

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

Landslide Hazard Map Of Dominica

LANDSLIDE

- Very Low
- Low
- Moderate
- High
- Very High
- RIVERS
- ROADS

1:120,000



0 500 1000

Volcanic Hazard Map of Dominica

VOLCANIC

- Low
- Moderate
- High
- Very high
- ROADS
- RIVERS

1:120,000



0 500 1000

Composite Hazard Map of Dominica

COMPOSITE HAZARD

- Very Low
- Low
- Moderate
- High
- Very High
- Roads
- Rivers

1:120,000

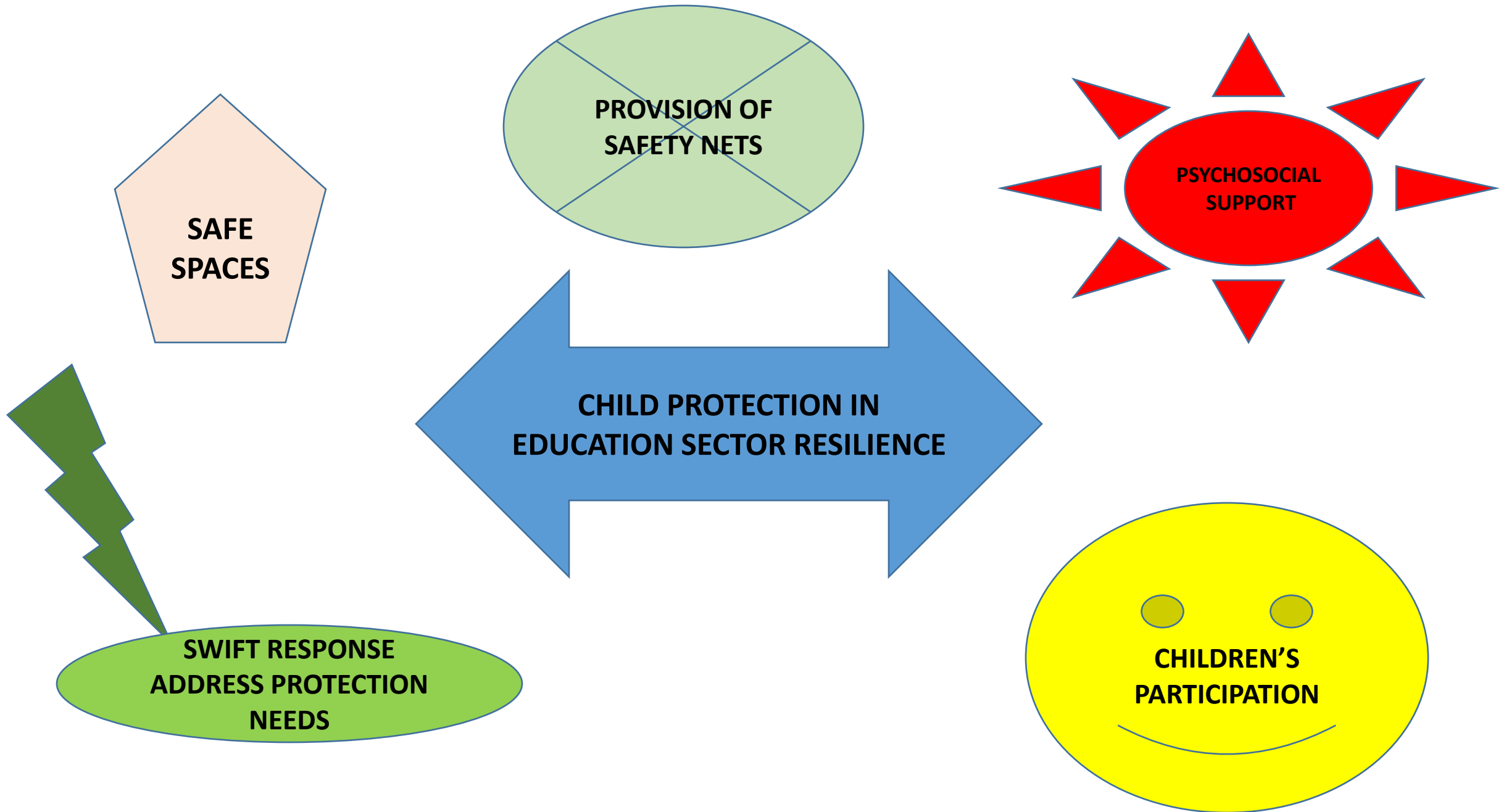


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IMPACT ON EDUCATION

- 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.



The image consists of two photographs. The top photograph shows a school building that has been severely damaged by an earthquake. The structure is partially collapsed, with debris scattered around. A large tree stands in the foreground, and a hillside is visible in the background. The bottom photograph shows the same school building after reconstruction. It is a two-story building with orange walls and green trim. The building has a covered walkway on the second floor and several windows with white shutters. A blue trash can and a blue water container are visible in the foreground.

ALL WITHIN A PROTECTIVE ENVIRONMENT

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

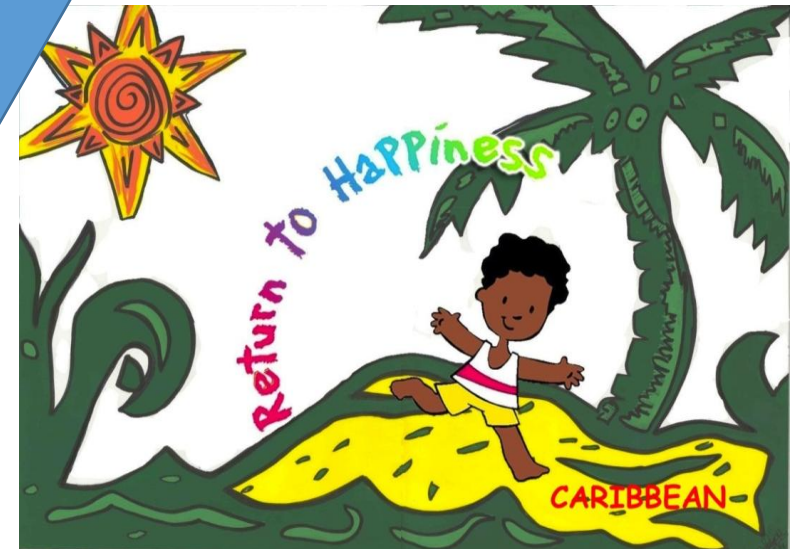


Debriefing for the adults so they can take care of the children



Training for teachers

adapt



PSYCHOSOCIAL SUPPORT - Timetable

TIME	WEDNESDAY	THURSDAY	FRIDAY
9:30	Prayer and Welcome	Prayer and Welcome	Prayer and Welcome
9:45	Primary Schools <ul style="list-style-type: none">Identify Super Hero and dealing with CrisisBASIC Ph	K and 1 <ul style="list-style-type: none">News	Story Time <ul style="list-style-type: none">After the QuakeFriends for Forever Miming Their Storm Experience
		Primary and Secondary <ul style="list-style-type: none">How is Your Weather	
		All Schools Draw Dominica Now	
	Secondary Schools <ul style="list-style-type: none">Debriefing with ObjectsBASIC Ph		
10:45	BREAK	BREAK	BREAK
11:00	Ice Breaker	Ice Breaker	Ice Breaker
		Primary Schools Story Development (add on a sentence in whole group)	
	Singing (to include Songs About Dominica)	Secondary Schools Story Development (in small groups)	K-Lower Primary Songs of Hope
11:20	ART (Dominica Before Maria)	Dramatization of Story developed	<ul style="list-style-type: none">Singing and dancing to Songs of Hope
12:00	Games		Upper Primary - Secondary Schools Composition of Songs of Hope
12:30			

SWIFT RESPONSE TO PROTECTION NEEDS

Rapid Response Needs Assessment

Teacher takes at least 10 minutes with each child

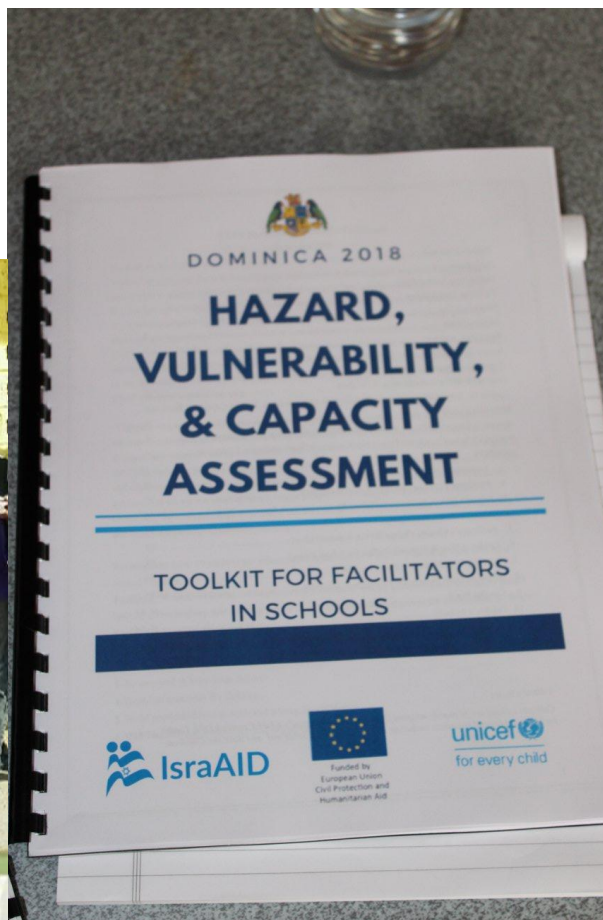


Referral Process

Opportunity through psychosocial support

**Compulsory School Attendance
(special issues)**

PARTICIPATION



PARTICIPATION





Principals and Teachers trained to manage and deliver the programme

Focus Group Discussions

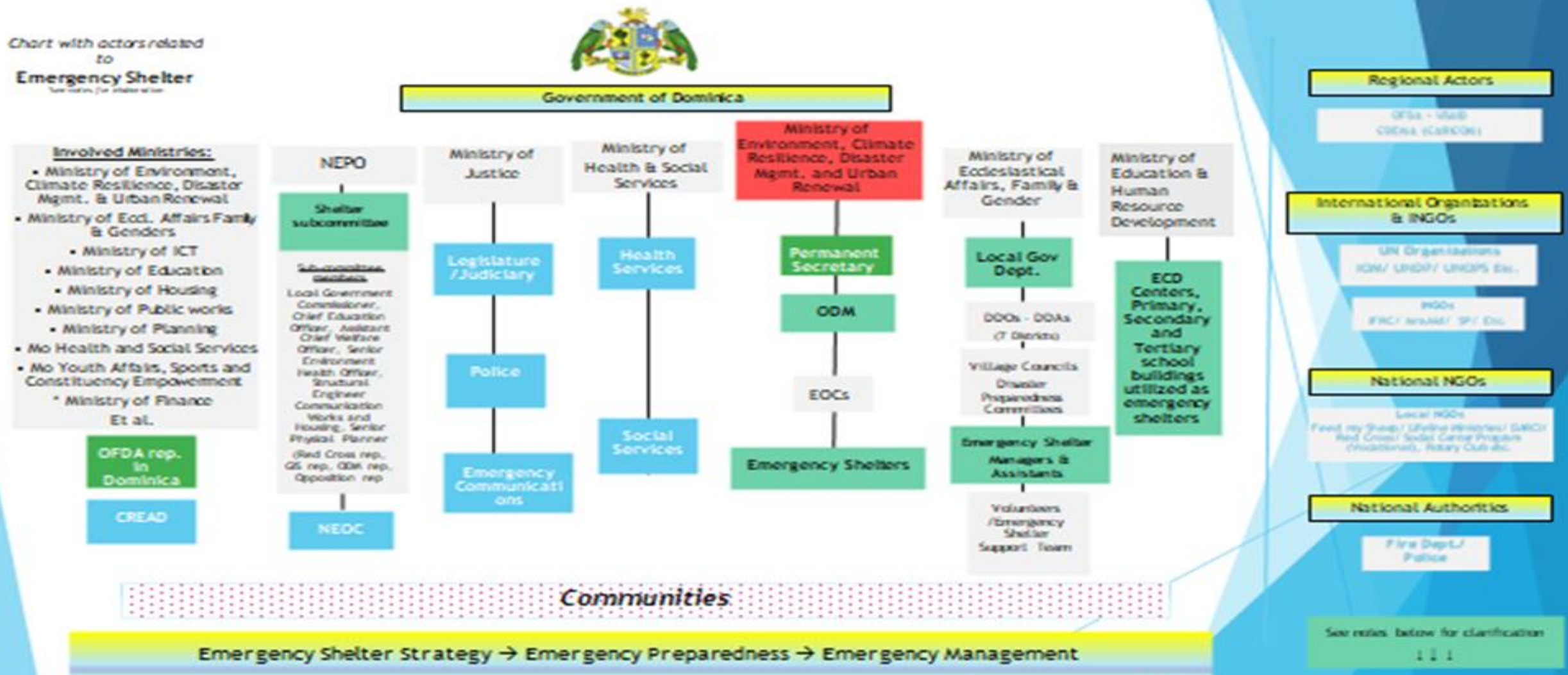


VISIBILITY OF KEY MESSAGES /SIGNAGE



MULTI-SECTORAL APPROACH

Chart with actors related to
Emergency Shelter
Source: UNHCR



Example, MULTI-PURPOSE USE OF SCHOOLS

5. Ministry of Education:

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)

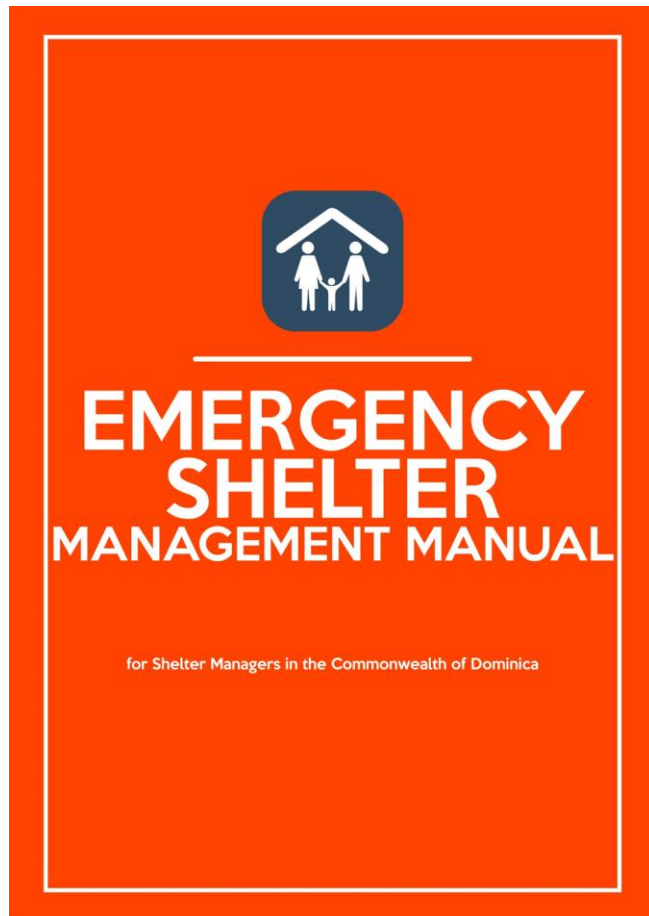
- Make school appliances accessible for emergency shelter use

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)