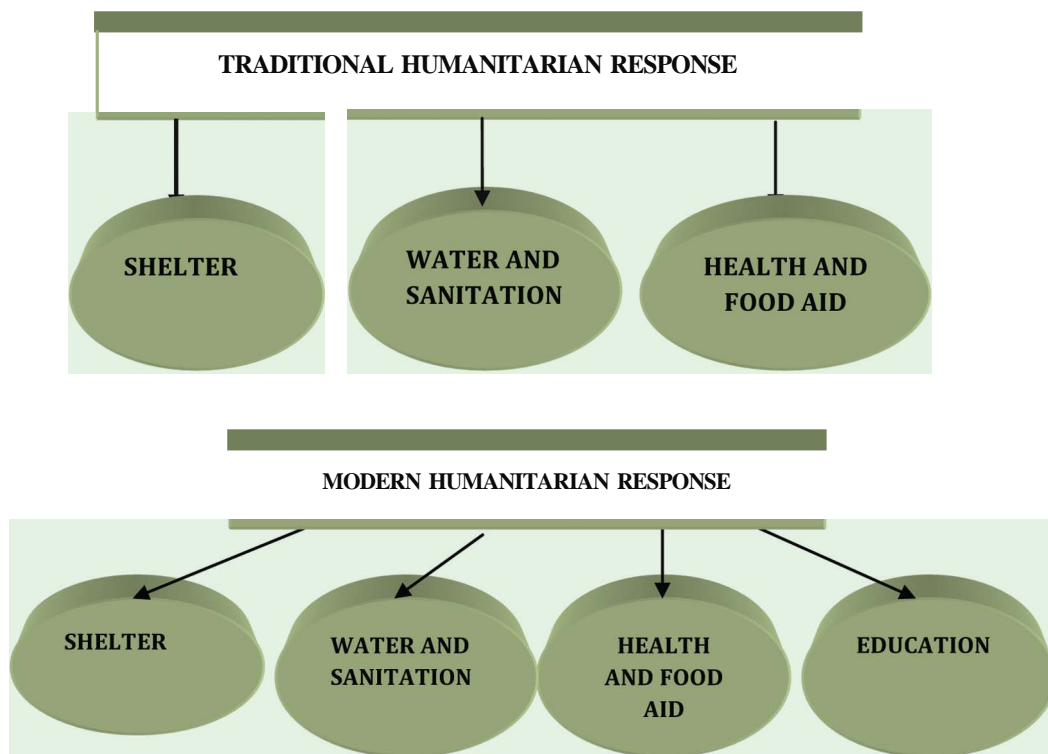
- There is often a dramatic **fall in student numbers** as some children are unable to go to school because they get caught in fighting, get killed or maimed by landmines or become injured or disabled
- Emergencies have **psychological** effects on children. They become traumatized when caught up in war or a natural disaster which severely affects their learning abilities
- At times of emergency the focus is primarily on survival and so extra resources required to dedicate to education are often not available. This loss deprive communities the knowledge and opportunities that education can provide and severely **affect the learning abilities** of children in particular
- **Girl children** are more vulnerable to emergencies. In the face of crisis and poverty, poor families tend to send only their sons to school as they cannot afford to educate all their children and provide them with school fees, text books, uniforms etc. In such situations girls are traditionally expected to take on the role of carers for their families thereby reducing their chances of going to school.

### 1.3 EMERGENCY EDUCATION - THE FOURTH PILLAR OF HUMANITARIAN RESPONSE

Man-made and natural disasters have a devastating effect on populations, environment and economies. It is a matter of serious concern for all countries in that the numbers of such natural disasters as well as situations of war and conflict are on the rise. Such man-made and natural disasters create situations of emergencies in which basic social services like health, education etc become conspicuously absent in the rush for rescue, relief and rehabilitation. In many of such emergency situations, the internally displaced people or the refugees have to stay away from their home and hearths for a long period of time and are unable to resume their normal routine of life.

Humanitarian interventions have therefore moved beyond the realm of provision of immediate relief in terms of shelter, food and medicine to the affected populations to provision of services which can meet both their short term needs of learning to deal with the immediate shocks and stresses as well as provide a basis for their achieving their long term development needs. Provision of emergency education is one such new arena which is

nowadays being seen as an indispensable component of humanitarian service in situations of protracted emergencies.



#### **1.4 AIMS OF EMERGENCY EDUCATION**

Education along with other 'traditional' emergency responses such as shelter, water and sanitation, health and food aid, aims to:

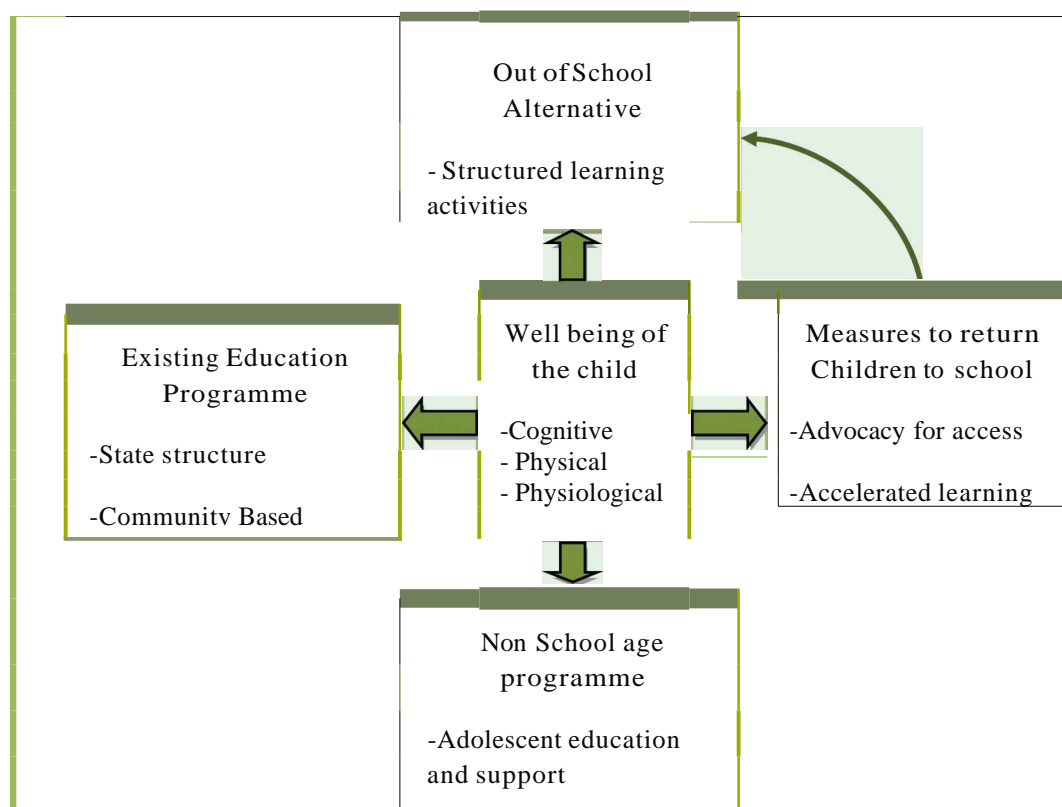
- Restore normalcy
- Safeguard the most vulnerable
- Promote tolerance
- Unify divided communities
- Begin the process of reconstruction and peace building

#### **1.5 BENEFITS OF EMERGENCY EDUCATION**

Emergency Education could be both life-sustaining and life-saving as it can provide physical, psychosocial and cognitive protection:

- It offers a physical safe space for learning as well as the ability to provide support to and screen those affected, particularly children and adolescents
- By providing a non- threatening and caring environment where children, youth and their families have support from teachers and friends, it provides stability, structure and hope for the future
- It provides psychosocial support by providing an opportunity to learn about coping with the sudden stress that an emergency brings
- It can save lives and offer children protection against exploitation and harm, including abduction, child soldiering and sexual and gender-based violence
- Education also provides an opportunity to impart knowledge and skills about health, hygiene, peace, conflict resolution, landmine safety, HIV/ AIDS prevention, conservation of environment, emergency preparedness, income generation etc

Diagram 1: (Adapted from INEE, 2003) illustrates how emergency education can promote the well being of a child.



## 1.6 GLOBAL COMMITMENT TO EMERGENCY EDUCATION

The Dakar Framework for Action recognized emergency education as a challenge as well as a strategy for achieving the Education For All (EFA) objective. It pledged to capacitate government and civil society towards conducting rapid appraisal of educational needs of children and adults in times of emergency and provision of learning opportunities in secure and friendly environments as well as reconstruction of destroyed or damaged education systems (Dakar, 2000). Emergency education is also embedded in a rights based approach in that the right to education has been enshrined in:

- **Universal Declaration of Human Rights** (1948)
- Convention Relating to the **Status** of Refugees (1951)
- **Geneva Convention** (IV) relative to the protection of Civilian Persons in times of war
- Covenant on **Economic Social and Cultural Rights** (1966)
- Convention on the **Rights of the Child**, 1989 (CRC)
- **Millennium Development Goals** (2000)

Provision of education in emergencies has therefore come to be recognized as a humanitarian imperative having development promoting outcomes (Bensalah, K., Sinclair, M., Nacer, F. H., 2001). Education is now included in international disaster relief funding appeals (UNESCO, 2000). The Global Consultation on Education in Emergencies held in Geneva in November 2000 led to the creation of the Inter-Agency Network for Education in Emergencies (INEE). The steering group of INEE includes three key UN agencies United Nations Educational, Scientific and Cultural Organisation (UNESCO), United Nations Children Education Fund (UNICEF) and United Nations High Commissioner for Refugees (UNHCR) and three NGOs - Norwegian Refugee Council, CARE and Save the Children all of which represent larger non-governmental federations or alliances. The network has grown rapidly to include NGOs, educational and research institutions and other bilateral and multilateral agencies. (Bensalah, K. (nd.)). Emergency Education is sought to be developed and implemented worldwide through professional workshops, training programmes as well as a module in various courses for educators and education planners.

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## SECTION II

# ISSUES REGARDING THE CONTENT AND METHODOLOGY OF EMERGENCY EDUCATION

### 2.1 Restoring Access to Schooling

- Restoration and renovation of school buildings, education planning, administration, management, curriculum, textbooks and examinations as well as teacher training
- It is beneficial to involve parents and communities in such restoration and renovation processes
- It also provides an opportunity to address loopholes in the previous education systems, rebuild curricula in a way that meets the psychosocial needs of emergency affected children, promotes universal human values as well as health, safety and environmental education

### 2.2 Response to the Needs of Displaced, Refugee or Returnee Children

- It is desirable for children and adolescents to participate in appropriate structured activities such as simple recreation and education programmes and volunteer service, as soon as possible after a crisis situation such as conflict, internal displacement or taking refuge in another country
- This helps to provide constructive social interaction, identify the most traumatized or affected children as well as provide a sense of normalcy to mothers when their children regularly attend schools or other organized activities
- In case of refugee children, it is desirable to provide them with some opportunity to study some version of the curriculum of their place of origin: a policy often called 'education for repatriation'. It is also highly desirable to develop a regionalized approach to education whereby the Education Ministry of the country of origin is willing to validate studies undertaken by refugees

## 2.3 Early Childhood Development and Adult Education

- Young children displaced by natural and man-made disasters need special support to help them cope with trauma, injury or loss of loved ones or lack of care and attention from adults in their families
- Early childhood development programmes in the form of day care, kindergarten, pre-school or pre-primary, which cater to the health, hygiene and nutritional needs of young children when clubbed with parent education encourages the ability to learn among children
- Such programmes also provide protection and stimulation to promote psychosocial and cognitive development in young children

## 2.4 Non Formal Education and Vocational Training for Youths and Adults

- It is important to meet the learning needs of youths and adults in situations of emergencies.
- This can be achieved through literacy programmes, programmes providing knowledge and skills regarding health and child care and vocational training to enhance family livelihoods or promote access to paid employment or self-employment
- These programmes particularly help poor women and girls to cope economically and socially in crisis situations

## 2.5 Inclusive Education

- Emergency education needs to give special attention to at-risk groups such as children, youth and adults with disability, separated children, child soldiers and ex-combatants
- Special training should be provided to teachers to meet the special educational as well as psychosocial needs of these children and integrate them into regular schools or arrange for special classes.



- In some cases special programmes may be needed for these groups prior to their integration into normal schooling, vocational training or employment.
- Special programmes may also be needed for other at-risk groups such as AIDS orphans, child headed families, fostered children, street children, children with AIDS, working children

## **2.6 Addressing Gender Issues**

- Some 70 to 80 per cent of displaced populations are typically women and their children.
- Women play a key role in helping communities survive conflict and in conflict transformation.
- Therefore emergency education should be aware of and sensitive to gender issues and the barriers women and girls face in participating in educational programmes
- This might require revision of textbooks and educational materials, training teachers to be sensitive to gender, sensitizing communities to the importance of educating their daughters etc

## **2.7 Programmatic Issues**

- As normal administrative systems may not work in emergency situations, special education coordination committees may be required to cope with the effects of crisis and monitor educational achievements and make special adjustments as required.
- The EFA (Education for All) Plan of Action of every country should reflect the educational component of the Disaster Preparedness Plan of the country if any. The EFA Plan should also spell out coordination mechanisms between government, UN agencies, NGOs and civil society organizations engaged in providing education during emergencies.
- It is beneficial to have national level guidelines for setting up of parent-teacher associations and school or community education committees in times of emergency to ensure better communication and cooperation between school and community.

- Emergency education preparedness also entails preparing and updating the register of certified teachers and their qualifications as well as designing mechanisms for teacher training and certification in times of crisis.
- For effective implementation of the emergency education plan it would be necessary to assess what financing might be accessed from local and international donors as well as budget for emergency teacher training, education materials, rehabilitation of schools and making schools structures resistant to natural disasters such as earthquake, cyclone etc.

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### **SECTION III**

## **MINIMUM STANDARD FOR EDUCATION IN EMERGENCIES, CHRONIC CRISIS AND EARLY RECONSTRUCTION (MSEE)**

INEE has facilitated the development of the Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction (MSEE) which provides a common framework around which quality education interventions can be designed, implemented, monitored and evaluated (INEE 2003). The MSEE are built on the foundations of the Sphere Project's Humanitarian Charter and Minimum Standards in Disaster Response launched in 1997 by a group of humanitarian NGOs and the Red Cross and Red Crescent movement (Overseas Development Institute, 2006). It also draws guidelines from the CRC as well as the convention on the Elimination of All Forms of Discrimination against Women (CEDAW).

The Humanitarian Charter articulates what people affected by disasters have a right to expect from humanitarian assistance in terms of core sectors of water supply and sanitation; food security, nutrition and food aid; shelter and site management; and health services (Oxfam GB, 2004). INEE builds on this by outlining a minimum level of educational access in emergencies and provision to fulfill this right. This is in accord with the right of populations affected by emergencies to protection and assistance as enunciated by the Humanitarian Charter.

The MSEE details six core process standards regarding Community Participation and Analysis, implementation of which will support the realization of the standards detailed in the areas of Access and Learning Environment, Teaching and Learning Environment, Teaching and Learning, Teachers and Other Education Personnel, and Education Policy and Coordination.

Diagram 2: (Adapted from INEE 2003) indicates the six core process standards of the MSEE

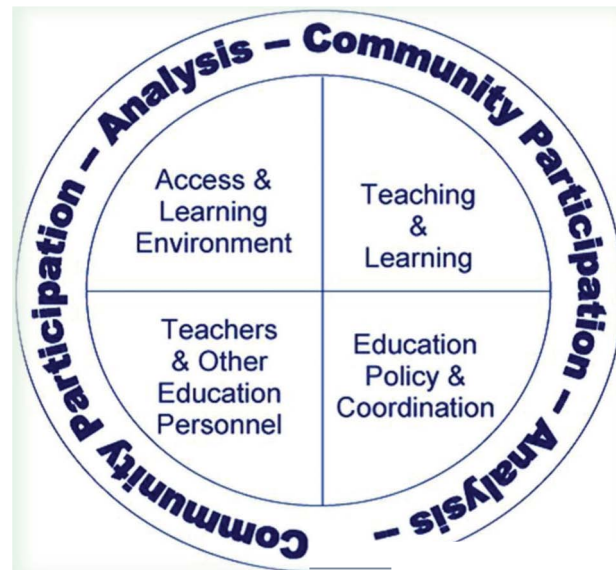
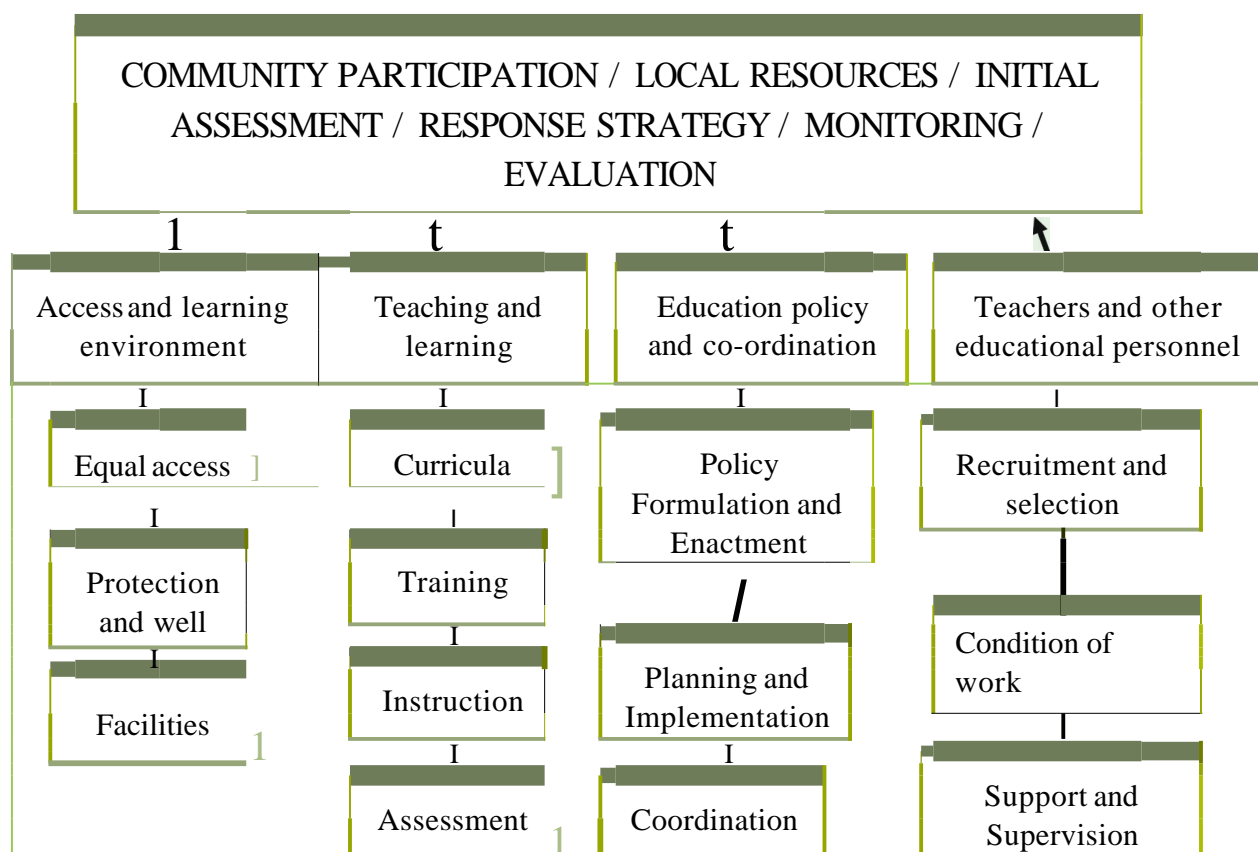


Diagram 3: Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction and their Interconnectedness (Adapted from INEE 2003)



The Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction (MSEE) are laid down in five categories as follows:

### **3.1 MINIMUM STANDARDS COMMON TO ALL CATEGORIES**

This section details some core process standards that are integral to each of the other categories of the MSEE. These process standards are presented in two sub-groups under the headings Community Participation (participation and resources) and Analysis (assessment, response, monitoring and evaluation).

#### **Community Participation**

The MSEE emphasises the essential role of community participation in implementing emergency education programmes. This implies the participation of not only the emergency-affected community but also the local government and humanitarian actors working on education and non-education issues. Following are the minimum standards pertaining to community participation as laid down by the INEE (INEE, 2003)



## Community Participation Standard 1: Participation

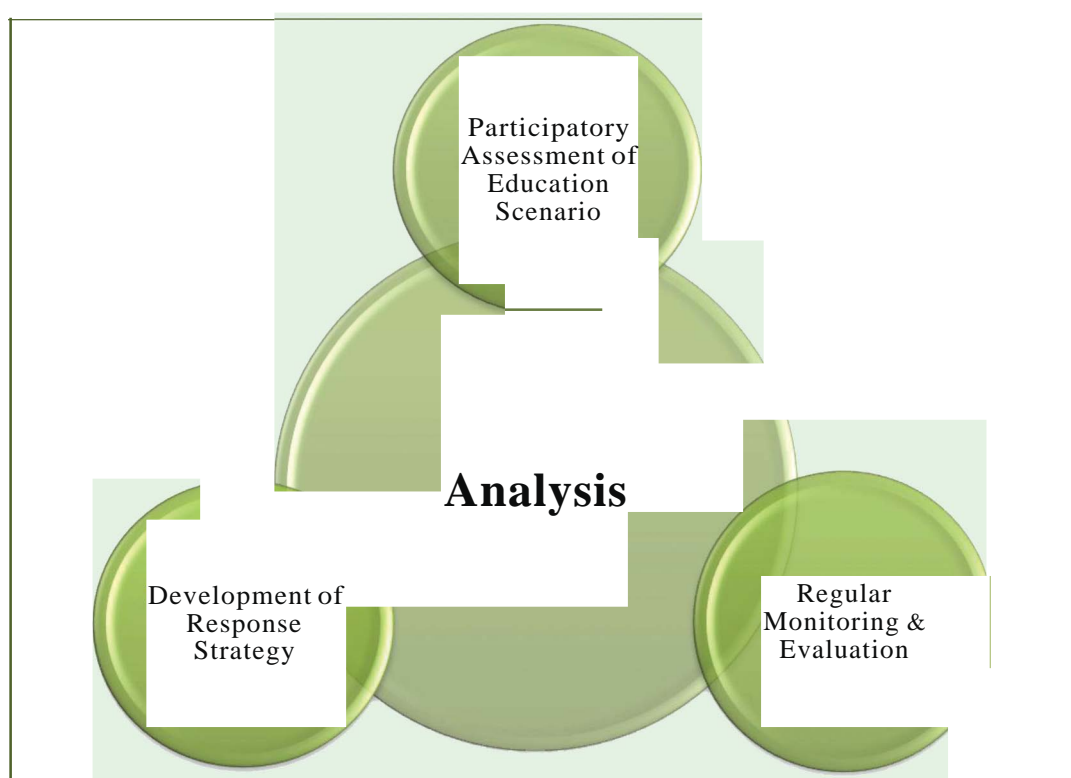
Emergency-affected community members actively participate in assessing, planning, implementing, monitoring and evaluating the education programme.

## Community Participation Standard 2: Resources

Local community resources are identified, mobilised and used to implement education programmes and other learning opportunities.

## Analysis

Emergency Education responses will be effective only when it is based on an analysis of the context of the disaster-affected community which will focus on the nature of the emergency and its effect on a population, capacities, needs and vulnerabilities of the affected people and any gaps in essential services provided. Such analysis would also guide the ongoing monitoring and evaluation of the emergency education programme. Following are the minimum standards pertaining to community participation as laid down by the INEE (INEE, 2003)





#### Analysis Standard 1: Initial Assessment

A timely education assessment of the emergency situation is conducted in a holistic and participatory manner.

#### Analysis Standard 2: Response Strategy

A framework for an education response is developed, including a clear description of the problem and a documented strategy for action.

#### Analysis Standard 3: Monitoring

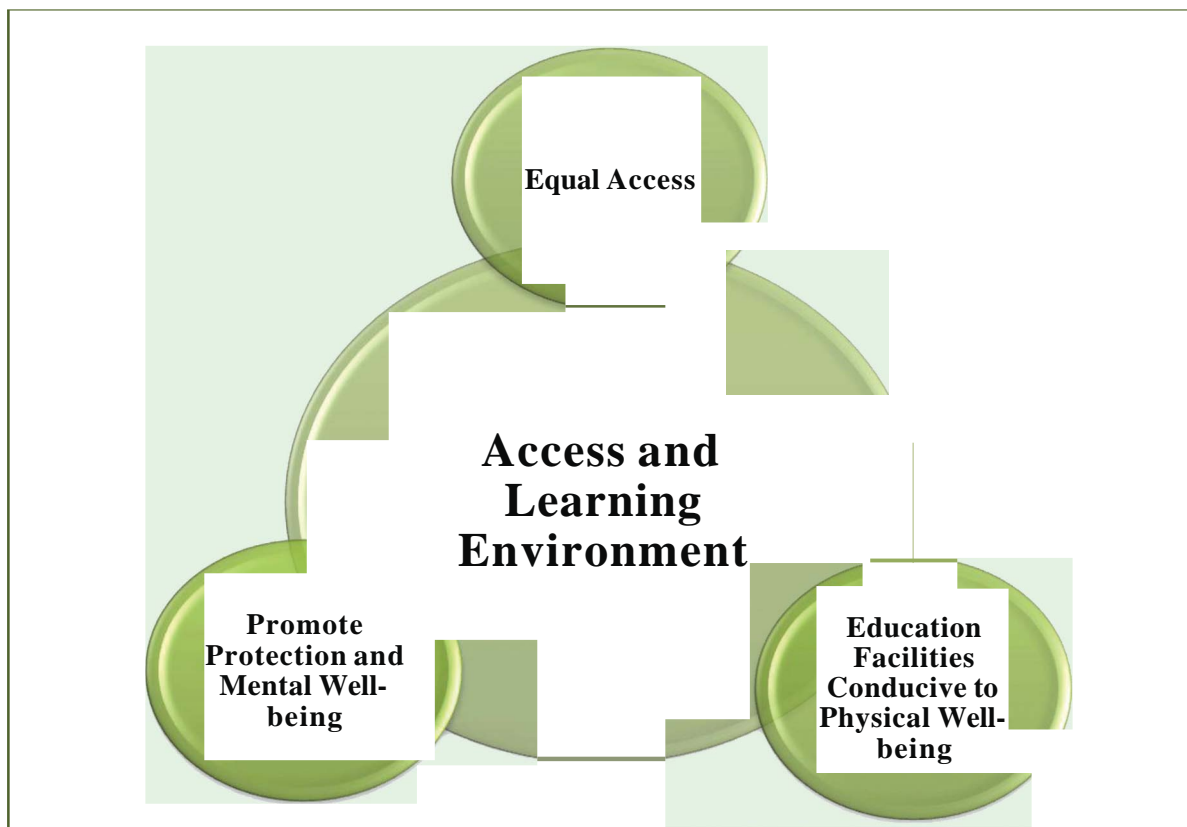
All relevant stakeholders regularly monitor the activities of the education response and the evolving education needs of the affected population.

#### Analysis Standard 4: Evaluation

There is a systematic and impartial evaluation of the education response in order to improve practice and enhance accountability.

### 3.2 ACCESS AND LEARNING ENVIRONMENT

Emergency Education programmes should ensure that vulnerable groups do not fail to receive the educational opportunities offered and should address the obstacles such as discrimination, school fees and language barriers, that exclude certain groups. It is also important to ensure the safety and security of students on their way to and way back from school and in the learning environment itself. Education programmes should be responsive to the needs of some individuals or groups who have difficulties in accessing the educational resource provided or are unable to access the same due to some discrimination against them or have some special needs such as the disabled, adolescent girls, children associated with fighting forces (CAFF), abducted children, teenage mothers, etc.



#### **Access and Learning Environment Standard 1: Equal Access**

All individuals have access to quality and relevant education opportunities.

#### **Access and Learning Environment Standard 2: Protection and Well-Being**

Learning environments are secure, and promote the protection and mental and emotional well-being of learners.

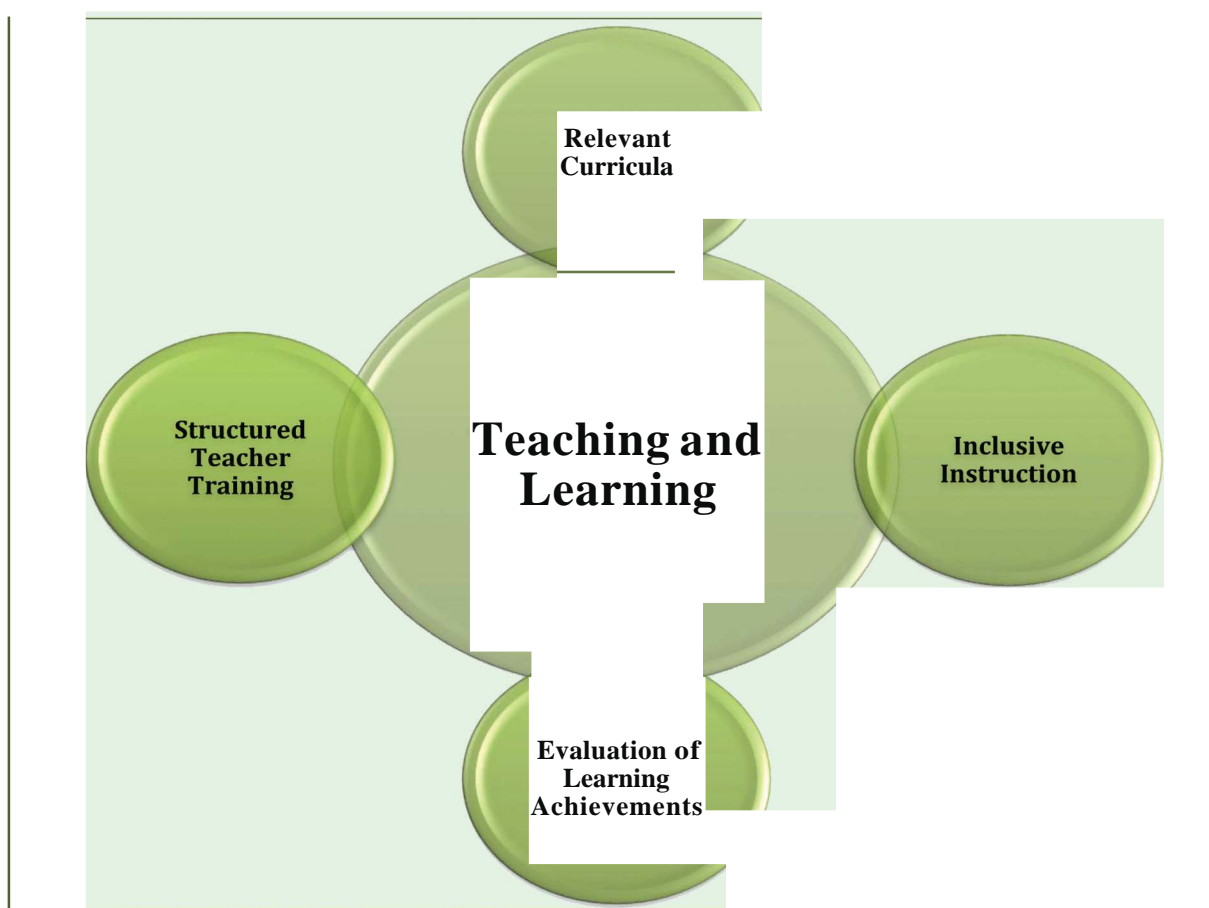
#### **Access and Learning Environment Standard 3: Facilities**

Education facilities are conducive to the physical well-being of learners

### **3.3 TEACHING AND LEARNING**

Emergency education providers have to make important decisions concerning the learning content and teaching learning methods to be adopted in keeping with the educational needs of the community in the particular emergency context. Decisions will need to be taken regarding the nature of education services offered, whether formal or non-formal;

the curricula to be followed, whether from the country of origin or the host country; and priorities for learning, whether focused on survival, vocational skills or academic study. There may also be a need for curriculum revision or development (INEE 2003).



### **Teaching and Learning Standard 1: Curricula**

Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular emergency situation.

### **Teaching and Learning Standard 2: Training**

Teachers and other education personnel receive periodic, relevant and structured training according to need and circumstances.

### **Teaching and Learning Standard 3: Instruction**

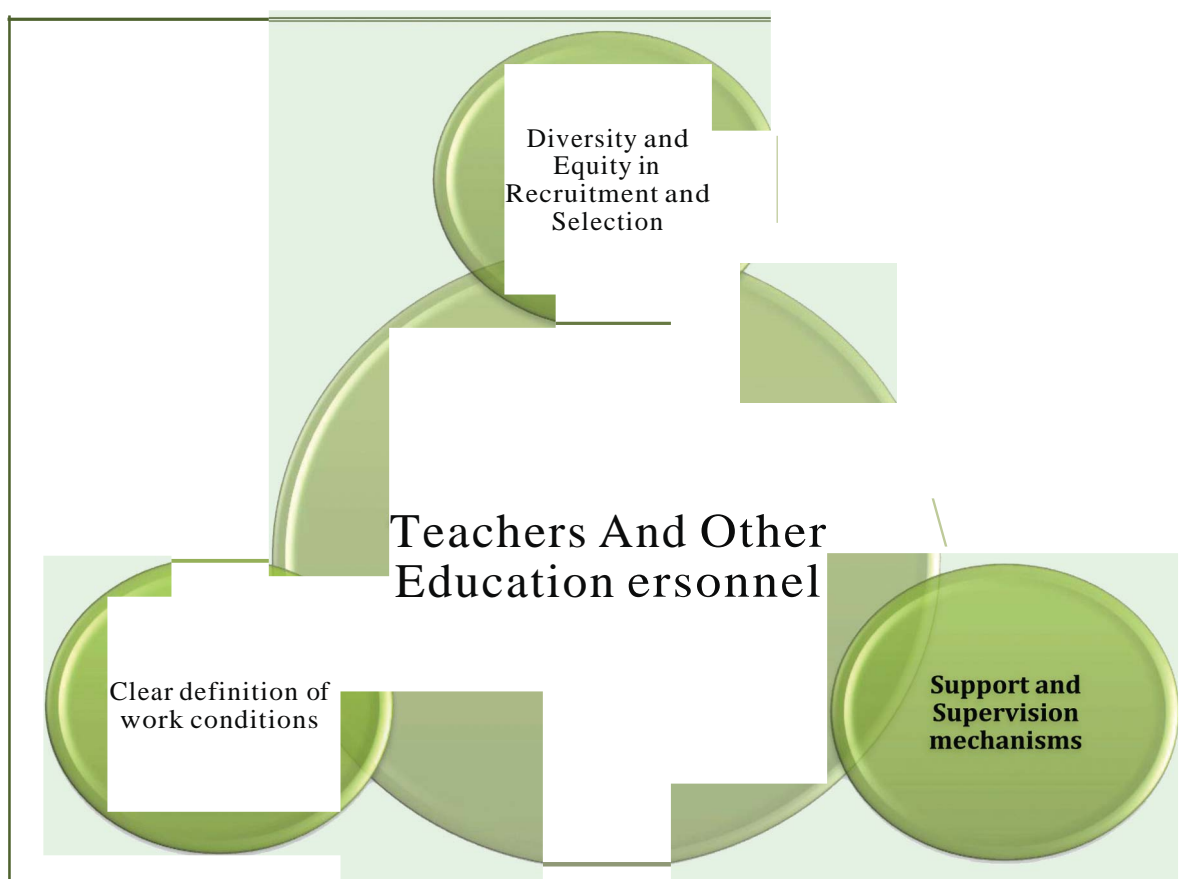
Instruction is learner-centred, participatory and inclusive.

## Teaching and Learning Standard 4: Assessment

Appropriate methods are used to evaluate and validate learning achievements.

### 3.4 TEACHERS AND OTHER EDUCATIONAL PERSONNEL

Teachers and other education personnel engaged in emergency education programmes, need appropriate and relevant training, monitoring and support to carry out their allotted tasks in difficult and sometimes insecure conditions. Education staff should preferably be drawn from the affected population through selection processes which are transparent and based on set criteria. The code of conduct and conditions of work should be defined through participatory processes with the community. There should be clear contractual agreements with the education staff defining their entitlements, responsibilities, duties and standards of behaviour. Teachers and education personnel also need support in the form of supervision through staff performance appraisals, participatory monitoring and evaluation by the community etc.



### Teachers and Other Education Personnel Standard 1: Recruitment and Selection

A sufficient number of appropriately qualified teachers and other education personnel is recruited through a participatory and transparent process based on selection criteria that reflect diversity and equity.

### Teachers and Other Education Personnel Standard 2: Conditions of Work

Teachers and other education personnel have clearly defined conditions of work, follow a code of conduct and are appropriately compensated.

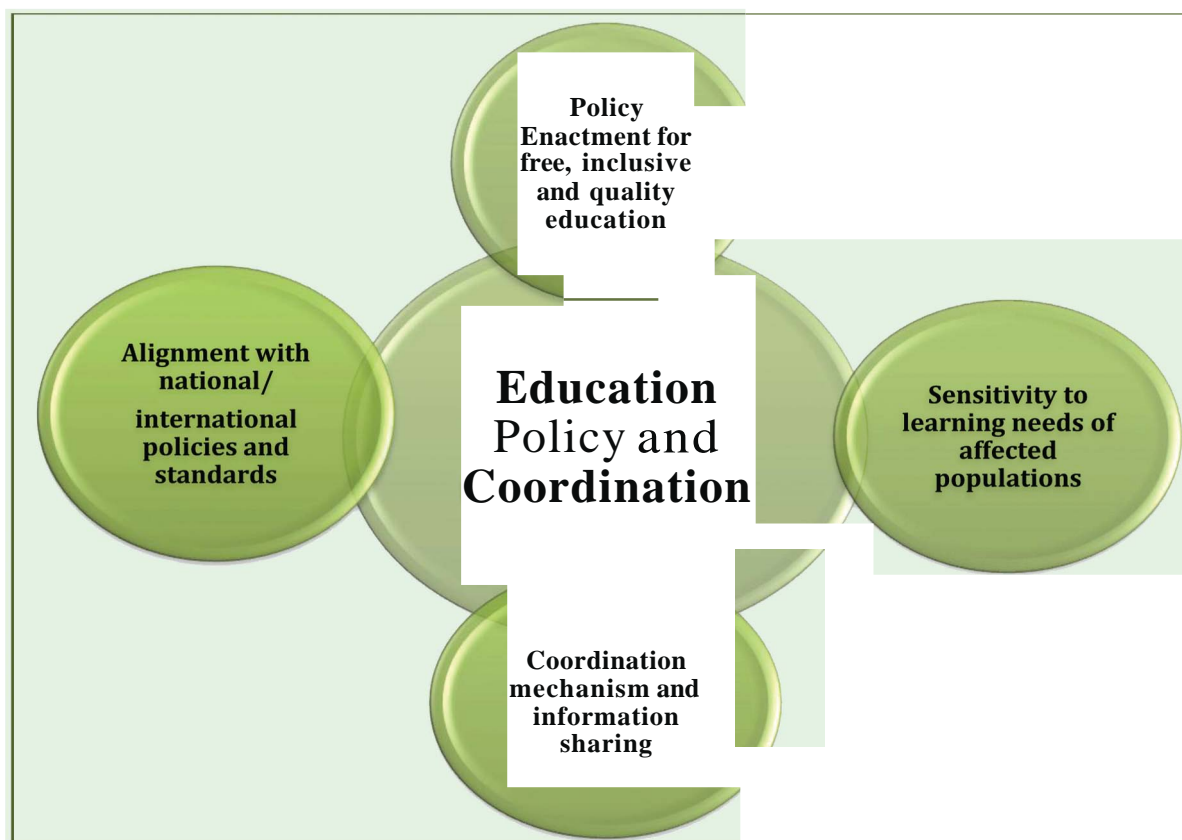
### Teachers and Other Education Personnel Standard 3: Support and Supervision

Supervision and support mechanisms are established

## 3.5 EDUCATION POLICY AND COORDINATION

In an emergency setting, education authorities should preserve the educational rights of individuals such as the right to free expression, right to equality and right to have a voice in decision-making with regard to social and educational policies. The Emergency Education plan should take into account the national and international education policies and the learning needs of the affected populations. The Emergency Education Plan should not only aim towards providing educational services within the specific context of the emergency but should also prepare the roadmap for transition from emergency response to development.

Care should be taken to avoid overlapping of educational services provided by different stakeholders and an inter-agency coordination mechanism should be spelled out for community, district, national and regional levels for conducting needs assessments, developing standardised approaches, and sharing resources and information between all actors and stakeholders. Particular care has to be taken to coordinate and include educational services in the initial humanitarian response itself along with food, shelter, health, water and sanitation.



### **Education Policy and Coordination Standard 1: Policy Formulation and Enactment**

Education authorities prioritise free access to schooling for all, and enact flexible policies to promote inclusion and education quality, given the education context.

### **Education Policy and Coordination Standard 2: Planning and Implementation**

Emergency education activities take into account international and national educational policies and standards and the learning needs of affected populations.

### **Education Policy and Coordination Standard 3: Coordination**

There is a transparent coordination mechanism for emergency education activities, including effective information sharing between stakeholders.

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## SECTION IV GENDER MAINSTREAMING

### 4.1 Need for a Gender Perspective in Education in Emergencies

Times of emergencies create new gender challenges in education. Gender perspectives and gender equality principles are critical in ensuring that both girls and boys have early and equal access to, and benefit equally from, relevant education and that curriculum content and teaching methods within emergency education programmes provide physical, cognitive and psychosocial protection for girls and boys (UNESCO, 2006). A gender responsive educational intervention will also enable exploitation of "windows of opportunity" that open up in emergencies for girls and women to access education (INEE, 2005). Some of the gender challenges in education during emergencies are as follows:

- Schools are often at a distance and not easily accessible for girls, especially disabled girls
- Schools are often staffed exclusively by male teachers, with only minimal sanitation facilities
- Sometimes, being in school, and the journey to and from school, places girls at considerable risk of sexual violence, abuse and exploitation
- Going to school may also place boys at risk from different dangers, such as forced recruitment
- Impoverished families may prioritize boys' education and may not have the money to pay for girls' school fees, uniforms and other supplies
- Girls are also often relied on to do household chores, care for siblings and generate family income
- Early marriage and pregnancy are additional barriers to girls taking up or continuing their schooling
- Even when emergency education is provided, girls have comparatively low school enrolment rates as compared to boys.
- Where girls are enrolled in high numbers, their drop out rates towards the end of primary school is usually high

## **4.2 Benefits of Having a Gender Perspective in Emergency Education**

Early establishment of such gender-responsive emergency education programmes lays the foundation for increased participation of women and girls in recovery and reconstruction activities, as well as in community and national development processes, including, for example, standing in newly-democratic elections. If women and girls are not equally included from the beginning, then it will be very difficult to encourage them into the system later because of the tendency for emergency arrangements to set patterns for the future (Susan Nicolai, S., 2003).

## **4.3 Gender Mainstreaming In Minimum Standards for Emergency Education**

Gender equality as a theme has also been integrated across all categories of the MSEE. Working towards fully meeting the MSEE necessarily implies attention to gender equality and the gender-based needs and aspirations of male and female learners, teachers and community members (UNESCO, 2006). The Gender Focus for each of the minimum standards for emergency education as laid down by INEE (2003) are as follows:

### **STANDARD 1: COMMUNITY PARTICIPATION AND ANALYSIS**

#### **Gender Focus:**

- Sensitize communities on the importance of girls' education
- Enable women and girls to take up membership in education committees
- Facilitate women and girl's participation in education meetings, trainings, school related activities (such as school feeding programmes, arranging escorts to school, design and location of school sanitation facilities etc)
- Gender issues form a crucial dimension of initial assessment
- Project indicators reflect progress towards gender equality
- Women and girls, men and boys are regularly consulted as part of monitoring and evaluation activities

## **STANDARD 2: ACCESS AND LEARNING ENVIRONMENT**

### **Gender Focus**

- Design strategies to provide access to education for marginalised girls like girl mothers, disabled girls
- Provide flexible and 'open programmes' with timings suited to the different needs of girls and boys
- Pay particular attention to insecurity on girls and women and gender based violence
- Provide training to teachers to enable them to create gender-sensitive learning environment
- Provide separate classrooms and special provisions for women and girls like clothing, sanitary facilities etc.

## **STANDARD 3: TEACHING AND LEARNING**

### **Gender Focus**

- Promote learner-centered, participatory and inclusive instruction, reaching out to and engaging girls actively in class
- Develop gender-sensitive curricula addressing the specific needs, perspectives and experiences of girls and boys
- Include gender equality and gender sensitive teaching strategies in teacher training courses
- Establish ethical assessment and examination processes, which protect girls and women

## **STANDARD 4. TEACHERS AND OTHER EDUCATION PERSONNEL**

### **Gender Focus**

- Develop (with community) and implement a code of conduct for teachers that address sexual harassment, abuse and exploitation
- Design strategies for recruiting and retaining women teachers, placing them in high status positions and ensuring their participation in school meetings and professional development programmes
- Include gender equality and girl-friendly teaching strategies in the criteria for teacher supervision

## STANDARD 5. EDUCATION POLICY AND COORDINATION

### Gender Focus

- Make policy decisions to reduce the cost of schooling for girls' families
- Consider how resources can be coordinated (inter-agency, inter-organization) to expand programming to include hard to reach girls
- Include specific commitment to gender equality in coordination statements/agreements between partners
- Explicitly locate emergency education within CRC, EFA, MDG frameworks; Support and promote education policies and laws that protect against gender discrimination in education

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## CONCLUSION

Emergency education is an emerging field in the sphere of emergency management. The increasing attention being awarded to education in the context of emergencies is praiseworthy as educational development cannot be neglected in the disaster-development continuum. Apart from ameliorating the shocks and stresses that situations of emergency bring upon its survivors, gender sensitive emergency education also opens up 'windows of opportunities' for re-building a shattered society on gender equitable terms which will have a positive effect on the overall development of the society in the long run. This is particularly relevant in the case of societies like India where gender segregation is prevalent in all areas of development including education.

The role of international humanitarian agencies is noteworthy in the area of emergency education as they have the capacity to analyze the gender dynamics in a particular society from an external unbiased position and subsequently incorporate gender mainstreaming measures in the delivery of relief and reconstruction services. The respect that these international humanitarian organisations like UNHCR, UNESCO etc command makes it easier for them to infuse gender sensitivity in their various relief operations. The development of the Minimum Standards for Emergency Education is a step ahead in this direction. Now national and international agencies can use this framework as a reference point for their emergency education interventions as well as take up disaster preparedness activities in consonance with the same.

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