

# EU-UNICEF Education in Emergencies

**#EmergencyLessons**  
**Campaign**

*Schools' Pack*

European Union  
Humanitarian Aid



# Table of Contents

Welcome letter.....	3
About the #EmergencyLessons campaign.....	4
<i>About the EU-UNICEF partnership.....</i>	<i>4</i>
<i>Notes on introducing #EmergencyLessons.....</i>	<i>5</i>
Background Reading.....	6
<i>What is an Emergency?.....</i>	<i>7</i>
<i>Key Messages.....</i>	<i>8</i>
<i>Key Facts about education in emergencies.....</i>	<i>9</i>
<i>Campaign Countries.....</i>	<i>11</i>
#EmergencyLessons Videos.....	15
Activating the campaign in your school.....	17
<i>Assembly outlines.....</i>	<i>18</i>
<i>Learning activities.....</i>	<i>20</i>
Stories from the field.....	29
How to support the public campaign.....	39
<i>Your role in the campaign.....</i>	<i>40</i>
<i>Sample social posts .....</i>	<i>41</i>
<i>Campaign Press Release.....</i>	<i>44</i>

# Welcome!

Dear All,

We are delighted that you are interested in teaching your students about the role and importance of education in emergencies, as part of the EU-UNICEF Education in Emergencies campaign – *Emergency Lessons*.

We are aiming to raise awareness and increase understanding and support amongst young Europeans of the vital role education plays for children in emergencies. We hope your staff and students find the information included in this pack engaging and useful.

By sharing stories of children in crisis situations – from Guinea and Nepal to Iraq and Ukraine – we will show how school enables them to learn new skills, build friendships, stay safe, and access the psychosocial support that can help them overcome traumas and fulfill their full potential. We hope your students will stand together with children from all over the world and celebrate all that is good about learning and school and the universal right to an education.

Together, the EU and UNICEF are committed to making a positive difference in the lives of these children. The EU-UNICEF partnership provides education and protection for children in emergencies in countries such as Cameroon, Guinea, Iraq, Ukraine, Pakistan, Chad, Kenya and South Sudan.

By taking part in the *Emergency Lessons* campaign and raising awareness in your school, your community and on social media, students can help to generate support for children in emergencies so that no matter where they are, or what crisis they face, they have the tools and opportunities to lead happy, healthy and productive lives.

Thank you for your help.

Sincerely,



Noala Skinner  
Director, UNICEF Brussels Office  
Relations with EU Institutions



Monique Pariat  
Director-General  
European Commission's  
Humanitarian Aid & Civil  
Protection Department (ECHO)

# About the campaign

To highlight the vital importance of education during and after emergencies, our campaign centres on seven #EmergencyLessons' videos featuring children learning in emergency contexts.

Each video will highlight a different, critical long-term outcome of education: from friendship and tolerance, to protection, to the psychosocial support given by teachers and classmates and the development of critical skills. Each video will include a different, easy to do 'social call to action' – an ask for European youths. *For example*, the video focusing on friendship and tolerance will ask viewers to like, share and tag their own best friends on social media. By taking part in these social 'asks', students will be helping to raise awareness and generate support for children living through emergencies.

These videos will be published on the UNICEF global and national social media accounts and will be available to you via your UNICEF liaison.

The campaign will culminate in an event at the European Parliament in December 2016.

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## About the EU-UNICEF partnership

The partnership between the European Commission for Humanitarian Aid and Civil Protection department (ECHO) and UNICEF was established in 1992.

It has enabled UNICEF to assist and protect children in emergencies in 60 countries worldwide in the sectors of nutrition, health, water, hygiene and sanitation, child protection -- including psychosocial support, education, cash transfers, resilience and disaster-preparedness.

It also addresses policy issues related to these sectors. Together, UNICEF and ECHO advocate for children's needs in humanitarian crises.





# Notes on introducing **#EmergencyLessons** to staff and students

## Staff

**For your staff, the most critical discussions will centre on the extent to which learning – and a child’s right to education – is interrupted in emergency settings. This campaign aims to raise awareness of the critical role education plays in children’s lives during – and in the aftermath – of emergencies**

The background information found in this pack, on the featured campaign countries – Guinea, Iraq, Nepal and Ukraine – and the personal stories of those living through emergencies will be useful in doing this.

The #EmergencyLessons campaign rests on the core idea that school is so much more than the walls – it’s the community, teachers, parents, peers, the support, the sense of hope, the stability, the safety – that give every child a fair chance to survive, thrive and learn.

When crises hit, a child’s right to an education is compromised. However, the desire to learn – and teach – often transcends the circumstances and this should be celebrated.

## Students

**For students of all ages, it will be important to first establish what an ‘emergency’ is – before looking at its impact on their peers. This campaign is all about celebrating what school gives to children – in addition to an academic education.**

Emergencies can be ‘man-made’, for example, civil and international conflicts, or be brought on by natural disasters, such as earthquakes, floods and typhoons. They can also include health emergencies such as disease outbreaks. The Ebola crisis is a recent example.

The #EmergencyLessons campaign can be introduced to students as a celebration of school, and of learning, by children for whom school provides the friends, support from teachers and hope for the future so necessary to their lives.

The campaign also provides an opportunity for students to think about what they contribute to school – and how important this is to both their peers and themselves.

# BACKGROUND READING



# What is an Emergency?

**An emergency can be any crisis that has an impact on the lives of those it affects.**

Some emergencies are short-lived, but most are longer-term and have knock-on effects for generations.

Emergencies can be defined as:

1. **Man-made** – civil or international conflicts, fighting, wars
2. **Natural disasters** – floods, earthquakes, droughts, typhoons
3. **Health emergencies** – outbreaks of disease

Whilst all emergency contexts are different, they have a few things in common. Namely, that children's education is disrupted, or even entirely abandoned. This has a significant, long-term impact on those children, their communities, their countries – and our world.

Being without school deprives children of not only an academic education. It deprives them of the friends they need to build mutual respect, to have fun, to build tolerance. It deprives them of the psychological support they need from their teachers and peers. It deprives them of their dreams for the future and their ambitions to become teachers, doctors, artists, business leaders and more.

School provides children with stability, hope, and routine. School is often a place where humanitarian organisations can reach a mass of children, to provide food and water, medicine, medical advice and other support.

**School helps children survive – and thrive. Education is the universal right of every child. This right must be upheld in all circumstances.**

# Key Messages

**Education can be a life-saver.** Out of school, children are easy targets of abuse, exploitation and recruitment by armed forces and groups. School provides a safe space where children can be protected from threats and crises.

**Education is the foundation of children's futures.** It is a critical step to breaking the cycle of crisis. It enables children to better withstand future disasters.

**Education provides children with the skills to build more prosperous futures** for themselves and their communities. A quality education reduces the likelihood of children replicating violence they may have experienced.

**Millions of children in emergencies are out of school.** Against all odds, many go to extraordinary lengths to learn despite the obstacles and dangers they face.

**The EU-UNICEF partnership provides education and protection for children** in countries such as Cameroon, Chad, Guinea, Iraq, Kenya, Pakistan, South Sudan and Ukraine.

**By prioritising education in emergencies today, we give children the chance to learn and equip them to face crises to come.** Let's take action for a better future of every child.





# Key Facts: education in emergencies

**587 million** children live in countries affected by crises

At least **75 million** children – **16 million** of them refugees – have had their education directly affected by humanitarian emergencies in 35 crisis-affected countries.



EU-funded educational activities are tailored to take into account the different needs of children based on their age, gender and other specific circumstances.

Girls living in conflict-affected countries **are 2.5 times more likely** to be out of school than boys.

Source: UNICEF and ECHO, 2015, 2016; ODI, 2016

# Key Facts: education in emergencies

The EU has allocated **over €75 million for education in emergencies** projects to date.

The European Commission currently dedicates **4% of the EU's overall humanitarian budget to education in emergencies**, one of the most underfunded sectors of humanitarian aid.

Globally, **only 2% of funds from humanitarian appeals are directed to education**.



Source: UNICEF and ECHO, 2015, 2016

# Featured campaign country

## Ukraine



The two year conflict in eastern Ukraine is estimated to have *directly* affected 3.7 million people, including 580,000 children. Approximately 1.74 million of that number are internally displaced persons (IDPs).

In February 2016, UNICEF research showed that in the Government Controlled Areas of Donetsk and Luhansk, nearly 50,000 children aged 9-17 years – 25% of the school child population there – have high levels of distress and require psychosocial support to help them cope with the impact of conflict and displacement.

Across Ukraine, UNICEF estimates that around 215,000 children and parents are in need of psychosocial support.

Children in the most conflict-affected areas have lost months of schooling or have to cross checkpoints just to get to school. Nearly 200 education facilities – one in every five schools,

kindergartens or vocational schools – have been damaged or destroyed in conflict areas. Where schools are still functioning, many are not equipped for the harsh winter months. Despite the challenges, approximately 70,000 displaced children have been enrolled in new schools.

With children from eastern Ukraine going to new schools, there has been a reported rise in conflicts, including bullying and violence, among different children's groups. UNICEF and EU's work in Ukraine responds to these children's needs in promoting an environment where they can learn life skills, conflict resolution and peace-building techniques. In addition, teachers and school psychologists are being trained to establish protective learning environments so that they can recognize when children and parents need psychosocial support. This can be provided through school interventions or referrals to more intensive community resources.



# Featured campaign country

## Guinea



The Ebola outbreak in West Africa affected many lives in 2014. The decimation of health services, education systems, social welfare structures and family networks threatened to have a devastating impact on children. An essential part of recovering from Ebola included getting critical basic services back up and running, such as vital health care centers. Establishing a sense of normalcy following the outbreak has also been a priority. This includes getting children back in to school, not just to catch up with the education they missed, but also to resume their childhoods and provide them with hope for the future.

During the outbreak, the EU-UNICEF partnership supported radio-based education programmes. These programmes not only transmitted vital information about how to prevent Ebola, but they were also a way of communicating school lessons to millions of children so that they did not fall behind on their education and compromise future opportunities.

In addition, teachers were trained on how to provide psychosocial support to those directly affected and to help children better cope with fear. By training and supporting Parent-Teacher Associations, community-led awareness campaigns provided critical information on safe hygiene practices and how to further prevent the spread of the virus.

Children also received training so that, in school, they could help to prevent the spread of Ebola and encourage their peers to return to class – especially those who were unsure about whether this was a safe option.



# Featured campaign country

## Iraq



In the last two years, conflict has forced over 3.4 million Iraqis to flee their homes. Ten million Iraqis – nearly one third of the population – need urgent humanitarian assistance. In addition, Iraq is hosting nearly 250,000 Syrian refugees.

This crisis has hit children in Iraq the hardest; nearly 2 million are out of school across the country.

Lack of access to education directly affects children's safety and well-being. When girls and boys are out of school, they are at higher risk of violence, exploitation, abuse and neglect. Increasing access to education helps to minimize these risks by providing a protective environment for children.

The EU-UNICEF partnership focuses on improving access to education for children and youth affected by conflict and displacement. This support includes

getting children who have been out of school back into learning and creating a child-friendly learning environment. Assistance is provided for both formal education and alternative remedial learning programmes. At the same time, education offers enhanced protection in schools and in the communities to help children cope and recover from the impact of violence and displacement. This work is carried out by community-based school management – where parents and students form groups that help set local policy and take action. They use positive discipline – an approach through which head masters, teachers and, importantly, parents, adopt new approaches to addressing student conduct by rewarding positive behavior and ending corporal punishment.

# Featured campaign country

## Nepal



Nepal experienced devastating earthquakes in April and May 2015. They affected one fifth of the country and disrupted the education of over 1.1 million children. In most districts, over 80 per cent of educational facilities, including nearly 35,000 classrooms, were destroyed or damaged beyond use.

UNICEF, with support from the EU and USAID, provided 800 temporary learning centres (with two classrooms each) to help get children back in to some form of learning and to restore some stability and a sense of normality. However, one year after the earthquakes, Nepal is still recovering from the destruction. Many internally displaced people (IDPs) continue to live in temporary shelters – a situation made worse by harsh weather, such as monsoons, and the 5-month long shortage of fuel and essential supplies.

Lack of shelter continues to be a major problem for children living in the earthquake-affected districts. About 26,000 people have been displaced and are living in camp settings. A higher number of children and families are camped in makeshift shelters next to their destroyed homes in the villages. A year on, there are still many needs to be met for children and families in the affected districts – be it a permanent roof over their heads, a safe school building or moving on with their livelihoods. The current uncertainty and temporary living conditions can affect not only the education of children but also their health, nutrition, protection and overall development. Children living in shelters and unstable environments are also vulnerable to various protection risks, including child labour, with some children forced to drop out of school to work.



# THE #EmergencyLessons VIDEOS



# The #EmergencyLessons Videos

You can find all the campaign videos on the RRSA website ([rrsa.org.uk](http://rrsa.org.uk)).

Each video is accompanied by a short discussion guide, outlining the theme of the video and why it is important to children living through and in the aftermath of an emergency.

The list of videos is below, with the expected publication dates. The videos will not be available until they have been published publicly. In addition to the main campaign videos, you will also be able to download a launch video featuring a National UNICEF Ambassador. Please start with the launch video which sets the scene for the campaign.

- **Video 1:** Theme – Protection – *May*
- **Video 2:** Theme – Friendship– *June*
- **Video 3:** Theme – Hope for future – *July*
- **Video 4:** Theme – Normalcy – *September*
- **Video 5:** Theme – Provisions – *October*
- **Video 6:** Theme – Psychosocial – *November*
- **Video 7:** Theme – Resilience – *December*



# ACTIVATING THE CAMPAIGN IN YOUR SCHOOL



# Assembly Outlines

## Launching #EmergencyLessons

We recommend that the #EmergencyLessons campaign is introduced to students as part of a broader assembly on education around the world.

**Assembly aim:** Start students thinking about the value of their education and what it means to them – and the education of their peers around the world – before introducing the #EmergencyLessons campaign.

Using the country background information and personal stories included in this pack, focus on one or two things that school gives children, other than education itself – and discuss why they would be important to children living through and in the aftermath of emergencies. Ask children of what rights children are being deprived. Also, ask children to consider what they contribute to school life.

*This can be general, or tied to subject-based assemblies. For example, physical education helps children to learn about team work and develop confidence – which is particularly important to those who may have been displaced and lost their homes due to civil conflicts.*

Show students the first #EmergencyLessons video and, using the accompanying discussion guide, explain the notion of school as a place of ‘protection’ for children living in emergencies. You can also show the National Ambassador video of support, and encourage students to watch the videos online, like and share them – and take part in the calls to action – after school, when they have access to social media.

# Assembly Outlines

## Campaign closing – supporting the EU Parliament Event

To close the campaign and your school's involvement, a second assembly could be held, to hear from students about what they've learned about education in emergencies and to create a message of support to be shown at the EU Parliament event and on the national campaign website/social channels.

**Assembly aim:** Recap the role and importance of education in emergencies, hear from students about what they've learned and send messages of support to the EU Parliament Event.

We suggest selecting representatives from three different classes/age groups to present what they have learned about education in emergencies to the rest of the assembly group. Focused on the lessons they have had on the subject, the students could share their thoughts before the final campaign video is shown to the assembly.

The students who presented could be asked to draw or use 'emojis' to demonstrate how school makes them feel now they've been engaged in the campaign, to mirror the social call to action in the last campaign video.

Photographs or short videos of these drawings being shown in assembly can then be sent to your UNICEF liaison. They will then be shared at the EU Parliament event and could also be publicised on your school website and social channels, as responses to the final video.

Schools could also organise exhibitions, for students to show parents what they have learned about the role and importance of education in emergencies, creating further awareness of the campaign.

## Primary

- **Task 1:** What makes a school?
- **Task 2:** Happiness is...
- **Task 3:** Dear school

## Secondary

- **Task 1:** Emergencies & Education
- **Task 2:** The Emergency News Report
- **Task 3:** Our #EmergencyLessons



# Primary Task 1: What makes a school?

**Aim:** The purpose of this task is to help students understand the essential elements of education and the inventive ways in which teachers use whatever materials are available in order to teach their students.

## Task 1

**Materials needed:** List of UNICEF school-in-a-box materials (sample sheet included here); A3 paper; post-it notes; pens

- Ask the children, in small groups, to write all the things you need to “make a school” on the A3 paper and discuss with the class, one group at a time.
- Ask the children read out what’s needed to make a school, note all responses on a whiteboard or a flipchart. Ask children which of those things make them feel safe.
- Now, run through what children in emergencies would not have and why – for example, computers or a library of books, teachers, a classroom – and cross these out. Discuss with the children what could be used instead.
- Give the children, again in their groups, examples of materials found in a UNICEF school in a box *[list overleaf]* and ask them to discuss how they would use materials available to teach others about English; Science; Geography; Maths; Art.
- As a closing activity, ask the children what they would find hardest if they were a child in a school where they didn’t have all the resources and materials they have now. What would their favourite learning material be from the school in the box list?

**UNICEF school-in-a-box**

**School-in-a-Box - Material Number 9935020**

## Teacher's Materials

### Consumable Items

Material Number	Quantity	Item Description
4460002	2	Pen, ball-point, black
4460001	2	Pen, ball-point, red
4460005	1	Pen, ball-point, blue/BOX-10
4416397	3	Chalk, assorted colours/BOX-100
4416403	3	Chalk, white/BOX-100
4410021	1	Book, exercise, A4, ruled-8mm, 96 pgs/PAC-10
1802808	1	Pens, felt-tip, ass. Colours, 0.8-1mm/PAC-6
4465700	2	Paint, chalkboard, black
0544210	1	Register, A4, squared, 40 sheets/PAC-10
2687003	1	Tape, adhesive, transparent, 1,5cm x 10m/Box-20
4325497	2	Marker, flipchart, colours, tip-4,5mm/PAC-4

### Non-consumable Items

Material Number	Quantity	Item Description
5001000	1	Bag, UNICEF, blue polyester, 360x230x610mm
4491900	1	Triangle, chalkboard, 30-60-90 degrees
4491904	1	Triangle chalkboard, 90-45 degrees
4417230	1	Clock, teaching, wood or plastic
2270500	1	Scissors, all purpose, sharp, 180mm
0567000	1	Tape, measure, vinyl-coated, 1.5m
4416504	1	Brush, paint for chalkboard, 50-60mm
5001010	1	Box, metal, lockable, for storage, stackable, external dimensions 80x60x25 cm
4420000	1	Posters, plasticized paper, set of 3
4418400	1	Compass, chalkboard, 40cm
4467000	1	Ruler, chalkboard, 100cm
2512000	1	Cubes, wood or plast., coloured, set of 100
4416506	1	Duster/Wiper for chalkboard
4419000	1	Globe, inflatable, diam.42cm, w/o stand
8760025	2	Decal, UNICEF, round, diameter 205mm

## Students' Materials

### Consumable Items

Material Number	Quantity	Item Description
2584000	4	Crayon, wax, packs of 8 colours/BOX-10x8
4520110	4	Eraser, soft, for pencil/BOX-20
4410020	4	Book, exercise, A5, 5mm-square, 48 pgs/PAC-20
4410010	4	Book, exercise, A5, ruled-8mm, 48 pgs/PAC-20
4552001	4	Pencil sharpener, plastic/BAG-20
4461002	4	Pencil for slates/BOX-20
4460701	8	Pencil, HB grade, black/BOX-10

### Non-consumable Items

Material Number	Quantity	Item Description
5001006	4	Bag, carrier, A4, interlock seal/PAC-20
4570005	8	Ruler, plastic, 30cm, set of 10
2555010	4	Scissors, safety, school, B/B, 135mm/BOX-10

**Note:** For younger students, you could choose to have a range of these items physically in the classroom for reference. For example:

- Pens and Paper
- Inflatable Globe
- Clock
- Ruler



# Primary Task 2: Happiness is...

**Aim:** The purpose of this task is to encourage students to think about the positive emotional benefits of being in school. Through examining a photograph, students will be encouraged to think about their own emotions about school – and empathise with children in emergencies all around the world.

## Task 2

**Materials needed:** Photo sheet (included); A3 paper; coloured pencils or pens; whiteboard or flipchart.

- Show your students the following photo: students learning in Pakistan. *Ask the class:* what can you see in this photo? What do you think the students are doing here? Draw their attention to the gender of the students. Write answers on a flipchart or whiteboard.
- Next, ask the class what emotions are portrayed in this photo. *Ask the class:* how do you think these children feel about school? Why do you think they feel this way? *Note:* the image is deliberately happy, to portray the fact that school/learning has a positive emotional impact on children.
- In smaller groups of 4-5, ask the class to discuss what makes them feel happy about school.
- *Prompt if needed:* think about your friends, your favourite lessons, teachers, playtime
- One group at a time, ask the groups to tell their classmates what makes them happy about school. Note all themes on the flipchart or whiteboard.
- Watch an #EmergencyLessons video and discuss what makes the featured child happy – do the students feel the same way about school? Discuss why the theme of the video you choose to watch is important – i.e. Friendship, support, hope.
- Ask the students to write a story about a time they felt most happy at school.
- Choose a couple of stories to read out to the class – and display all other stories in the classroom for students to read. *Variation for younger children:* ask them to draw a picture to show their feelings about school, rather than write a story.

## ▶ Photo sheet for Primary Task 2





# Primary Task 3: Dear school

**Aim:** The purpose of this task is to help students understand a) the broad range of important benefits of going to school and b) how children in other countries feel when they can't go to school.

## Task 3

**Materials needed:** Paper and pens, a notice board and push pins

- Ask students, as a class, to imagine today is the last day they will be at school. *Prompt questions:* What will you miss? What would you do instead of being at school? What effect would it have on your future?
- Ask the students to individually write their school a goodbye letter, telling school how they feel about leaving.
- Select four or five students to read their letter out loud to the class and discuss the themes and feelings the students wrote about/mentioned.
- As a class, watch one of the #EmergencyLessons videos from Nepal or Iraq and, using the discussion guide, explain how the featured children's school experience changed.
- Discuss with the class the emotions and themes the students discussed – how would this feel if you didn't get to write a goodbye letter? If you just could never go back to school?
- To close the lesson on a positive note – ask children to share what one thing they would 'thank' school for – for example, friends, teachers, play time.
- Pin all 'dear school' letters to a noticeboard in the classroom, or school hallway, and send a photograph of it to your UNICEF schools liaison to be used on the campaign website and on social media channels. These letters could also be used in the closing school assembly.

**Note:** For younger children, you could adapt this lesson to request children draw a 'thank you' picture to the school – following the same discussions noted here.

# Secondary Task 1: Emergencies & Education

**Aim:** The purpose of this task is to help students develop an understanding of the different types of emergency – and the impact they have on children and their education.

## Task 1

**Materials needed:** Whiteboard or flipchart; background on campaign countries (included in toolkit); pen; notebook paper

- Begin by writing three headings on either a whiteboard or flipchart – ‘man-made crisis,’ ‘natural disaster’ and ‘health emergency’.
- Ask the class as a group to call out what they associate with each of these terms – which countries, what news stories, what recent events.
- Divide the class into four groups and give them each a short background document on one of the four featured campaign countries: Guinea, Iraq, Nepal and Ukraine.
- Ask each group to discuss and note down what effect the emergency in their allocated country would have had on the education of students their own age.
- Ask one representative from each group to present their thoughts to the class – and, after, discuss what the main themes are common to all emergency contexts.
- Show the class one of the #EmergencyLessons videos [*choice of video depends on timing of lesson/schools activation*] and ask the class to call out what they notice about the video:
  - Do the children in the video discuss the same thoughts you had?
  - What do they focus on? Why do you think this is?
  - If prompts are needed, discuss why the focus of the video is important, for example, friendship, psychosocial support and so on, rather than the difficulties they will have faced.
- Close with a discussion on how the class – and their peers – can engage in the #EmergencyLessons campaign and encourage students to share and like the video and take part in the social call to action.

# Secondary Task 2: Emergency news report

**Aim:** The aim of this task is to help students dive deeper into the long-lasting effects emergencies can have on children – and why school is so important in helping them cope with trauma. The focus of this task encourages students to look at ‘school’ as more than ‘just’ a place of education.

## Task 2

**Materials needed:** pens and paper; smartphone or handheld camera (optional)

- Provide each group with background information on the country and type of emergency faced by children in that country.
- Ask the groups to create a short news report on education in that country and how the emergency has interrupted children's education and impacted their psychosocial well-being.
- Using these questions, encourage the groups to role play, taking it in turns to be the interviewer and various interviewees.
- **Option:** if time allows, ask students to film each other delivering the news report.
- Choose two groups to present back to the class, before encouraging all to discuss what they think the biggest psychological effects on children would be – and how school helps to support children through difficult times.

### Consider:

- Who would you want to interview?
- What questions would you want to ask?
- What would you call on your peers to do to help students living in emergency contexts?

**Homework extension** – Ask students to write a news article based on the classroom session.

# Secondary Task 3: My Emergency Lesson

**Aim:** The purpose of this task is to encourage students to think about what the most important thing about school is for them – be it friends, stability, a certain subject, or how it will help them in the future. The more creative, the better! This task works well over the course of two lessons.

## Task 3

**Materials needed:** Papers and pens, a laptop computer/projector to share videos in class, smartphones or handheld cameras if available.

### Part 1

- As a class, watch two or three of the #EmergencyLessons videos and discuss the themes featured in each. Why is this particular theme important? How important is it to you?
- In groups of 3 or 4, ask students to spend the lesson developing the script for their own #EmergencyLessons – encouraging them to be as creative as possible.
- *Prompt questions:* what is an unexpected benefit of being in school? What's the thing about school you'd miss the most if you suddenly had to leave?
- Encourage students to think of the visual elements – what 'shots' of the school would they want to include? Who else, outside their group, would feature?

### Part 2

- Use the second lesson for the students to make their videos, using smartphones or handheld cameras if available.
- Have the groups play their #EmergencyLessons back to the rest of the class, with an explanation of their idea and 'theme'.
- These videos could then be shared with your UNICEF liaison for use in the public campaign, or during a school assembly.



# REAL-LIFE STORIES



# Ukraine: stories from the field



Vanya playing with Tatyana. She is helping 8-year-old Vanya to overcome his trauma caused by the conflict in Ukraine. © UNICEF Ukraine/2015/Artem Getman

*It will take years for many children to recover from the deep traumatic experience caused by witnessing the war in the [Ukrainian regions](#) of Luhansk and Donetsk, in the east of the country. For this reason, the European Commission is supporting UNICEF to assist children and their families in need of psychosocial support to recover a sense of normalcy in their lives and overcome the trauma. This is possible thanks to the [EU Children of Peace initiative](#), a legacy from the Nobel Peace Prize which funds humanitarian actions to favour access to education in emergency situations.*

In a nice cosy room filled with toys and games, Tatyana, psychotherapist and Head of the Center of Psychological Rehabilitation in Sloviansk, Donetsk region, is working with eight-year-old Vanya and his mother. The psychologist is quite nervous about the fact that a photographer is going to take photos of Vanya during their session. For the last six months of the on-going therapy, he did not allow “strangers” to enter their room, otherwise the boy would behave aggressively and impulsively. Today Vanya surprises everybody with a good mood, allowing the photographer to take photos of him and his mother. He even smiles in front of the camera.

*“I consider these photos the biggest achievement of my psychological work, which happened for the first time since Vanya and his mother came to my session. It means that he trusts me and I was able to build, day by day and session by session, a space of trust where Vanya can feel free, with no fear of external factors or guests,” she observes.*

Vanya is a special patient with a very deep psychological trauma caused by witnessing bombing and people being injured. He stayed with his family in Sloviansk when the city was occupied. He was on the balcony of his apartment when the military planes started to fly over the city. Today he still remembers the sound of shelling and the cries of people running on the streets. He saw men in army uniforms who scared him so much, that he still fears playing with military-related toys.

Vanya's family had to flee their home. Upon return to Sloviansk, his parents noticed higher aggression in Vanya, which he had never shown before: signs of twitches on his face, which he could not control, and trembling hands. Vanya is a sensitive child, and this is how his body reacted to the horrors he witnessed in Sloviansk.

Very often parents have to ask for psychological support for themselves, as they do not know how to deal with the stresses affecting their family life. Vanya's parents did not know what to do, so they asked volunteers for help. This is how they ended up at the psychological sessions with Tatyana.

*"At first I invited Vanya to the group sessions, but it was too difficult for him. I understood that he was deeply distressed and he needed individual support. I suggested this approach to Vanya's mother and we started to work all together,"* recalls Tatyana.

*"One step ahead, two steps behind – this is the reality in which we work,"* says Tatyana. *"We are a kind of a social bridge between school psychologists who can provide basic psychosocial help to children with traumatic experience, and the psychiatric hospital – with the whole fear of the word 'hospital' in our society,"* she explains.

The Center of Psychological Rehabilitation where she works in Sloviansk is part of a UNICEF programme funded by the European Commission's Humanitarian Aid and Civil Protection Department (ECHO) in the framework of the EU Children of Peace initiative. Thanks to this, Tatyana participated in trainings organised by UNICEF with its partner Kyiv Mohyla Academy for school psychologists and psychotherapists working with internally displaced children and those living in the conflict-affected territories in eastern Ukraine.

By the end of 2016, over 5,000 school psychologists, teachers, psychiatrists, social workers and volunteer community workers will be trained to identify, refer and provide immediate psychosocial support to children in need.

Psychological support can make a significant difference in helping children to gain resilience and find normalcy. A UNICEF survey in Donetsk 'oblast' showed that 37% of those attending psychosocial programming in schools were suffering from profound distress. Following participation in the UNICEF's programme, the number of children still facing significant distress was reduced to 11%.

On-going psychological support to children in eastern Ukraine is a major component of UNICEF's emergency response as much as improving their access to education.



Within the EU Children of Peace initiative in Ukraine, over 50,000 children will get psycho-social support to strengthen their resilience and participate in the school- and community-based programmes equipping them with the skills needed to live peacefully.



# Guinea: stories from the field



*"We say a Scout for a day, a Scout forever. I'm proud as Scout to have contributed to the training of many young boys who are today giving a lot to their community" says Morlaye, Boy Scout leader, Guinea.*

Guinea was one of the three countries mostly affected by Ebola in West Africa. When Ebola was declared in Guinea, UNICEF – with funding from the European Commission – supported the Scouts for the distribution of hygiene materials in the affected communities. People's trust in the Scouts helped convince the communities that the disease was real and increase the use of proper precautions not to catch the virus.

The EU has been active in the response to the Ebola emergency from the start. It has mobilised all available political, financial and scientific resources to help contain, control, treat and ultimately defeat Ebola. Together with its Member States, it has made available close to €2 billion in financial aid. While Guinea is now Ebola free, the European Commission is closely monitoring the situation in country together with its partners. Prevention is essential to avoid a new outbreak.

Follow this link to watch the video: <https://youtu.be/SlvTsWloqjE>

# Iraq: stories from the field



The first day of class in a tent school for about 1,500 children, Kawergosk. UNICEF and its partner Peace Winds Japan are now constructing a prefabricated 12-classroom school to accommodate another 1,100 students in the camp. © UNICEF Iraq/2013/Niles

This piece was authored by [Chris Niles](#)

The possibility to continue her education at a refugee camp for Syrians in northern Iraq is a bright spot of light for Dima, who holds on to her dreams of becoming a doctor.

Dima, 12, dreams of becoming a doctor.

There are days, in Kawergosk refugee camp, when that ambition seems very far away.

“The situation is not very nice here. I would like to leave this place as soon as possible,” Dima says.

Dima and her family, who are part of the wave of refugees who have entered northern Iraq since the middle of August, face extra challenges. They don’t have enough food, and three of her siblings live with disabilities.

“They do not have medicine. We don’t have the money to support them,” she says.

Dima, an articulate and vivacious girl, says living in the camp makes her sad.

“I am crying every day. I am crying because I want to leave this place. I feel so bored.”

Her happy memories of her old life are the simple pleasures of childhood – friendship and fun.

“I used to have friends. We used to play and go to school together and have good times together,” she says.

UNICEF has established a tent school in Kawergosk, part of a wider initiative across Iraqi Kurdistan to meet the educational needs of 10,500 children in Grades 1 through 9. About 40 tents have been provided and equipped in the newly constructed camps.

There are more than 12,000 people in Kawergosk, and about half of those are children.

School in a tent began here in early October with about 1,500 children. UNICEF is working with its partner Peace Winds Japan to build a prefabricated school with 12 classrooms, which will accommodate another 1,100 students.

That means that children such as Dima can maintain a sense of normalcy after all the upheaval they've experienced, and begin to think about the future instead of the past.

“I want to go to school happy. And see my friends, so we can play together, talk and have fun together,” Dima says.

Watch the [video](#) where 12-year-old Dima discusses her struggles, including to complete her education, in Kawergosk refugee camp, northern Iraq.



*The school construction in Kawergosk is part of a wider initiative to meet the educational needs of 10,500 Syrian children in Grades 1 through 9 across Iraqi Kurdistan, which has seen an influx of refugees since mid-August. © UNICEF Iraq/2013/Niles*

# Nepal: stories from the field



**Ranjita Bhandari (centre) from Kavresthali, Kathmandu sits for School Leaving Certificate (SLC) examination that started today. Best wishes to more than 615,000 students appearing in SLC examination! @UNICEF Nepal/ 2016/ Kiran Panday**

*This piece was authored by [Mallika Aryal](#)*

It is 6 a.m. in Ka-vresthali, a small village nearly 10 kilometres north from the city centre and 16-year-old Ranjita Bhandari has been up for over an hour. She is dressed in her school uniform – neat blue shirt with a navy blue pullover, a striped tie, a pleated navy blue skirt, black leggings and polished black shoes. She has tied her long thick hair away from her face. She is standing nervously outside her house, a small hut made of tin and tarpaulin.

Ranjita is appearing for the School Leaving Certificate, a national-level examinations all tenth graders in Nepal have to take before they graduate to the last two years of high school. This year, over 600,000 children all over Nepal are appearing for the SLC examinations, often called the ‘iron gate.’

“This exam will open up many opportunities for me,” said Ranjita. “This is the first certificate they will ask for when I start higher secondary education, college, when I apply for jobs, or if I want to go abroad to work or study.”

Her mother appears with some flowers and other offerings that she made to the Hindu gods so that Ranjita would do well in her exams. By the early morning light, Ranjita receives blessings and hugs from her mother. The rest of her family gather outside to wish her good luck and she is on her way to her examination centre, which is an hour’s walk from her home.



At the exam centre there's already a crowd of students waiting with their identification cards. Prahlad Pokhrel, principal of Kaver-esthali Secondary School, that Ranjita also attended, is waiting for all his students to show up. As the examinees queue up to find their exam rooms, Pokharel checks to see if all his students have safely arrived.

"This has been the most challenging year for students—none of the students appearing for SLC have homes, their families are all cramped together in small tents, they have had no environment to study," Pokhrel said of his students.

Damaged by the earthquake, the Kavresthali Secondary School building was deemed unsafe for use. The class-rooms in this school were among the 34,500 classrooms damaged or destroyed beyond use as per the UNICEF-supported structural assessment of all schools in the 14 districts most affected by the earthquake.

The damaged Kavresthali school structure that stands in the middle of the village has been abandoned. The school was moved a few kilometres away in an open ground, and for the last ten months children have been studying under nine separate temporary learning centres (TLC) set up with support from UNICEF.

The first few weeks after the schools re-opened end of May, Pokhrel and his colleagues decided to create an environment where the children could come and play, talk and share.

"We didn't focus on studies so much because majority of children were traumatised, they had lost homes, some had lost their parents and families," said Pokhrel.

However, it was imperative that the 10th graders finish their course so they could appear for the SLC exams. So Pokhrel resumed teaching. For the last few months, the 10th graders have been starting their classes early in the morning at 7.

"We used to start early, the kids would bring their own food, we would sit and eat together, and I talked to them about their progress and also if they were facing any problems," said Pokhrel.

Ranjita really liked that Principal Pokhrel used to spend time with the students in the morning.

"It was good because we felt that he cared," said Ranjita a few days before the exams started.

It has been a difficult year for Ranjita's family. Their home was destroyed during the earthquake and they have been camping out in a tin shelter for the past 11 months. She shares that shelter with her three siblings and her parents. Just a few days ago, the tin roof of their hut was blown away in a massive dust-storm.

Earlier, the family shivered during winter when temperatures dipped to freezing conditions. They now worry about the hot summer and the monsoon rains that will follow, because they don't have enough money to start rebuilding just yet.

Despite the everyday challenges, Ranjita is determined to do well.

"I want to do well in my exams for my future," she said, "Only one of my sisters has been able to pass the SLC examination so far, I want to be the next one in my family to be able to do so."

# Chad: stories from the field



*Bokoï, 8, and Babouï Saleh, 10, are brothers and best friends. These real-life heroes escaped Boko Haram attack on their village where their father got killed. © UNICEF Ukraine/2016/Esiebo*

*This story was authored by [Badre Bahaji](#)*

Recently, I learned a saying in the Kanembu language spoken in the Lake Chad area: “*Gomay waya dounadoum do wadji*,” which means “the struggle you are in today will be your strength of tomorrow.” I feel that this resonates with the story of the many children affected by the conflict in the Lake Chad region.

Babouï, 10, and Bokoï, 8, live in Bagasola in the Lake region of Chad. They are so close that when I first met them, I thought they were twins, but I was wrong. They are brothers, and friends before anything else. Wearing the same green school uniform that they are so proud of, they really look alike.

“People always think we are twins but I am older” Babouï says, bluntly. Bokoï is sitting behind him, looking shy: “yes, I am younger but in school we are in the same class. I know how to count in French: 1, 2, 3, 4, 5, 6, 9, 8, 7.” He mixes up the numbers, and his brother starts laughing. Bokoï starts to sulk in the corner but his big brother quickly adds, as if to cheer up his mood: “In school, sometimes we play football and we fight, but if someone is annoying my brother, I am always there to defend him.”

The two almost-twins lived with their father in a village named Boularagi along Lake Chad. Their mother is now in Nigeria, but they have not had any news from her in a while. The boys used to spend their days farming and chasing animals, preventing them from destroying their crops. I ask them what kind of animals they were chasing. Bokoï answers this time: “All kind of birds, goats, cows, even monkeys. Once, we were sleeping at night and I heard a hippo. I woke up my brother but he didn’t believe me. The next morning, we saw the footprints of the hippo very close to our house.”

For them, the hippo was a warning for an upcoming danger. Just a few months later, their village was attacked by Boko Haram and the two boys lost their father.

Babouï, the big brother, explains: “We were together in the house, sleeping. Three men came to knock at our door asking where our father was. They wore pants with many pockets and black turbans. I told them he was not there but they forced the door, grabbed him and killed him. We tried to run but they caught us.”

Hearing about all the hardships they have gone through was not easy. He continues: “They told us that we will fight with them. I was sure they were going to kill us if we tried to escape. At some point, they were not watching us, so we decided to crawl through the grass. It was harvest season, so it was high and we hid ourselves.”

The brothers spent two days walking through the bush, hungry, thirsty and exhausted. After a few days, a man with a motorbike found them and took them to Kafia IDP camp near Bagasola, in Chad, where most of the people from their village were rushing to get to since the attack. After spending a few days in the site, they were reunited with their uncle in Bagasola, thanks to the work of UNICEF and Social Welfare Regional Delegation. UNICEF also supported their school enrolment and helped the host family to accommodate the two brothers.

Babouï, the protective brother told me “I want to be a doctor. If there is war again, I’ll help my family.” Bokoï stared at me glumly and said, “I want to be a soldier. If there is another war, I will fight to avenge our father.”

Before leaving, I try to lighten the atmosphere and played with the two boys. We took pictures of each other, I showed them how to focus, shoot and use filters. We had fun with *Talking Tom*, a mobile app where a cat repeats everything you say with a funny voice, and they could not stop laughing. The last thing I told them in Kanembu was “*gomay waya dounadoun do wadji*.” And they laughed again.



*Bokoï and Babouï Saleh are real-life heroes who escaped Boko Haram-related violence that has uprooted nearly 1.3 million children across North-East Nigeria, Chad, Niger and Cameroon.*  
© UNICEF Ukraine/2016/Esiebo



# HOW TO SUPPORT THE PUBLIC CAMPAIGN





# Your role in the public campaign

## Your role

**The #EmergencyLessons campaign will be launched publicly on May 16<sup>th</sup> 2016 – with the first video and a supporting video from a UNICEF ambassador being released on this date. The public campaign aims to raise awareness of the importance of education in emergencies by celebrating the wide-range of critical benefits school – and learning – gives all children.**

Please do share the #EmergencyLessons video on your school website and social channels, encouraging followers to watch, share, like – and enact the social calls to action. This is vital to raising awareness of the importance of education in emergencies.

The following pages outline suggestion social media posts to accompany each video and guidance, below, if you choose to discuss your school's involvement with the #EmergencyLessons campaign to local media.

We would also welcome you sharing information about how your school is engaged in the campaign – from stories from the classroom sessions to sharing the materials created in class – on your website, or with local media.

Inclusion in school newsletters or notes home to parents would also be welcomed – please let Unicef UK know if there is any further information that would be useful to you (email [campaigns@unicef.org.uk](mailto:campaigns@unicef.org.uk)).

## Engaging with local media

If you choose to discuss your school's involvement in the campaign with local media please refer to the approved press release, included in this pack. In addition to this, please refer back to the fast facts and background reading for further detail.

Do let Unicef UK's media team know if there are any queries you need support in answering (email [media@unicef.org.uk](mailto:media@unicef.org.uk)).

# Social media guidance

The #EmergencyLessons campaign implementation will largely be through social media. UNICEF will be posting campaign content, including video and images, to their social channels, including Facebook, Twitter and Instagram to tie into the global publishing dates. Campaign videos will be available on UNICEF Global's YouTube channel.

In the pages that follow, you will find sample posts for each social channel, to help support you in the event that you choose to engage with the campaign through social channels.

## Relevant Accounts



### Facebook

- Unicef UK: @Unicef.uk
- ECHO: @European Commission - Humanitarian Aid & Civil Protection (ECHO)



### Twitter

- Unicef UK: @UNICEF\_uk
- ECHO: @eu\_echo
- UNICEF – EU: @UNICEF\_EU



### Instagram

- Unicef UK: @unicef\_uk



### Flickr

- ECHO: European Commission DG ECHO



### YouTube

- Unicef UK channel: <https://www.youtube.com/user/UNICEFUK>
- ECHO channel: <https://www.youtube.com/user/HumanitarianAidECHO>

# Sample social media posts

## Campaign Launch

### Facebook



As world leaders gather at the World Humanitarian Summit, we're excited to join UNICEF and European Commission – Humanitarian Aid & Civil Protection (ECHO) in the launch of the #EmergencyLessons campaign. Follow 7 children in Ukraine, Guinea, Iraq and Nepal to see why education is as important as food or medicine for children living in emergencies. Find out more about the campaign here *[include link to national website]*.

We're excited to be participating in @UNICEF and @European Commission - Humanitarian Aid & Civil Protection (ECHO) #EmergencyLessons campaign. Children in conflict witness events they should never have to. UNICEF and ECHO are training teachers, psychologists and parents to better support children traumatized by conflict in Ukraine. *[include link to video]*

### Twitter



Kicking off learning about education in emergencies and supporting @UNICEF and @eu\_echo #EmergencyLessons *[include picture of assembly and link to campaign website]*

Today @UNICEF and @eu\_echo are launching #EmergencyLessons. Excited to support this campaign – Learn more *[include link to campaign website and launch video]*

*Additional post will be related to the specific #EmergencyLessons video and the featured child. Suggested social content will be provided alongside each video shared by your UNICEF liaison.*

# Sample social media posts

**Supporting posts** – *these posts will act as guides should you choose to engage publicly with campaign content.*

## Facebook



Children in conflict witness events they should never have to. That's why our school is supporting @UNICEF and @European Commission - Humanitarian Aid & Civil Protection (ECHO) by participating in the #EmergencyLessons that celebrates their work training teachers, psychologists and parents to better support children traumatized by conflict. [include link to video]

For many in rural communities, just getting to school is a daily struggle. Learn about their school journeys by checking out the latest #EmergencyLessons video from @UNICEF and @European Commission - Humanitarian Aid & Civil Protection (ECHO). [include link to video]

A love of school is universal, even if not everyone admits it! Using just emojis, we had our students tell us how school makes them feel. Check out some of their submissions and share this last #EmergencyLessons video @UNICEF @European Commission - Humanitarian Aid & Civil Protection (ECHO)! [include link to video]

In emergencies, schools provide much more than just an opportunity to continue learning. They provide a safe space where children can be protected from threats and crises. That's why children love to be in school. We are thrilled to have been a part of this campaign for @UNICEF and @European Commission - Humanitarian Aid & Civil Protection (ECHO)! Tune into the last video in our #EmergencyLessons

Check out this month's assembly we held around @UNICEF and @European Commission - Humanitarian Aid & Civil Protection (ECHO) #EmergencyLessons campaign. Students learned about the importance of education in emergencies and we discussed the newest video. Check it out! [include link to website and photo from assembly]

## Twitter



Were you ever nervous for your school photo? Kids in #Ukraine got their picture taken to celebrate @UNICEF #EmergencyLessons [include video]

Bike, walk, bus, carpool? How was your journey to school? Check out some #Guinea children's journeys in the new #EmergencyLessons [include image or link to video]

Best friends are made in school! Fun learning about education in emergencies through @UNICEF and @eu\_echo #EmergencyLessons [include image or link to video]

We learned how schools are a safe space for children in emergencies. Proud to support @UNICEF @eu\_echo in #EmergencyLessons [include image or link to video]

We showed this month's #EmergencyLessons video in assembly today! Check out and share with your schoolmates! [include image or link to video]



# ▶ Placeholder for approved press release



THANK YOU!

European Union  
Humanitarian Aid



unicef

