Education in Emergencies (EiE) practices in Bangladesh

18 September 2021

Inter-agency Network for Education in Emergencies

Boat School (Floating School) for the children of Haor areas during rainy season

POPI

POPI Basics

Full Name

People's Oriented Program Implementation (POPI)

Year of Establishment

1986

Geo coverage

5 divisions (Dhaka, Mymensingh, Chattogram, Sylhet, Rangpur)
23 districts

Programme participants

2,253,006

Number of Employees

3520

Total Budget (2021-22)

BDT 26.28 Billion

Floating School

What?

- Virtually, a school on boat.
- Equipped with furniture and other required materials.
- At least 30 learners are imparted education in such a school (in double deckers 100 with 2 shifts)
- Instead of students coming to school, the school goes to the students

Where?

Presently, the programme is being implemented at the Haor (wetland) of Kishoreganj district in Bangladesh

Who?

- Children of underprivileged section of society
- Children having possibility to end up being dropout

Floating School
Double Decker

Floating School
Single Decker

Floating School
Single Decker (work-in-progress)

পপি ক্ষুদ্র ভাসমান বিদ্যালয় লার্নিং ফর লাইফ

Floating School

In video

The need: why floating school?

- Unkind, adverse natural conditions

- Incredibly poor communication infrastructure

- Recurrent disaster particularly flash flood and flood

- Noticeable effects of climate change

- During monsoon, it is almost impossible to travel without boat

- A very few number of schools and those are run very poorly

- context-specific negative impacts due to the implications of flooding and *Afal (high waves due to gusty wind)*

Girl children in *Haor* communities experience multiple forms of gender inequity and enjoy limited mobility result in remaining out of the purview of education

Salient Feature

- School moves around to let students get into classes
- Pursues national curriculum
- Girls are given special emphasis to enroll
- Student are supplied all educational materials, school bags and uniforms
- Slow learners are given special support through 'catch up' classes
- Schools remains open even during full monsoon
- Humanitarian supports are extended to families during disaster (such as pandemic, flooding)
- Primary health services are provided to the students and community through floating clinic (established in a corner of the floating school and a paramedic is deployed)

Floating School: *Major programmes*

Basic schooling

- Monograde class
- 1-year preschool support
- Usually 30-leanrer classroom
- Run by a school management committee (SMC) comprises of parents and community people
- Small library and sports material available
- Online support services in an

Adolescent Dev. Services

- Offers a platform for girls to interact, discuss, gain knowledge and play
- Girls aging 11-17 years are enrolled
- 30 girls enrolled in each centre
- A trained facilitator conducts sessions on health and nutrition, reproductive health, life skills and IGA etc

Healthcare Services

- Dearly called as 'Floating clinic'
- Equipped with primary medical equipment, kits and medicine
- Extend healthcare services to students and local community
- Pregnant and lactating mothers are given focus
- Health and nutrition awareness is part of the programme

Reach People with Love and Respect

POPI

Floating School
Activities in picture

Floating School
Activities in picture
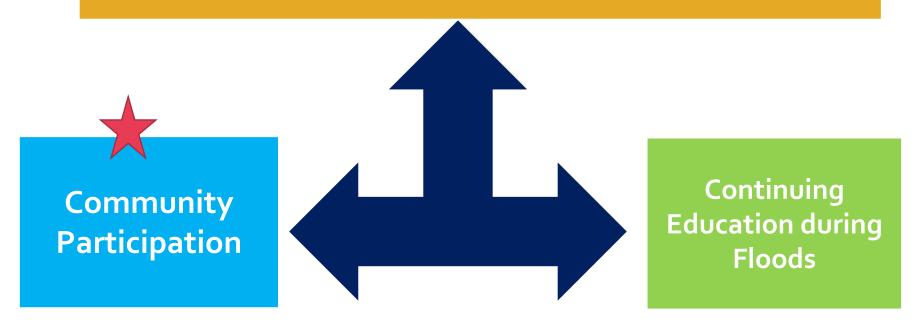
Continuing Education
Through
Community Participation during Floods

Stromme Foundation Bangladesh

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Continuing Education Through Community Participation during Floods

Community Participation
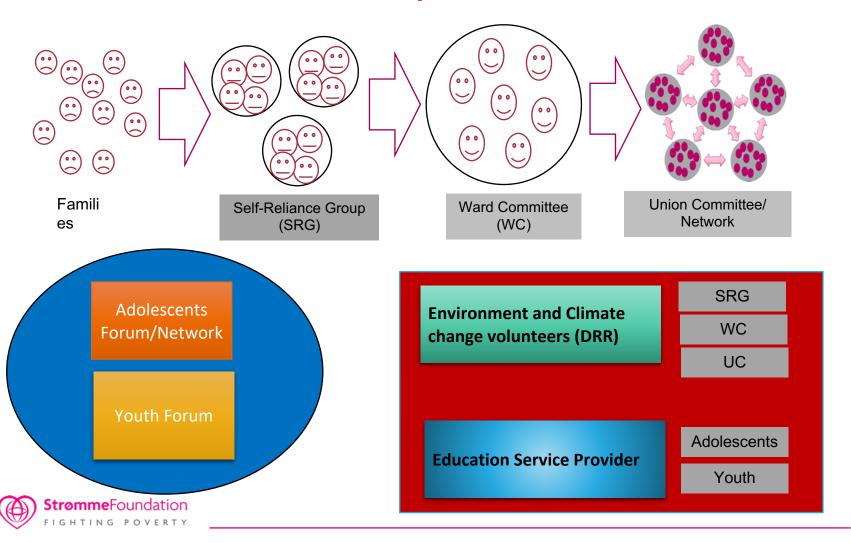
Continuing Education during Floods

Presentation will Cover

A.   Community Mechanism

A.   Education in Emergency (EiE) during Flood:
❑ *Situation Analysis*
❑ *Challenge in Education*
❑ *Mitigation strategies through Community participation*

Community Mechanism

Families → Self-Reliance Group (SRG) → Ward Committee (WC) → Union Committee/ Network

Adolescents Forum/Network

Youth Forum

Environment and Climate change volunteers (DRR)

SRG

WC

UC

Education Service Provider

Adolescents

Youth

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Programme Implementation Strategies

1. Holistic and integrated approach

2. Strong Focused on Right Based Approach

3. Ensuring Results Based Management

B. Education in Emergency (EiE) during Flood:

❑ Situation Analysis

Districts	Total union	# of affected union	# of total SRGs	# of affected SRG	# of total families	# of affected families	# of affected education centers	# of affected learners	# of family shifted to flood shelter
Jamalpur	14	14	208	138	2500	1624	20	405	193
Gaibandha	6	4	208	66	2500	785	4	88	30
Kurigram	9	9	250	158	3000	1854	34	516	412
Total	**29**	**27**	**666**	**362**	**8000**	**4263**	**58**	**527**	**635**

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Challenges to continue education during Flood

Flood hit several time in 2020 along with pandemic.

Disrupted communication (e.g., water logging)

School were closed.

Very limited options for seeking shelter

Migration and learner dropout

Child labor due to income loss

River erosion

Suffer from various diseases

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Mitigation strategies through Community participation

Shift school in the upper ground or non affected areas

- Small group teaching (free education support by adolescent and youths)

- Created Study cycle with the support of the parents to continue education by Adolescent and youth

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Mitigation strategies through Community participation

Temporarily bamboo bridge construction by the Adolescents boys.
Adolescents and youth are also involved culvert and road repairing etc.

- Community people working for ground raise for smooth communication

- **Sharing responsibilities among the communities to make necessary arrangement for students to reach the School/center during floods.**

Other Activities

- SWOT analysis and planning by Adolescent/Youth/SRG
- Capacity building for communities on DRR
- Contingency plan emerged with School development plan
- Advocacy and campaign on mass awareness by the Adolescents on Education, child protection, and Gender based violence.
- Member of Education sub cluster committee, led by Ministry of Primary and Mass Education, Ministry of Education and collaborate with the District Disaster Management Committee (DDMC) at the district level.

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Thanks

NECESSARY SKILLS FOR IMPLEMENTING EDUCATION IN EMERGENCIES IN BANGLADESH

Findings from Learning Needs Assessment of LHAW in Rohingya Humanitarian Context

Skills for Impact

Rohingya Humanitarian Crisis Response, Bangladesh
Local Humanitarian Aid Workers'
Learning Needs Assessment Report

brac   Save the Children.

Suman Ahsanul Islam
Adviser, inSights

Institute of Innovations for Gender & Humanitarian Transformations inSights

The Humanitarian Context

Cox's Bazar, Bangladesh - Currently the world's largest humanitarian crisis zone.

880,000 Rohingya population from Myanmar in 34 camps

Almost 60 per cent are children.

Around 12,000 local humanitarian Aid Workers (LHAW)

Skills for Impact: LHAWs' LNA Study

Report in June 2020 [survey in Nov. 2019]

Objective: *to outline the knowledge, skills, capacity gaps and learning needs of LHAWs working in CXB*
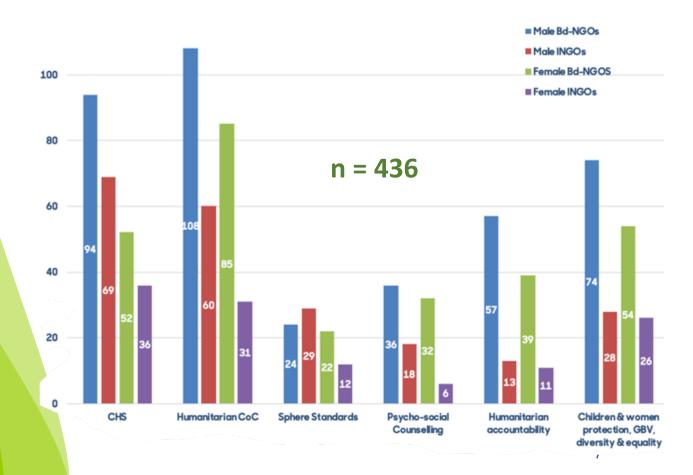
Qualitative & quantitate primary data analysis.

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Gender & Humanitarian
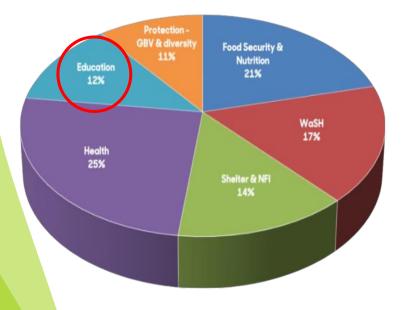Transformations inSights

Humanitarian Essential Skills

"We all have some organisational training it was not enough to understand the situation. We fount the influx a lot more complex & challenging"

n = 436

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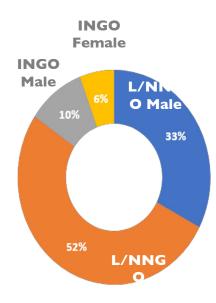Gender & Humanitarian
Transformations

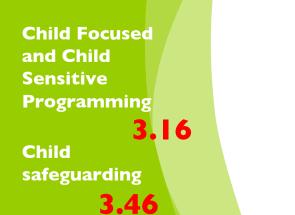insights

▷LHAWs in education

"I see no opportunity (for strengthening skills and capacities) available here for the local workers. Every organization just wants delivery of work by paying a standard amount at the end of the month. But the employees eventually suffer and fail to fulfil their responsibilities effectively. Consequently, many locals are losing jobs lately".
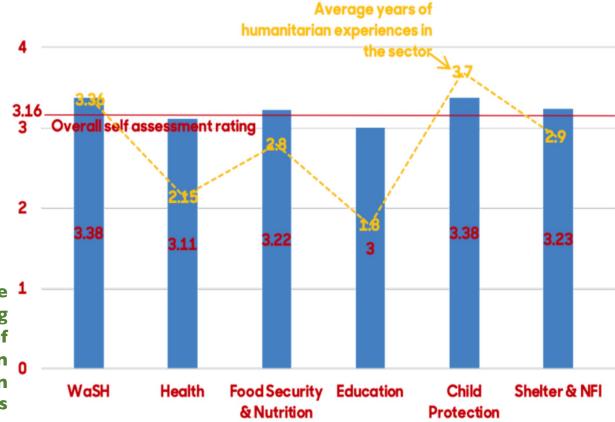
Education is the least

Child Focused and Child Sensitive Programming

3.16

Child safeguarding

3.46

Average competency rating & years of humanitarian experiences in sectors

Average years of humanitarian experiences in the sector

Overall self assessment rating

	WaSH	Health	Food Security & Nutrition	Education	Child Protection	Shelter & NFI
Average years	3.36	2.15	2.8	1.8	3.7	2.9
Competency rating	3.38	3.11	3.22	3	3.38	3.23

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Specific Technical Areas of Education LNA

Technical Competency areas	# of responde nts	% of LHAWs in the Specific Sector	Average competenc y rating: self-assessed	Job importance Vs. Competency			
				Importance in current responsibilities	# of respond ents	% of LHAWs with this competenc y	Average Competency rating: self-assessed
Education	**52**						
Physical and Psychological protection and wellbeing	39	75.0%	3.2	High	26	66.7%	3.46
				Medium	11	28.2%	3
				Low	2	5.1%	2
Teaching, learning and improving outcomes	**40**	**76.9%**	**3**	**High**	**22**	**55.0%**	**3.22**
				Medium	17	42.5%	2.9
				Low	1	2.5%	3
Support systems, parents, communities and authorities	**40**	**76.9%**	**3**	**High**	**27**	**67.5%**	**3.3**
				Medium	10	25.0%	3
				Low	3	7.5%	2

Recommendations

A holistic strategy for LHAWs' competency and professionalisation development.

A contextualised competency framework

Community of practitioners should be supported

Localisation discussion should prioratise LHAW's competency and professionalisation.

Discussion/Q & A

inee.org