CHILD PROTECTION: A unifying theme in Education Sector Resilience

Ministry of Education & Human Resource Development
Commonwealth of Dominica
ADHERENCE TO:

SENDAI FRAMEWORK

• Our work in Child Protection addresses all 7 of the 7 targets listed.

COMPREHENSIVE SCHOOL SAFETY – Three Pillars

1. Safe learning facility
2. School Disaster Management
3. Risk Reduction and Resilience Education
IMPACT ON EDUCATION

- All primary and secondary students are back at school in temporary or permanent space.
- 2/3 of students at the ECE level are back at school.
- 1 secondary school is shifting with another secondary school (DGS/GSS)
- 1 primary school is shifting with itself.
- 2 primary schools are using community centres and one is using 2 church halls.
- One is using a block on original school site, however, alternative site is being sought

- Structural damage - 84% of facilities with major damage, 33 facilities used as shelters
- Human (enrolment) – loss of lives / migration
- Post-traumatic stress on staff and students
- 40% decrease in instructional time.
CHILD PROTECTION IN EDUCATION SECTOR RESILIENCE

SAFE SPACES

PROVISION OF SAFETY NETS

PSYCHOSOCIAL SUPPORT

SWIFT RESPONSE ADDRESS PROTECTION NEEDS

CHILDREN’S PARTICIPATION
PROVISION OF SAFETY NETS (basic needs)

Permanent or temporary space to continue education
Food
Shelter
Clothing and supplies
ALL WITHIN A PROTECTIVE ENVIRONMENT

KEY MESSAGE
Parents know where your children are at all times
SAFE SPACES

3 days a week for 3 hours each day after school (made use of schools, tents and collective centers/shelters)

Feeding

Engagement in a variety of activities

Opportunities to listen to them through the activities

Homework help

USE OF RCP
PSYCHOSOCIAL SUPPORT

Debriefing for the adults so they can take care of the children

Training for teachers
<table>
<thead>
<tr>
<th>TIME</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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<tbody>
<tr>
<td>9:30</td>
<td>Prayer and Welcome</td>
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<tr>
<td>9:45</td>
<td><strong>Primary Schools</strong></td>
<td><strong>K and 1</strong></td>
<td><strong>Story Time</strong></td>
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<td></td>
<td>* Identify Super Hero and dealing with Crisis</td>
<td>* News</td>
<td>* After the Quake</td>
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<td>* BASIC Ph</td>
<td><strong>Primary and Secondary</strong></td>
<td>* Friends for Forever</td>
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<td>* How is Your Weather</td>
<td>* Miming Their Storm Experience</td>
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<td><strong>All Schools</strong></td>
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<td><strong>Secondary Schools</strong></td>
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<td>* Debriefing with Objects</td>
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<td>* BASIC Ph</td>
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<tr>
<td>10:45</td>
<td><strong>BREAK</strong></td>
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<td>11:00</td>
<td><strong>Ice Breaker</strong></td>
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<td><strong>Primary Schools</strong></td>
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<td><strong>Story Development (add on a sentence in whole group)</strong></td>
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<td><strong>Singing (to include Songs About Dominica)</strong></td>
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<td>11:20</td>
<td><strong>ART (Dominica Before Maria)</strong></td>
<td><strong>Secondary Schools</strong></td>
<td><strong>K-Lower Primary</strong></td>
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<td><strong>Story Development (in small groups)</strong></td>
<td><strong>Songs of Hope</strong></td>
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<td></td>
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<td><strong>Dramatization of Story developed</strong></td>
<td>* Singing and dancing to Songs of Hope</td>
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<tr>
<td>12:00</td>
<td><strong>Games</strong></td>
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<td><strong>Upper Primary - Secondary Schools</strong></td>
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<tr>
<td>12:30</td>
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<td></td>
<td><strong>Composition of Songs of Hope</strong></td>
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</table>
SWIFT RESPONSE TO PROTECTION NEEDS

Rapid Response Needs Assessment
Teacher takes at least 10 minutes with each child

Referral Process
Opportunity through psychosocial support

Compulsory School Attendance (special issues)
PARTICIPATION
Principals and Teachers trained to manage and deliver the programme
Focus Group Discussions
VISIBILITY OF KEY MESSAGES /SIGNAGE
MULTI-SECTORAL APPROACH

Chart with actors related to Emergency Shelter

Government of Dominica

Involved Ministries:
- Ministry of Environment, Climate Resilience, Disaster Mgmt., and Urban Renewal
- Ministry of Ecd., Affairs, Family & Gender
- Ministry of ICT
- Ministry of Education
- Ministry of Housing
- Ministry of Public Works
- Ministry of Planning
- Mo Health and Social Services
- Mo Youth Affairs, Sports and Constituency Empowerment
- Ministry of Finance

NEPO
- Shelter subcommittee

Ministry of Justice

Ministry of Health & Social Services

Ministry of Environment, Climate Resilience, Disaster Mgmt., and Urban Renewal

Ministry of Ecd., Affairs, Family & Gender

Ministry of Education & Human Resource Development

NEO
- ODM

Permanent Secretary

Legislature / Judiciary

Health Services

Social Services

Emergency Communications

Police

Emergency Shelters

NEOC

Local Gov. Dept.

ECC: Centers, Primary, Secondary and Tertiary school buildings utilized as emergency shelters

Regional Actors

UN Organizations

INGOs

National NGOs

National Authorities

Communities

Emergency Shelter Strategy → Emergency Preparedness → Emergency Management

See notes: below for clarification
Example, MULTI-PURPOSE USE OF SCHOOLS

Preparedness (Pre Event)

- Secure school equipment, learning materials and confidential data
- Ensure designated spaces within schools are cleared for emergency shelter use
- Secure keys in designated locations (i.e. Police Stations, with teachers /principals in communities, with school security guards)
- Implement maintenance checks and repairs for school buildings
- Pursue resource mobilization consistently

Early Warning (Pre-occupancy)

- Make school appliances accessible for emergency shelter use

Emergency Response (During & After)

- School security to also serve as security officer for emergency shelter
- Provide Psychosocial support such as Counseling, Return to Happiness activities and Child Friendly Spaces in emergency shelters and regular school / learning settings

Early Recovery and Rehabilitation (Post Event)

- Solicit the services of Environmental Health to clean and sanitize schools upon closure of emergency shelter
THANK YOU FOR LISTENING & VIEWING

• While we continue to work on the different components of safe school, our thinking MUST always be on what is in the best interest of the child.

• Child Protection must be considered at all times but particularly after a disaster/crisis event, special attention must be given to child protection (WATCH OUT FOR THE CHILDREN)

• Psychosocial support should be on the National Agenda of every National Emergency Planning Organizations (NEPO)