

EDUCATION AND SCHOOLS: MESSAGES

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About the Message Library

People affected by disaster must have access to timely, appropriate and accurate information to help them keep themselves and their families safe and well. They should know their rights, entitlements and be able to give feedback. Responders have a duty to put in place appropriate, systematic and coordinated mechanisms to ensure this.

Our Message Library offers clear, concise and simple messages on a range of topics as templates for you to adapt and use in the context you are working in. These are intended to help you make a quick start on communicating with communities while you further develop mechanisms for on-going dialogue with diverse groups within each community.

For help contextualising and using the messages we recommend you do our e-learning course and read the following technical guidance.

E-learning

<https://kayaconnect.org/course/info.php?id=768>

Guidance

<https://www.cdacnetwork.org/tools-guidance/cdac-message-library-user-guidance>

CHILD PROTECTION

When children do not attend school

All children can benefit from safe, relevant and quality education. Please support children in attending school. However, if a child is not attending school it is important that you make sure that they are safe and accounted for.

How to support a protective environment in schools

Help create safe learning environments by developing a Code of Conduct for Teachers and other education personnel. The school can have male and female guidance counsellors available. They should also try to have a balance between male and female teachers/staff. Schools should also make available confidential reporting mechanisms for children to report abuse and know where to refer them for further services.

Right to an inclusive learning environment

All children, regardless of age, gender, disability, HIV status, sexual orientation, political affiliation, religion or ethnic group have a right to education. Ensure the learning environment can support the participation of all school aged children. For information on how to ensure the participation of all children, contact [insert committee/group/organisation].

Where to find information on gender friendly learning environments

It is important the school environment is welcoming to all girls and boys, with both female and male teachers encouraged to teach. For more information on ways to create a safe, welcoming environment, contact [insert committee/group/organisation].

Why it is important to keep attending school or doing school work

Support children in attending school. Encourage children to do school work (reading, maths, writing) even if school is closed.

Advice on safety

To ensure safe routes to school, engage the whole community to help. Discuss and determine the safety of the routes, timing and escorts, if necessary.

Schools that are targeted

Do not send your child to [insert school] in [insert region/town/village/area]. It is unsafe and may be dangerous. A safe alternative schooling option may be available, contact [insert info] for more information.

PARTICIPATION

Language barriers

Make sure to include the whole community in deciding what languages should be used in schools. If your language is not being represented, contact [add appropriate group e.g. local authorities, a school committee].

How to get involved in school system

You can get involved in your child's education through joining or starting a committee at the school or learning center. You can then help decide what your child learns at school and what you think the learning environment needs, such as safety, access and quality. Committees should include representatives from groups such as children and youth.

Right to education

Every child has a right to an education. No child should be denied access to school. If your child is being denied access to school, contact [insert committee/group/organisation for assistance].

PWD

Where to find information on learning environments for disabled students

It is important that school infrastructure is safe and accommodating to students with disabilities. For information on ways to ensure access for disabled students, contact [insert committee/group/organisation].

SCHOOL ATTENDANCE

Home schooling/ distance learning

If your child/children have no access to a safe school, you may be able to obtain some learning materials to help you continue your child's education at home or with other families. This can be accessed by contacting [insert info].

Location of open schools

IN NATURAL DISASTERS ONLY: The [insert school] in [insert region/town/village/area] is now open. Do not allow the crisis to rob your children of educational opportunity. In school, they will regain a sense of security, normalcy, continuity and hope. This is essential for your child to thrive now and in the future.

Location of open schools

IN CONFLICT USE THIS MESSAGE: Do not allow the crisis to rob your children of educational opportunity. In school, they will regain a sense of security, normalcy, continuity and hope. This is essential for your child to thrive now and in the future. Encourage your child to attend school if it is safe to do so.

Using shift classes

Consider using classes at different times to ensure your child can access school at an appropriate time for you. To do so, contact the nearest safe learning space and ask the head teacher if they can establish classes at times that are suitable for you. Where caring for younger siblings is a concern, consider establishing safe spaces for young children where they can play and listen to stories under the care of a volunteer adult, while their older siblings attend school.

TEACHERS

Importance of teacher support

Teachers and other education staff require support to cope with the emergency. They also need support to rebuild and heal. For guidance, contact [insert committee/group/organisation].

Recruiting teachers

Consider employing youth and young adults who have a suitable standard in education to serve as teachers.

The importance of disaster risk reduction training for teachers in emergencies

Teachers should be provided with training on curricula, how to look out for dangers facing populations in emergencies, how to reduce risks and how to prevent conflict. If you are a teacher, contact [insert committee/group/organisation] for more information.

TEMPORARY SPACES

Location of child friendly spaces

Temporary spaces for children have been established in [insert info] region. Contact [insert committee/group/organisation] for more information. Do not

allow the emergency to rob your children of the chance of an education. In child friendly spaces, they will regain a sense of security, normalcy, continuity and hope. This is essential for your child to thrive now and in the future.

What to do if schools are unstable and/or too unsafe for teaching.

IN NATURAL DISASTERS ONLY: If the environment has been considered safe to do so, consider setting temporary learning centres outside. Discuss how to prepare for a disaster and what to do if the hazard strikes again.

Alternative education if schools are too dangerous

If it is considered too dangerous to travel to school, it is important to provide a safe alternative educational activity for your children. Alternative educational activities including [insert info e.g. distance learning/community schooling/radio or TV learning] are available for children in the [insert region/area]. Please contact [insert committee/organisation/group] for more information.

Location of temporary learning spaces

Temporary learning spaces located in [insert region] are now open. Contact [insert committee/group/organisation] for more information. Do not allow the emergency to rob your children of educational opportunity. In the temporary learning space, they will regain a sense of security, normalcy, continuity and hope. This is essential for your child to thrive now and in the future.

Location of damaged and temporary schools

The school in [insert district] has been damaged and is no longer fit for use. Please contact [insert info here] to find out where temporary schools have been set up for your children to continue their schooling in a safe environment.

Protecting school property

If schools have to be used temporarily as shelters, their use should be time-bound and no school property should be destroyed. To facilitate schools being returned to their original function in a timely manner, it is important that school property is protected.

When schools should operate again

If the school in your area has been used as a temporary shelter, the community as a group should agree when it is safe and practical for the facility to return to its original function.

REFERENCES

For more information on this topic, we recommend you read the following references.

Please contact us if you have suggested references.

HELP US KEEP THE LIBRARY UP TO DATE

If you would like to contribute to topic reviews, have found a message that needs greater clarity, or wish to create a new topic, please contact us at info@cdacnetwork.org.