

CASE STUDY: Building a school in an IDP camp

An ERT team, including one water/sanitation, one health, one shelter and one child protection worker, arrived in the northern Domistan two weeks ago. Domistan has been in and out of war for 5 years. The government is fighting a rebel group for control of the land in the north, where the fighting has recently intensified. The people in the north are caught in the middle. They are living in internally displaced camps.

As humanitarian aid workers, you know that during a crisis, education can play a crucial role in helping the affected population to cope with their situation by gaining additional knowledge and skills for survival and to regain normalcy in their lives. Education programs in emergencies can provide physical, social and cognitive protection to learners, especially children and youth, and to education personnel. However, learners are too often subject to physical or psychological dangers en route to and from school and within the learning environment itself. These problems affect girls and female teachers disproportionately. In providing education services, there is an obligation to ensure that students are safe both coming to and going from school, as well as in the learning environment itself.

The community has started up some isolated recreation and learning activities, but has come to your organization to ask for its help in setting up a school for about 600 children. The following information was collected during your organization's initial rapid assessment:

- While there is a school building, it is being used as shelter for the IDPs
- Children are idle and there are rumors about children joining the rebels because they feel like they have no other options
- Parents have told you that they are worried to let their girls go out alone because there have been isolated cases of rebels abducting girls and boys
- The community has been faced with a large amount of violence during the recent intensification in conflict, including watching community members be killed, raped, and abused.
- While no communicable disease outbreak has yet occurred, there is concern about this because hygiene is poor. There has been no hygiene promotion or health education messages about how to prevent common communicable diseases, which have broken out in nearby IDP camps, and/or how to access relevant health services.

BREAK OUT GROUP INSTRUCTIONS

You will break up into two groups to work through the scenarios presented below.

1. Appoint a note taker who will write up notes
2. On the flip chart, write up the key strategies that you have learned from the INEE Minimum Standards that you need to consider while building the school in northern Domistan
3. Appoint a presenter to present back to the group

GROUP 1: Using the standards in the categories of: Community Participation (pages 14-19), Access and Learning Environment (pages 39-52), and Teachers and Other Education Personnel (pages 63-70), brainstorm priority actions and strategies to ensure that the new school is safe for the children to get to and has a learning environment that protects children from physical and emotional harm.

Guiding questions to help you develop your plan:

- Which standards and indicators are the most important to consider?
- What are your priority strategies in meeting these standards and indicators?
Be sure to consider the guidance found in the guidance notes and appendices.
- How/when/for what will you work with the community?

GROUP 2: You are coordinating the shelter, health and water/sanitation response. Knowing that IRC is also planning to build a school, use the standards in the categories of: Community Participation (pages 14-19) and Access and Learning Environment (pages 39-52) to brainstorm priority actions and strategies that ensure the shelter, health and water/sanitation needs are met for the learners in the planned school. In particular, please answer the following questions: What do you need consider while designing adequate sanitation facilities for the school and how many latrines do you need to build?

Guiding questions to help you develop your plan:

- Which standards and indicators are the most important to consider?
- What are your priority strategies in meeting these standards and indicators?
Be sure to consider the guidance found in the INEE Minimum Standards guidance notes and appendices as well as the linkages to the Sphere Minimum Standards
- How/when/for what will you work with the community?

TOOLS TO USE IN YOUR BREAKOUT GROUP WORK:

- *Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction* handbook
- *Sphere* handbook
- INEE Minimum Standards Linkages to Sphere Minimum Standards and Cross-Cutting Issues of Gender, Protection and Reproductive Health – print out