



ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

Teacher Professional Guide on Education and Disasters



Teachers' Manual



Views and opinions expressed are however those of the author's only and do not necessarily reflect those of the **European Union, World Vision, Christian Blind Mission or Welthungerhilfe.** Neither the European Union nor the granting authority can be held responsible for them.

TEACHERS' MANUAL

PURPOSE OF GUIDE

The purpose of this guide is to:

- ❖ Strengthen the capacity of schools and communities to respond to disasters and emergencies
- ❖ Equip schools and communities with skills to ensure continuity of education during times of emergencies and disaster
- ❖ To improve disaster preparedness, early response and access to inclusive education in protective environments

Acknowledgements

The Ministry of Primary and Secondary Education (MOPSE) would like to acknowledge the expertise and efforts of the following departments:

Curriculum Development and Technical Services (CDTS), Learner Welfare, School Psychological Services and Special Needs Education (LEPS), Primary and Secondary and Non-Formal Education (PSNE) in the production of the Teacher Professional Development Guide. The Ministry would also like to express profound gratitude to World Vision Zimbabwe for its financial support in the production of this important guide. Sincere appreciation also goes to the following officers and teachers: Dr Arthur Makanda (Director Curriculum Development Unit), Mr. Chabikwa Blessing (Technical lead author), Mr Munyaradzi Mushukuto (Deputy Director LEPS), Dr. Muzerengi Tapiwa (Project Manager) Mrs Maria Tokwani, Mr B,Hamandishe Satande, Mr Derek Nyamhunga, Ms Antonio Melisa, Ms Sibangilizwe Mhlalewa, Mr Dhlamini Similo , Mr Mandeya Edward ,Dr Ngandini Patrick , Ms Simango Silia, Ms Mhoka Janet, Ms Mugodhi Yvonnie, Mr Mapfumo Stonard, Mr Sibanda Shepherd, Mr Nyakutombwa Paul E, Ms Chatema Loveness and Mr Muyeza Billiard.

Foreword

Foreword

The Ministry of Primary and Secondary Education in the past years has seen the need for Disaster Risk Management preparedness. Experiences have shown that disasters can strike at any time and it is of utmost importance for the Ministry to take precautionary steps. The Teacher Disaster Preparedness Manual has been developed by a highly qualified team that has taken into account the various landscapes and environments that learners and teachers from all over the country live or exist in. It is highly envisaged that the manual will help in preparing schools and subsequent communities to prepare and manage situations when the different types of disasters strike.

The Teacher Manual has been crafted with the aim of strengthening school community led actions on education and disaster risk preparedness, curriculum planning, with emphasis on the role of the teacher in the implementation and use of technologies, effective use of pedagogy and transforming roles of the school head, teachers and staff in the school during times of disasters. Issues of Child Protection, observance of Humanitarian Guiding Principles in Disaster Risk Preparedness and Management were carefully crafted and simplified to assist the Zimbabwean teacher to effectively operate during the Pre-Disaster, During Disaster and Post-Disaster period, taking into account the Education Policies that exist. It is my utmost conviction that the guide will transform operations in our schools and get all the most important actors and stakeholders in the action mode to act timeously in Disaster Risk Preparedness and Management.



Tumisang Thabela

Secretary For Primary and Secondary Education

Preamble

Following the disasters that have hit the country, most recently, Cyclone Idai and COVID 19, the European Union Civil Protection and Humanitarian Aid (ECHO) came up with a program called Strengthening community-led actions on education and disaster preparedness (SCALE-DP). Its goal is to strengthen local capacity to prepare for, and adequately respond to natural emergencies and ensure affected children have access to inclusive education in safe environments in hazard prone districts in Zimbabwe. ECHO has funded World Vision, Welt Hunger Hilfe and Christian Blind Mission and the Ministry of Primary and Secondary Education, to develop this Teacher Professional Development (TPD) Guide to improve disaster preparedness, early response and access to inclusive education in protective environments in the five disaster prone districts in Zimbabwe.

This TPD guide will assist the teacher on curriculum planning and effective pedagogy, child protection, wellbeing and inclusion, roles of the teacher and wellbeing, humanitarian guiding principles and education policy in times of emergencies. It intends to strengthen the capacity of teachers to effectively respond to disasters and ensure education continuity in emergencies.

Table of Contents

Unit 1: Consequences of disaster on children and education	1
Unit 2: Curriculum delivery in emergencies.....	2
UNIT 3: Effective pedagogy in emergencies	6
UNIT 4: Child protection.....	9
Unit 5: Roles of key stakeholders in Learning in Emergencies.....	11
Unit 6: Humanitarian guiding principles and education policy	13

Introduction

When disaster strikes on children and education, it is difficult to overstate the vulnerability of a child—they are often in the epicentre of such events, witnessing the ravages of natural or man-made destruction at an impressionable age while suffering the long-term social, psychological and physical consequences.

Consequences of Natural Disasters on Children

- In addition to violence, looting and widespread destruction, children are also displaced with their families, losing familiar surroundings, friends, relatives, schools and personal belongings. Children witness or experience sexual abuse, the latter puts them at risk of HIV and AIDS and other STDs.
- Over and above the families' ongoing stress with managing life and low morale, children also experience psychological effects like fear of repetition of the event, inability to carry out routine tasks, aggression, difficulty in concentrating and loss of developed skills.

Consequences of Natural Disasters on Education

- As government is overwhelmed, schools may receive limited or no support. Teachers, teaching equipment and loss of classroom supplies as school buildings are used as shelter.
- The quality of education becomes low, there are already high rates of drop outs leading to low enrolment and limited access before the emergency. The obtaining situation leads to a complete breakdown of the systems to support education needs of the affected population. This is worsened by shortage of teachers and destruction of infrastructure.
- School personnel are not equipped to address emerging psychosocial needs of students in the classroom.

When parents become ill from AIDS, children are often pulled out of school to care for them and when parents die, children often leave school because of economic hardships. There are two basic kinds of experiences that children who live through a disaster might have according to Richardson (s.a:35) and these are:

The trauma of the disaster event itself: the most obvious experience that children might have during a disaster is experiencing or witnessing a frightening event or series of events trauma. This may be due to the destruction of homes, property or personal possessions; being personally injured or faced with physical danger or witnessing the death, injury or pain of others.

Disruptions to daily life: life might not return to normal quickly following a disaster. There may be changes in living conditions that may affect the day-to-day activities. This may result in relationships between friends and family members and changes in expectations that family members have for each other. These disruptions in relationships, roles and routines can be unfamiliar or unpredictable, which can be unsettling or sometimes frightening for children.

Conclusion

Learners are often in the epicenter of such events, witnessing the ravages of natural or man-made destruction at an impressionable age while suffering the long-term social, psychological and physical consequences. The school community should protect learners from all forms of disasters and effects of disasters.

Introduction

In this unit we will discuss curriculum delivery and planning in times of disasters. This will help you understand how to readjust, strategise and reorganize the curricula so that teaching and learning continues even in times of emergencies. We will also look at the role of the teacher in curriculum delivery, his or her duties and expectations in times of emergencies. Finally, we will discuss different technologies that can be used in times of emergencies to assist in the continuation of education.

Curriculum planning

Curriculum planning is the process concerned with making decisions about what to learn, why and how to organize the teaching and learning process. It takes into account existing curriculum requirements and the resources available as well as the circumstances in which learning is taking place. In times of emergencies, the teacher must be prepared to adjust the curriculum to accommodate time lost during remote learning. In curriculum planning, you are not coming up with a new curriculum, neither are you removing anything from the curriculum. Instead, you are adjusting the curriculum to suit current needs and still achieve the expected curriculum objectives.

It is important to be prepared for emergencies even before they arise. We have learnt that disasters can strike at any time and in any form from the Cyclone Idai to the COVID 19 pandemic experiences. We can no longer only prepare for normal lesson delivery, but need to prepare for lesson delivery even in calamities. As a teacher, it is your duty to plan for such as you scheme-cum-plan. The following are some of the key areas teachers should be aware of in curriculum planning:

- Conceptualisation of curriculum and syllabus interpretation
- Syllabus compression and
- Learning area integration

While syllabus compression and learning area integration are the most effective ways of adjusting the curriculum to catch up on content and competences in the shortest possible time, this can only be done when the teacher has a full comprehension of the syllabus.

Conceptualisation of Curriculum and Syllabus Interpretation

Curriculum conceptualisation and syllabus interpretation are key to any effective curriculum delivery despite the fact that you are in emergencies. Curriculum conceptualisation entails an understanding of the following questions by the teacher:

- What educational purpose should be attained? (Purpose/Goals/Objectives)
- What educational experiences are likely to attain these objectives? (Content/Learning Areas)
- How can these educational experiences be organized and delivered effectively in emergencies? (Methodology/Approaches)
- How can we determine whether these purposes are being attained? (Evaluation)

On the same note, teachers make sense of the curriculum through syllabus interpretation, hence the need for them to be able to interpret it correctly before they attempt to deliver lessons. This understanding of the syllabus will enable teachers to deploy effective methods of curriculum delivery

in times of disasters. Syllabus interpretation is the process of unpacking the syllabus, analysing it and synthesising it.

How do we interpret the syllabus?

Syllabus interpretation focuses on the following:

- the national philosophy/vision as spelt out in the preamble – marrying theory and practice
- the syllabus aims and objectives – What does the syllabus intend to achieve within the learners?
- the content – Knowledge, skills and attitudes i.e competences. Content constitutes the heart of the syllabus.
- what is the nature and scope of the content? Teachers should navigate the scope and sequence which elucidates the depth and width of content coverage per grade and see how best this can be delivered in emergencies.
- how content is organized (spiral approach)
- the methods of delivery – learner centered and hands-on approach; problem solving methods.
- evaluation and assessment – How do we check whether learners are benefiting from the syllabus implementation during emergencies within the context of continuous assessment?

Syllabus compression

This process involves compressing syllabus into levels outlining the skills and concepts to be taught at each level. Similar topics and concepts should be merged to ensure ground coverage on the syllabus in a short space of time. The teacher should merge objectives in the competence matrix section of the syllabus. Objectives to be merged should be relevant to the Grade or Form. Reading activities can be reduced from the timetable by providing guided reading questions. Identify and prioritise what the learners “must know” and “need to know” basing on the learning objectives. Place emphasis on meeting objectives and anticipate learners problems and address them upfront.

Syllabus compression can be successfully done when the teacher has a full understanding of the syllabus.

Learning area integration

The Competence Based Curriculum has moved from “subject” to “learning area”. A learning area is a grouping of traditionally discrete but related subjects with the explicit aim of integrating learners’ learning. For example, the learning area ‘Heritage Studies’ can include elements of Geography, History, Mathematics, Commerce and Sociology. This means connecting different areas of study by cutting across subject matter-lines and emphasizing unifying concepts; for example, there are some topics that are similar in different learning areas. The digestive system is found in Agriculture, Science and Technology and Physical Education. We teach totems in FAREME, Indigenous language and Heritage. In times of emergencies, the teacher must not repeat the same content, once it has been taught in another learning area, but allow learners to contextualise to the new learning area.

Before a disaster, it therefore means that the teacher should have an understanding of the provisions of the Curriculum Framework and the learning areas. Besides the learning areas, the teacher should also plan on how to include cross-cutting themes in an integrated approach.

Language of instruction

The language that is used for study is an important aspects in education. It affects both the quality of learning and, in times of crisis, often creates a political statement. Studying in their mother tongue is particularly important for younger children, helping them to understand the material they are learning and to retain use of the language. Where it is not possible to use the mother tongue, some other means must be found to ensure that children understand (e.g. bilingual parents who can act as classroom assistants).

The mother tongue of minority ethnic communities, a group often affected by conflict, is rarely that of mainstream society. Whether in their home country or as refugees in a host country, these children are likely to use a second language for the majority of their education. Similar to the selection of curriculum, as much as possible the selection of language should prepare children in several ways – both facilitating children’s integration into the society around them in cases of long-term displacement, and leaving doors open for families to return. Because language of study raises so many issues, the best policy for selection is one that prioritises the wishes of the beneficiary communities themselves.

Learning content should...

- be chosen based on an understanding of the existing curriculum, life, individual and social development and academic learning.
- place equal emphasis on methods of teaching, encouraging learner centred techniques, curriculum content, active learning and both structure and creativity.
- consider changing or going outside the existing curriculum when content does not address the full range of learning needs for learners.
- prioritise the use of a familiar curriculum, i.e. home country for refugees
- be presented in a language that the learner understands.
- be organised in lesson plans for each class or each day.

Teacher role in curriculum delivery

The teacher plays an important role in curriculum delivery, be it in an emergency or under normal situations. His/ her role becomes more pronounced during emergencies as s/he now operates remotely or under very difficult conditions.

Planning is the key role of the teacher when emergencies arise. It is the teacher’s role to plan the curriculum as explained above, to scheme-cum-plan for individual lessons and to provide a timetable for all the learning activities.

The teacher plans with the parent/caregiver/guardian on how learning should take place, progress being made by learners and challenges that may need to be addressed. S/He also plans with the community if learners are going to converge outside of the school premises for lessons.

The teachers should assist learners on the use of the bests alternative media and gadgets to be used for distance learning like radios, flash discs, laptops, tablets, iPads and many more. S/She assigns work from workbooks and offers assistance through any possible means that is available to both the teacher and the learner(s).

Lesson delivery has to take place and it is the teacher’s role to ensure that learning continues even in times of emergencies. Lessons might be taking place on selected days of the week, through distance learning or online. Suitable timetabling has to be done, lesson plans made and actual lessons done. Catch up content has to be prepared and feedback mechanisms prepared so that learning continues.

Teachers are encouraged to teach learners on how to develop their own notes, instead of giving them teacher prepared notes, which may be difficult for the learner to understand. However, where the disaster has not allowed time for the teacher to teach learners on how to write notes, the teacher may provide simple notes for the learner.

The teacher becomes a facilitator and guide the learning process as learners learn mostly on their own. S/He encourages learners to learn on their own and research concepts and provides feedback in a variety of ways. S/He can advise on possible answers, mark learner's work, help with guiding questions even as learners are learning from home.

Even in emergencies, teachers should always be reminded that learners have specific and individual needs that the teacher need to attend to. These individual differences could be based on abilities and socio-economic circumstances of learners that may impact learning in emergencies.

Technology in emergencies

The use of technology in teaching and learning becomes vital in times of emergencies. Most teachers in Zimbabwe have limited access and some still have challenges in embracing technology. However, it is high time every teacher embraces technology. We have to move with the times as well as keep up with our learners if we are to help them to enjoy learning in the 21st Century. Technology makes teaching and learning accessible even in times of catastrophes. Learners can learn from across the river or at home via digital learning tools such as computers and hand-held devices like cellular/smart phones and tablets. Learning can take place anywhere and anytime.

Technologies easily available in Zimbabwe include computers, laptops, smartphones, cellphones, radios and televisions. Learners can access online lessons through their cellphones or computers, as well as offline lessons on the same gadgets. The Ministry has made efforts to produce a lot of e-learning materials, radio and television lessons for the continued learning of learners throughout emergencies. The Ministry has developed e-learning platforms such as Learning Passport and EduConnect and also approved the following e-learning platforms developed by private organisations such:

- Profuturo
- Akello
- Dzidzo PaDen/Imfundo Endlini

All these platforms have curriculum content developed to the syllabus and can be used by learners where the traditional classroom teacher-learner interaction is minimized by disasters.

Most of the schools in Zimbabwe do not have technological gadgets but the teachers are encouraged to improvise. Where possible make use of available resources from parents, caregivers/guardians or other members of the community. Use available resources to make sure that learning takes place. You might not have a computer but a smart phone would still work. Without smartphones, the “kambudzi” can be used for radio lessons and prerecorded recordings. Where there is connectivity and internet data challenges, offline lessons and other learning materials should be used. Newspaper cuttings, teacher's notes and volunteers should be used when available.

Conclusion

This unit covered curriculum planning and discussed how the teacher can use compressed syllabi and learning area integration as a way to ensure continued learning during emergencies. It also highlighted the different roles of the teacher and the different technologies useful during emergencies.

Introduction

Children still need to continue learning, even in emergencies, because it is their right. However, the normal pedagogy has to be changed to suit the prevailing emergency needs. Education in emergencies refers to a set of linked activities that enable structured learning to continue in times of acute crisis or long-term instability. Teaching methods have to be changed or modified. In this unit we will discuss effective pedagogy in emergencies. The general goal of the competency-based curriculum is to ensure that learners are acquiring the knowledge, skills and attitudes that are deemed to be essential to success in school, higher education, career and adult life

Ways of Teaching

Becoming learner-centred

Learner-centred teaching and learning makes the progress of each individual a learner central to the education experience. In this way of teaching, the focus is on what children learn, rather than on what teachers teach. It is about improving a child's competency in essential areas, rather than only ensuring that certain subject matter is taught. Learner-centred methods address the needs of the whole learner – skills for survival, individual development and social interaction and academic learning.

What does child-learner teaching look like?

During emergencies, teaching methods have to become more learner-centred as compared to teacher centred. The teacher becomes a facilitator of learning rather than the sole provider of knowledge. Learner-centred techniques are particularly important in emergencies where the messages and skills taught in school maybe life-saving. There should be a shift from content-based learning to competence-based learning. Projects and research become the norm as learners use the immediate environment to solve problems. You give learners tasks to research on from home, in groups or as individuals. Research can be done from parents and caregivers, people from the community, or from the internet and other e-learning platforms. Learners learn better through participation and doing things.

Because all children have a right to education, teachers are obliged to make a special effort to reach those traditionally excluded learners like girls, disabled children, those from minority ethnic communities and others. The teacher should make sure to involve the parents and care givers/guardians during emergencies to facilitate continued learning.

Suggested methods of teaching include; exploration, research, projects, experimentation, problem solving, use of local environment, demonstration, group discussions, e-learning, question and answer, resource persons and others. Methods depend on the topics being covered and the level of learners.

Note that with effective pedagogy in emergency:

- The focus is on what is realistic and important for a learner to learn rather than exclusively using the framework of a detailed national curriculum.
- Learners will engage with activities, usually in small groups, where they can learn from and with each other, not only from the teacher.
- Teachers use the experiences of learners and what the learners know as the starting point for designing activities and teaching new things.
- Teachers teach with empathy and understanding, regularly listening to students' thoughts.
- Co-operation is emphasised in schoolwork and games, rather than competition.
- Discipline uses positive mechanisms to support success rather than punishing mistakes.

Learning through activities

Learning is effective when a learner can act on what was learned. This means that teaching must link the knowledge and skills of a certain subject with the competency to use them. Rote learning, with learners mimicking the teacher, is not enough. While education should definitely include the theoretical, it must go beyond and engage the learner in practical use of an activity or discussion of a new awareness. The approach recognises that when children play, they are often engaged in serious activity designed to learn something they want to know or understand. Infants learn through play, hence they should be engaged in more activities to make learning more exciting.

What does active learning look like?

- Most lessons include an activity as a central component of their plan.
- A variety of activities are used, ranging from discussion to games and physical movement.
- Learners engage with their whole physical body, their intellect and their emotions.
- Learners are encouraged to explore and find out what they can do for themselves (inquiry-based learning, discovery method, project-based learning, design-based and problem solving-based learning)
- It is developmentally and age appropriate for all age groups, as activities are designed to match the skill levels and level of understanding of learners.
- Activities are purposeful, with a focus on what learners need to learn.
- Resources from the surrounding community – both material and human – are used.
- Learners work collaborating with classmates and others beyond school.
- Integrated and multi-disciplinary teachers.

See Save the Children, *Active Learning: Supporting quality improvements in Pre- and Primary education*, Save the Children South East Asia, 2002

Structure and creativity

Education should be provided in a structure that establishes expectations for both teachers and learners. This is especially important in emergencies when the situation seems out of control. The lack of conventional boundaries can cause erratic behaviour in some people and leave others with a sudden lack of competence to deal with the world. In this environment, a child's sense of security is dependent on the certainty and familiarity of a routine. Still, structure does not necessarily equal rigidity. Affording children, a space for expressiveness is equally important.

Conclusion

This unit gave the teacher suggested methodologies for use in teaching and learning during emergencies. These are learner centered methods that allow learners to take learning into their own hands while the teacher acts as facilitator. The teacher should always deploy learning methods that are relevant to the content and age of learners to ensure that syllabus objectives are achieved. The teacher should be creative on how to deliver lessons in emergencies. Life orientation skills should also be taught to learners

INTRODUCTION

Child protection is very crucial in disaster risk reduction (DRR). For a school to function effectively and appropriately child protection and inclusivity should take centre stage. The concept of child protection starts with the dissemination of information to learners, teachers and the community at large. The vulnerability of learners should be considered when planning for child protection measures during emergencies and disasters so as to realise access to quality education and continuity during disasters. Heads and teachers play a fundamental role in promoting and developing children's rights in schools. During emergencies, learners are exposed to injury, death, abuse, diseases, hunger and many hazards.

Child Protection

The management of child protection policies in schools in Zimbabwe is governed by child protection policies and circulars developed by MoPSE in partnership with regional and international conventions. The Education Act and circulars are used to promote child protection in schools.

By child protection we are referring to the avoidance of child abuse through manipulation of certain conditions as well as exposing them to violence and other hazards. The child rights approach in emergencies focus on protecting children's rights to live and survive, to avoid unnecessary injury and harm, as well as to grow and develop by participating in full programs of free and quality basic education. The following are child rights that cannot be ignored:

- access to impartial assistance
- protecting children from physical and psychological harm
- access to belongings
- access to relevant documents
- enhancing children's safety
- preventing further harm to learners
- facilitating and harnessing learner resilience
- life, survival and development
- protection from violence, abuse or neglect
- an education that enables children to fulfil their potential
- be raised, or have a relationship with their parents
- express their opinions and be listened to (ZRC:2020)

Wellbeing

It involves knowing the vulnerability of every learner and how best to assist in a disaster. In a school setup, files for every learner should include all the relevant information. The school should always be in contact with the nearest clinic. The First Aid Kit should be well equipped. Note that, if you are not a medical practitioner you should not administer any medication to a learner. Access and inclusion include the following:

- Learners should access education, health services and humanitarian assistance.

- Include all learners in all school activities
- Access involves exposing learners to quality teaching and learning environment as prescribed by the Education Act and the Curriculum Framework for Primary and Secondary Education
- Inclusion has to do with providing relevant material. Material provided has to be in line with the needs of the learner.
- Inclusion means use of inclusive teaching methodologies and appropriate registers and language during learner-teacher interactions
- Inclusion also entails removing all the barriers that may hinder learners from accessing quality education

Conclusion

The vulnerability of learners should be considered when planning for child protection measures during emergencies and disasters so as to realise access to quality education and continuity during disasters. The school community should play a fundamental role in promoting and developing children's rights in schools and safety.

Introduction

During emergencies, there is need for collaborative efforts by different stakeholders to ensure learner and teacher safety as well as continued learning. The government has a greater responsibility to this effect. However, community leadership and local organisations should join hands to ensure safety and continued learning during emergencies.

Roles of Teachers

If teachers and other educators are to provide effective psychosocial support, they need to be equipped with skills and coping strategies to help learners in distress. The teacher should also prepare learners for disaster through drills, take account of all learners, take learners to a safe point, communicate and counsel learners in addition to ensuring that learning continues. It is the responsibility of the teacher to plan and deliver effective lessons, assess and evaluate the teaching strategies used.

Cultural Sensitivity

The teacher should have an in-depth understanding of local culture, history, traditions and political realities. Without this, there is a danger that educational activities aimed at helping children in distress will fail to achieve the intended objectives. In most cases, teachers are drawn from the local community, but where there are refugee groups from other cultures, there may be need for special orientation for teachers so that they have an appreciation of the local culture.

From Richman, Naomi, *In the Midst of the Whirlwind: A manual for helping refugee children*, London, Save the Children, 1998.

Communication skills

Developing good communication skills is essential and this should be included in any training programme for teachers and educators in emergencies. Good communication skills are dependent on an awareness of ones own culture, beliefs, attitudes and practices and acknowledging and accepting differences in ways of life. Communication is a two-way process. It involves:

- paying attention to another
- being a good listener
- being aware of non-verbal communication
- making sure you are understood
- using open questions
- using simple language

It is also important to identify and develop ways of tackling barriers in communication such as language issues, lack of trust, sensitive issues and fear of repercussions.

Roles of Children and Youth

Children and youth should:

- learn principles and practices of disaster risk reduction.
- become aware of disaster risks in their own community and how to reduce them.

- participate in preparing and implementing school disaster plans and risk reduction efforts.
- participate in drills and appropriate response to early warning available in their school or community.
- participate as conduits to carry disaster risk reduction knowledge and information to families and communities.

Roles of Stakeholders'

To implement the priority actions outlined above, every parent, school principal, teacher, learner, government, policy maker, pedagogic/scientific/technical expert, non-governmental organisation, inter-governmental organization, private sector, mass media should consider themselves to be stakeholders, “champions of school safety” bearing the responsibilities presented by Ahmedabad Action Agenda for School Safety (2007:5). School community/school administrators and teachers should:

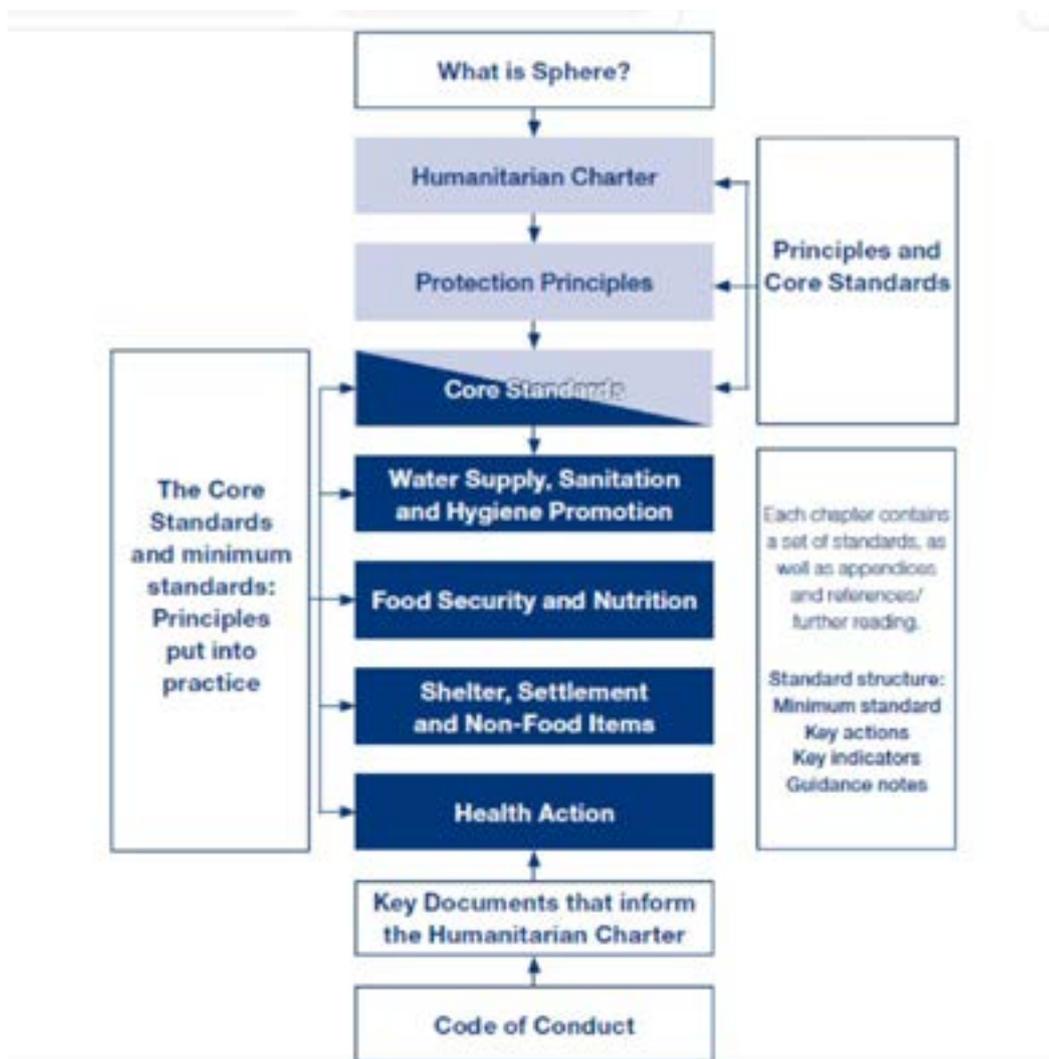
- ensure that teachers and non-teaching staff receive the opportunity for training in disaster risk reduction.
- ensure active participation of school community including children and parents, in preparing and implementing school disaster plans and disaster risk reduction efforts.
- be prepared to respond to emergencies.
- encourage and support learners to participate in spreading disaster risk reduction knowledge, acting as bridges to families and communities.
- fund DRR activities of schools and school communities

Introduction

Humanitarian is concerned with the welfare of the people as well as the alleviation of suffering. When a disaster strikes, it is everyone who is at risk and as such, everyone must make an effort to be safe. This applies also to the drills both the teacher and the learner should be actively involved.

Humanitarian Guiding Principles

Humanitarian standards are statements which describe the sets of actions needed so that crisis-affected people and learners can enjoy this right. Sphere standards are internationally recognised humanitarian standards aimed at improving the quality and accountability of the humanitarian sector.



Humanitarian guiding principles include: humanity, neutrality, impartiality, independence and voluntary service.

Humanity

It means that human suffering must be addressed whenever it is found, protecting life and health with particular attention to the most vulnerable. It should encompass:

- people centred humanitarian response
- coordination and collaboration
- assessment, design and response
- performance, transparency and learning and
- aid worker performance

Impartiality

It means carrying out humanitarian action without discrimination to relieve suffering, giving priority to the most urgent cases of distress and independence. It should make no distinction on the issue of nationality, race, gender, religion, class or political opinions.

Neutrality

It means to:

- to abstain from taking sides in hostilities.
- to refrain from engagement in political, religious, racial or ideological debates and controversies.

When applying disaster risk management activities and strategies, neutrality should be highly observed.

Independence

To remain independent from political, economic, military or other non- humanitarian objectives. It must be autonomous with regard to areas where humanitarian action is being implemented.

In disaster risk management activities, one should take an independent stance and avoid being influenced by forces that do not uphold humanitarian objectives while taking into account the standing rules and regulations.

Voluntary service

It refers to service prompted in any manner by the desire for gain or payment but propelled by the desire to help.

N.B-The explained principles do not work in isolation.

Roles of the teacher against the humanitarian principles include:

The teachers should abide to the Humanitarian Principles during emergencies. The following are some of the roles teachers are expected to do:

- attend to all learners and make sure they get to safety
- ensure safety of property
- follow proper communication channels to alert other support structures
- apply first aid to the casualties (consider involving a trained first aider to carry out first aid if there is one at the school.) It is very important to have all teachers trained and certified in first aid.
- when distributing resources, apply these principles as the aid worker does

EDUCATION POLICY

This consists of the guidelines directing and governing safety measures in the educational sphere as per the country's laws. Our education system is divided into Primary (Infant and Junior schools) and Secondary School (Form 1-6). Zimbabwe Education Act is the overarching policy for Primary and Secondary Education implementation which is crafted in line with the Zimbabwe Constitution Amendment 2013. As a teacher you need to be well versed with the policies and circulars that govern the education system on Disaster Risk Management. These include the following:

- Standard Guidelines for the Coordinated Prevention and Management of the Covid -19 pandemic at all learning Institutions in Zimbabwe
- Food Safety Standards guidelines
- Secretary's Circular Number 3 of 2019: Measures to strengthen sector performance in the provision of equitable access to Infant, Junior and Secondary education for all
- Secretary's Circular Number 5 of 2019: Operational guidelines for the implementation of the Home-Grown School Feeding Programme for all Infant, junior and Secondary learners
- Circular Number P21 dated 27 February 1991: Disaster Risk Management Procedures in Private and Government schools and Institutions
- Circular 19 of 1979: Fire precautions and procedures
- Director's Circular 23 dated 30 June 2005 on the implementation guidelines for the institutionalisation of the Guidance and Counselling programme in all Primary and secondary schools

NB: Some of the policies would need to be reviewed to meet current trends.

Appendice 1

The table below summarises what is required for a school to attain some level of functionality

Primary (ECD to grades 7)	Secondary (Form 1 and above)	In-service Teacher Training
<p>Objective</p> <ul style="list-style-type: none"> - Provide basic education (sustainable literacy/numeracy and life skills) - Meet psycho-social needs of displaced/traumatised children and adolescents - Provide foundation for secondary education (high achieving students) - Prepare children/youth for repatriation, reintegration or local settlement 	<p>Objective</p> <ul style="list-style-type: none"> - Prepare youth for nation building/socio-economic development - Prepare youth to face life with self-confidence and necessary skills - Prepare high achieving students for post-secondary education both vocational and academic 	<p>Objective</p> <ul style="list-style-type: none"> - Develop professional teaching skills through in-service teacher training - Update teachers on subject knowledge, psycho-social issues, and life skills such as health, environment, conflict resolution and human rights - Prepare teachers for repatriation, reintegration or local settlement
<p>Characteristics of the programme</p> <ul style="list-style-type: none"> - Pre-school classes for children under six not funded by UNHCR except for materials and training - School curriculum based on the country or area of origin - Language used as in the country of origin schools - Target of primary schooling for all - Special afternoon classes for out-of-school children/adolescents with appropriate curriculum - Minimum of four hours/day above class 1, six hours/day after class 4 - Minimum of five days a week - Short vacations to increase hours of schooling per year - Final examinations recognised by education ministry of country of origin - Community support mobilisation through Community Education or Parent Teacher Association 	<p>Characteristics of the programme</p> <ul style="list-style-type: none"> - School curriculum based on the country or area of origin - Language used as in the country of origin schools - Secondary education in refugee community-based schools for high achieving students - Special afternoon classes for out-of-school children/adolescents with appropriate curriculum - Minimum of six hours/week - Minimum of five days a week - Short vacations to increase hours of schooling per year - Community support mobilised through Community Education Committee or Parent Teacher Association - Final Examinations recognised by education ministry of country of origin 	<p>Characteristics of the programme</p> <ul style="list-style-type: none"> - Teacher selection based on tests or performance at new teacher workshop - Training to include pedagogy, school subjects, meeting children's psychosocial needs and messages regarding sanitation, health, environmental awareness, conflict resolution and human rights, etc - Teacher training to be documented and recognised by the country of origin - In-service training for all teachers during holidays/ at weekends/ on special days, at least ten days per year - In-school training by project education advisers and school mentors - Refugee teachers to benefit from national training programme and vice versa as applicable

Primary (ECD to grades 7)	Secondary (Form 1 and above)	In-service Teacher Training
<p>School Minimum Standards</p> <p>Class size</p> <ul style="list-style-type: none"> -35 to 40 pupils in lower classes on an average day -25 to 30 for multi-grade classes -‘Class teacher’ system up to at least grade 6 	<p>School Minimum Standards</p> <p>Class size</p> <ul style="list-style-type: none"> -35 to 40 students on an average day -25 to 30 for multi-grade classes -‘Subject teacher’ system 	<p>School Minimum Standards</p>
<p>Materials</p> <ul style="list-style-type: none"> -Grade 1 to 4: slates, chalks, 2 exercise books -Grade 5 to 6: at least 4 x 100-page exercise books -Grade 7 to 8: at least 6 x 200-page exercise books -One reading and one arithmetic textbook per student -Reading material, resource centre -At least one set of all other textbooks (50 copies) per school 	<p>Materials</p> <ul style="list-style-type: none"> -Form 1 and above: 2 x 200page exercise books per subject -One textbook per student per subject -Other reading materials in resource centre 	<p>Materials</p> <ul style="list-style-type: none"> -One complete set of teaching manuals per school -materials for preparing teaching aids
<p>Infrastructure</p> <ul style="list-style-type: none"> -Classroom size: about 6m x 7m -Toilets and drinking water supply in all schools -Lockable storage in each school -Playground sufficient for recreational activities -Staffroom in each school -Reading room/resource centre in each school - Community support in site clearing and construction 	<p>Infrastructure</p> <ul style="list-style-type: none"> -Classroom size: about 6m x 7m -Toilets and drinking water supply in all schools -Lockable storage in each school -Playground sufficient for recreational activities -Staffroom in each school -Reading room/resource centre in each school available to the community in the evening when possible 	<p>Infrastructure</p>

Primary (ECD to grades 7)	Secondary (Form 1 and above)	In-service Teacher Training
<p>Equipment</p> <ul style="list-style-type: none"> -Simple clean seating for all students, based on local practice -Minimum 2m x 2m blackboard space per class, regularly repainted -Portable number chart per class -One globe per school -Minimum of one large world map, one country of origin map and one asylum country map per school, with smaller versions in classrooms for regular reference -Laminated wall charts in each classroom to make ‘supportive learning environment’ -Other educational materials as appropriate -One mimeograph and laminating machine per project office -Sports equipment in each school -Chair and table for each teacher 	<p>Equipment</p> <ul style="list-style-type: none"> -Simple clean seating for all students, based on local practice -Minimum 2m x 2m blackboard space per class, regularly painted -One globe per school -Minimum of one large world map, one country of origin map and one asylum country map per school, with smaller versions in classrooms for regular reference -Laminated wall charts in each classroom to make ‘supportive learning environment’ -One science kit per school -Other educational materials as appropriate -One mimeograph and laminating machine per project office -Sports equipment in each school -Chair and table for each teacher 	<p>Equipment</p>



ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

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