

Genevarius Nji

Educational Management in Emergency Situations



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Preface

Learning is one of the basic human rights and should be ensured and encouraged even in cases of emergency. However, crises, be it such natural disasters as floods, conflict, and epidemics, mean destruction to the educational systems. The schools are commonly burned down, the teachers displaced or murdered and the student's denied education. However, in 2020, UNESCO revealed that there were over 258 million out of school children and adolescents around the world, most of whom were as a result of emergency situations.

In this situation, when faced with these challenges, educational management in the emergent events has been a concern of international focus. In 2004, a program named Education in Emergency and Crisis Situations initiated by UNESCO resulted in the development of Inter-Agency Network of Education in Emergencies (INEE). Such an initiative has assisted in cutting down the out of school children and set a minimum standard of education in the emergency situations. The preparedness, coordination, and technical capacities of educational response to an emergency are further enhanced also by the Global Education Cluster, built in 2006.

United Nations Convention on rights of Children (1989) points out the need to have all children access to education even during crisis times. The states parties should take the corresponding actions to safeguard and wellbeing of children during the emergencies. It should also come up with national laws and policies that would help in emergency situations of education. To illustrate, the law ndeg 2018-1021 of November 23, 2018, on combating school dropout, in France has certain provisions in case of emergency to students.

Besides educational infrastructure, emergency cases affect the mental condition and well-being of students and teachers. Research indicates that learners who have undergone traumatic events are unable to focus on and learn. In the case of emergency, it is, therefore, necessary to consider both the student and student psychosocial needs. Psychosocial support activities should be integrated into education programs in order to assist the students in dealing with trauma.

The role of education in emergency situations can also be one of the determinants of resilience of the concerned communities. With inclusion of disaster risk reduction in education, schools would be secure and safe environments to students. The teachers should

be trained in how to cope in cases of emergencies and should incorporate the disaster risk reduction in the learning process. Planning and implementing education programs in case of emergency situations also require the involvement of the communities.

Enhancement of readiness and response capabilities of educational systems during cases of emergencies is crucial. Governments, international groups and NGOs have to collaborate in order to extend resources and assistance to schools and the victims. They should also carry out research and evaluations so as to enhance practices and policies of educating in cases of emergency. This is the goal of this book because it addresses the challenges and opportunities of educational administration in the case of emergency.

I would strongly recommend this book to educators, policymakers, researchers, and interested people on education during emergency cases. The exemplified insights and arguments in this book are crucial to comprehending problems and possibilities of education when faced with crisis scenarios and to come up with efficient measures to sustain the students and impacted communities. The book is highly recommended to the individuals who require enhancing education during emergency cases and foster resilience and well-being of the student bodies and communities.

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Authors' Biography

Dr Genevarius Nji was born in the Northwest Region of Cameroon and at moment he is a lecturer in Higher Technical Teacher Training College of the University of Bamenda. He received his BA in Sociology from the University of Dschang, MA and PhD in Educational Administration and Planning from the University of Yaounde and Maroua respectively. Presently he is chair of the Department of Science of Education in Higher Technical Teacher Training College Bambili. His Areas of specializations are Educational Administration and Planning as well as Educational Efficiency as a whole. He is equally an author of many published articles. His book on school Administration in Emergency Situations is the school administrators' companion in Cameroon and Africa.

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Abbreviations

CBRN : Chemical, Biological, Radiological and Nuclear risks

CERF : Central Emergency Response Fund

DPC : Disaster Preparedness Committee

DRM : Disaster Risk Management

DRR : Disaster Risk Reduction

ECCD : Early Childhood Care and Development

EdTech : Educational Technology

EiE : Education in Emergencies

EIES : Education in Emergencies and Stability

EWS : Early Warning System

GBV : Gender-Based Violence

GFDRR : Global Facility for Disaster Reduction and Recovery

GIS : Geographic Information System

IASC : Inter-Agency Standing Committee

ICRC : International Committee of the Red Cross

IDP : Internally Displaced Person

IFRC : International Federation of Red Cross and Red Crescent Societies

INEE : Inter-Agency Network for Education in Emergencies

MHPSS : Mental Health and Psychosocial Support

MoE : Ministry of Education

NGO : Non-Governmental Organization

NRC : Norwegian Refugee Council

OCHA : United Nations Office for the Coordination of Humanitarian Affairs

PSS : Psychosocial Support

UNDAC : United Nations Disaster Assessment and Coordination

UNDSS : United Nations Department of Safety and Security

UNESCO : United Nations Educational, Scientific and Cultural Organization

UNHCR : United Nations High Commissioner for Refugees

UNICEF : United Nations Children's Fund

USAID : United States Agency for International Development

WASH : Water, Sanitation and Hygiene

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