

# REBUILDING EDUCATION SERVICES IN EMERGENCIES: THE ROLE OF, AND SUPPORT FOR TEACHERS.

Nigeria's Annual Education Conference,  
(NAEC) 2016



## PURPOSE AND OBJECTIVES OF THE SESSION

*The session aimed to identify what constitutes emergencies in various contexts within Nigeria and to provide a greater understanding of the impact of emergencies on teaching and learning. Moreover, the session aimed to develop a formal structure to address specific needs in emergencies and mechanisms to support teaching.*

## SUMMARY

“Learning Opportunities for All: The Critical Role of Teachers” was the theme of Nigeria’s Annual Education Conference 2016.

A subtheme was also constituted to explore the capacity of teachers, volunteers and military educators to support learning during emergencies like in northeast Nigeria. The importance of understanding what knowledge and skills teachers require to rebuild education services in emergencies was highlighted, as well as how to support teachers to provide these services effectively and efficiently.

The session recommended that adequate security and safety measures be provided for teachers and pupils, and that trainings and counseling services be made available for teachers and pupils. Also, teachers posted to rural and high-risk areas should be compensated with appropriate incentives. The session also proposed that a policy be made and a guidebook be produced on

education in emergencies, while needs-based recruitment and deployment of teachers should be enforced. Building an accessible database for teachers and the use of information and communication technology in education were also proposed.

## RECOMMENDATIONS

The session recommended that:

1. A policy should be made and a guidebook should be produced on education in emergencies. Teachers and education practitioners who work in emergency situations should actively contribute to these.
2. Adequate security measures should be put in place around schools to include military or para-military guards, security fences, and alarm systems.
3. Larger number of professional teachers should be recruited. This will help educa-

tion systems cope with the overwhelming influx of children into camps for internally displaced persons. The recruitment will also reduce workload on volunteers and military educators.

4. Professional and volunteer teachers must be trained to mentor children on appropriate moral principles in order to save the younger generation from religious radicalisation and extremism.
5. Incentives for teachers should be increased and regular. Hazard and mobility allowances, insurance, decent accommodation and communication devices must be provided to teachers especially in fragile and rural areas. These provisions and other emergency funds must be disbursed and utilised transparently.
6. Teacher census in the northeast should be conducted. The census will be the basis for a Teacher Management Information System (TMIS). The census should account for teacher population before, during and after the insurgency. It should also include information on the exit and recruitment into the profession.
7. Counselling facilities should be provided to support teachers, and to help teachers support pupils who are traumatised by insurgencies. These facilities should be in addition to the trainings teachers receive on content, pedagogy and context management.
8. The use of technology-based instructional methods during emergencies should be explored. A method like radio-based instructions can reach difficult terrain and crisis areas seamlessly.
9. Government should support education development initiatives with explicit political will, scaling up trainings and services. Government should expand the female teacher training programme initiated by UNICEF.
10. Government and communities should provide safety measures for teachers in emergencies. Teachers who lose lives to insurgencies can be honoured through monuments and other physical structures for remembrance.

## PROCEEDINGS, TECHNICAL INPUT AND DISCUSSIONS

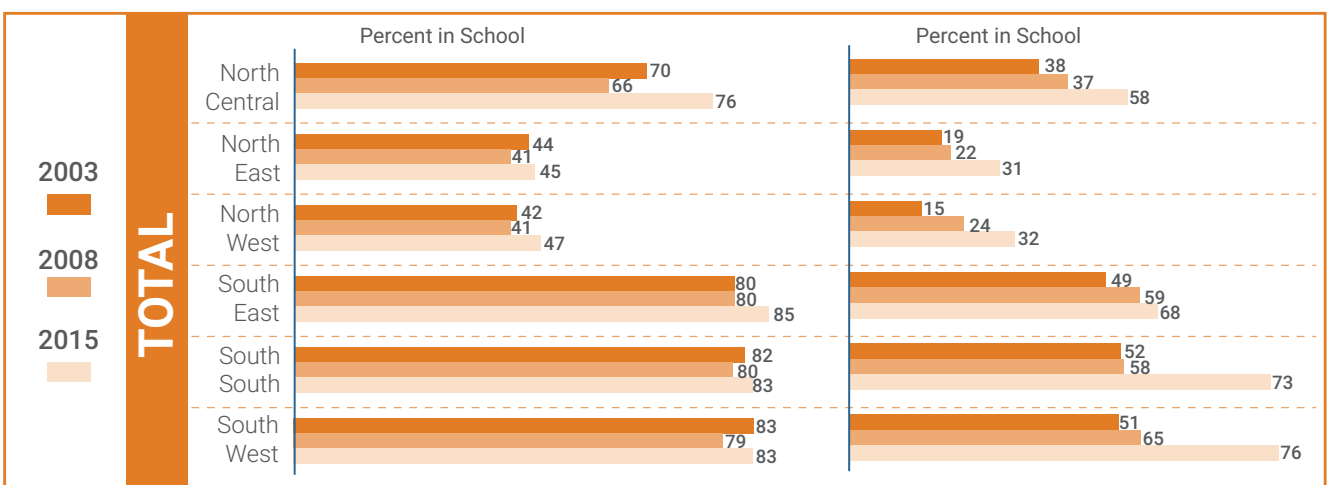
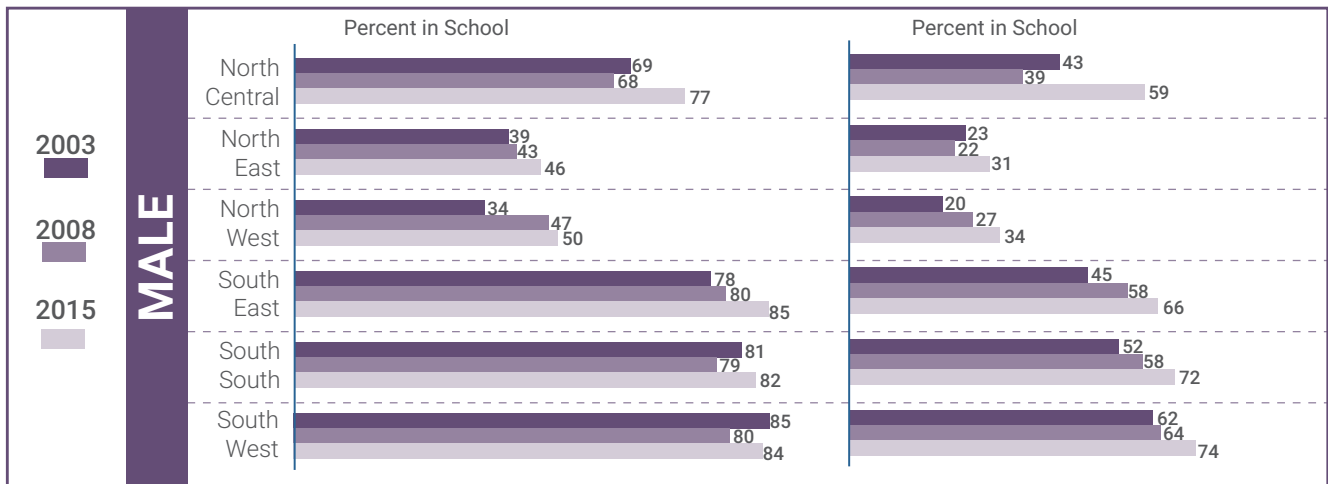
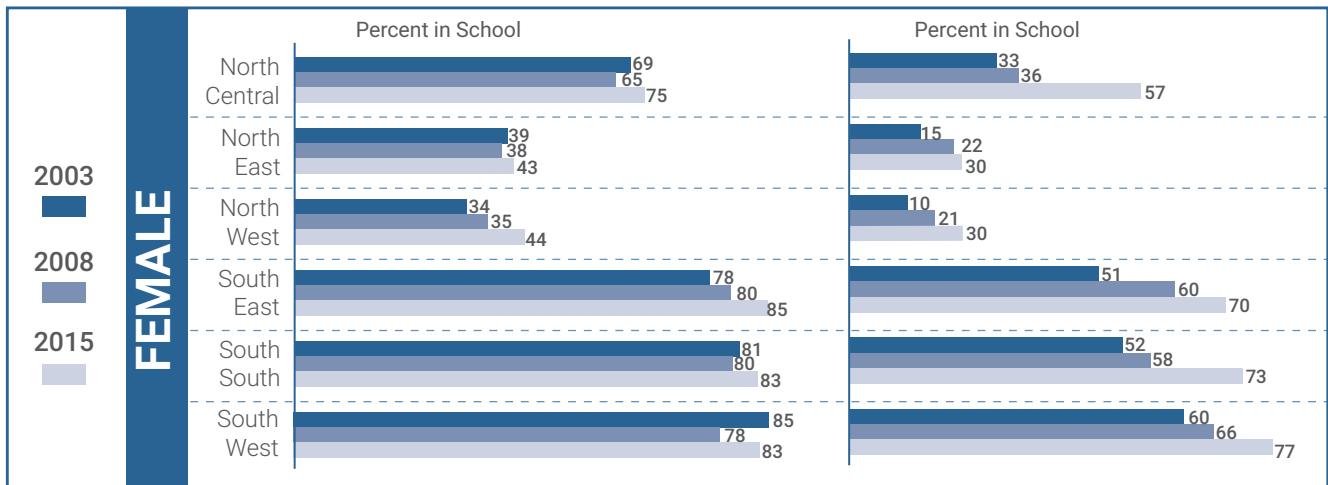
Various emergency situations have occurred in Nigeria ranging from environmental disasters to health crisis, large scale accidents, inter-community and militarised insurgencies. These have impacted on the education sector and have prevented children from accessing basic education.

The delivery of education was highlighted not only as a basic right, but also as a necessity in the rehabilitation process during and after emergencies. Emergencies increase the number of children out-of-school, reduce attendance rates and cause gender imbalance in schools. Insurgencies also reduce progression rates, disrupt education financing and leads to destruction of infrastructure. Teacher supply vis-à-vis learners' needs and regional statistical differences in schools are also affected.

From the illustration above, access to schools is significantly low in the northeast and the northwest especially as schools continue to be viewed as danger zones. The

Primary NAR by Region

Secondary NAR by Region



2003 – 2015 Primary Net Attendance by Region  
Source: 2015 Nigeria Education Survey Data

2003 – 2015 Secondary Net Attendance by Region  
Source: 2015 Nigeria Education Survey Data

communities have continually deprioritised education. As a result, more children are not likely to enrol in schools as long as insurgencies persist. However, the session recognised that even with reduced enrolment, school resources, teacher and education services in displacement camps remain overstretched.

The constant threat of attacks also hinders planning processes. Teachers feel threatened too, increasing vulnerability and reducing their desire to be associated with schooling.

Best practices of delivering education in emergencies globally were illustrated as lessons for the Nigerian context. The practices include formal and non-formal professional development initiatives, disaster risk

reduction teaching and learning techniques, peer support programmes for teachers, and development of teacher guides for various emergency situations.

There are other promising practices in Nigeria to promote education in emergencies. The practices include the Nigerian Army Camp Education programme, the Teachers' Village project, the Safe Schools Initiative, planned welfare packages, education-related development services and development partners' support to government initiatives. With the adoption of appropriate practices, the affected region and the country will 'build back better'.

## ABOUT THE CONFERENCE

Nigeria's Annual Education Conference is organised by Federal Ministry of Education in partnership with the education portfolio of the UK Department for International Development; the Education Data, Research and Evaluation in Nigeria (EDOREN); the British Council and World Bank-supported Education Projects: Nigeria Partnership for Education Project (NIPEP) and the State Education Programme Investment Project (SEPIP). EDOREN is managed by Oxford Policy Management (OPM).

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