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Guidance

HOW TO USE THE SCHOOLS AS ZONES OF PEACE ILLUSTRATIONS

Guidance for Save the Children Country Offices and Other Organisations

Introduction

Background

59 million children are out of school worldwide,¹ and about half of these live in countries with armed conflict. Since 2013, there has been a series of attacks on schools in at least 21 countries experiencing armed conflict and insecurity, and military use of schools has been documented in 24 countries.² The consequences for children are serious. Students and teachers can be killed, and their school buildings damaged by attacks. Weapons can be left on school premises, and the children also face looting of schools and education material.³ When this happens, it can disrupt a child's education, and may stop these children from getting an education.⁴ The Global Coalition to Protect Education from Attack (GCPEA) decided to start developing guidelines for how to protect schools and universities from military use in armed conflict. This work began in 2012, and the Guidelines to Protect Schools and Universities from Military Use during Armed Conflict were launched at the Safe Schools Conference in Oslo, in May 2015. 37 states endorsed the Safe Schools Declaration in Oslo, on May 29th 2015. By endorsing the Safe Schools Declaration, the states commit to implement the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict (hereafter called "the Guidelines"). It shows their political commitment to protect education from attack, although it is not legally binding. To date, there are 60 signatories to the declaration, and this number continues to increase.

Schools as Zones of Peace is a Save the Children led project, funded by EU humanitarian aid, that aims to secure children's safety to, from an in school, and to avoid that education is disrupted because of armed conflict. We do this by working with children, school management and local communities, and by influencing local, national and global policies. Locally, the project aims to secure safe learning environments in conflict and post-conflict situations, raise awareness among communities and families, school management and children, and build local and national level engagement to protect education. This includes using participatory tools and methods to engage children. This is a way to implement the Safe Schools Declaration through a bottom-up approach by engaging local schools and communities.

Purpose

The purpose of this guide is to support Save the Children offices and field staff (teachers, facilitators etc.), as well as other organisations, in how to make children, parents and communities familiar with the Safe Schools Declaration and the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict⁵ and using the Schools as Zones of Peace illustrations. Save the Children Norway has in collaboration with Schools as Zones of Peace project staff given input to an illustrator who has produced 14 illustrations. Seven of these depict a positive and safe educational environment, with active children and teachers, and community participation (hereafter called the positive illustrations). The other seven show the harmful practices related to military use and attacks on education (hereafter called the negative illustrations). These illustrations are intended to inspire the discussion on how to protect schools from military use and thereby how to protect children and teachers. The guide offers inspiration to make use of the Schools as Zones of Peace illustrations. The guidance is based on resources available in Save the Children and our experience from activities with children in conflicts. Reference to existing material is made throughout the guide. The first part of the guide focuses on overall approaches and gives general tools on

¹¹ UNESCO (2015): <http://www.uis.unesco.org/Education/Pages/oosc-data-release-2015.aspx>

² Global Coalition to Protect Education from Attack (GCPEA).

³ Based on the Global Coalition to Protect Education from Attack's (GCPEA) website: <http://www.protectingeducation.org/what-impact>. Save the Children is a member of and cooperates closely with the GCPEA.

⁴ http://www.savethechildren.org/site/c.8rKLIXMGIp14E/b.8744729/k.64D9/Attacks_on_Education.htm?msource=pcolpedum713

⁵ Please see: http://www.protectingeducation.org/sites/default/files/documents/safe_schools_declaration-final.pdf and http://protectingeducation.org/sites/default/files/documents/guidelines_en.pdf

Guidance

working and talking with children about their experiences in conflicts and disaster situations. Boys and girls may have different experiences, and we must make sure to reach out to everybody, also the hardest to reach boys and girls. The second part of the guide introduces specific activities that relate to each of the Schools as Zones of Peace illustrations.

Intended Use

The guide is meant as a tool for Save the Children or any other organisation's project staff and teachers/facilitators in the schools. It is intended as an overview of suggested activities. However, the Save the Children country office or organisation using the illustrations or this guide should only conduct activities that are suitable in their respective context. It is up to the country office and partners to determine whether an activity is appropriate in a given situation. In the work with the Schools as Zones of Peace-project it might be an idea for the school administration to appoint focal points e.g. protection focal points among teachers, who are specifically trained to be able to support and guide children with special needs or in need of psychosocial support, and have designated times during the day when they are available for children to come and talk to them in a safe space (like an office). These should be both female and male. It is up to each school in collaboration with the Save the Children country office or organisation to decide what is most appropriate for their context.

Save the Children staff can make use of the guidance when organizing training/workshops for the facilitators and teachers, and plan the capacity building of the field staff around the approaches and activities described in the guide.

The facilitators/teachers can use the activities directly in their work with children and parents and communities. The guide is generic, so Save the Children offices might wish to contextualize some or all of the activities. It is up to the Country Offices to adjust the activities to the context where needed, and take appropriate consideration to what is possible within their specific context.

Outline of the document

This guidance starts with an introduction of how to work with children in conflict affected settings, and outlines general guidance for this. Part I outlines examples of activities for children, divided into activities appropriate for the following age groups 5-6, 7-9 and 10-15. Part II is dedicated to activities to be conducted with parents, the first of these to be done before the activities start with the children. Below is an outline of the sessions and target groups.

Part	Number	Title	Target Group
I	Session 1	Introduction to the Safe Schools Declaration	Children
I	Session 2	Safe Route to and from School	Children
I	Session 3	Safe Learning Environment	Children
I	Session 4	Safe and Active Learning	Children
I	Session 5	Collaboration with Parents and Communities	Children
II	Session 1	Introductory Meeting/Workshop	Adults
II	Session 2	Follow up with Parents: Ensuring Children are Safe at School	Adults

Guidance

Age Groups

The positive illustrations can be shared with the children, they can take them home, and they can work with them after the teacher has introduced them.

The negative illustrations should be used with caution and only for the oldest age group and for adults:

For children 5-6 years old: Only use the positive illustrations.

For children 7-9 years old: Only use the positive illustrations. Specific activities for this group are included in the activities for the older age group.

For children 10- 15 years old: The teacher can use all the illustrations with this group.

Important Note Concerning the Illustrations Depicting Harmful Practices

The illustrations depicting harmful practices should only be used in the classroom. The teacher should take care to organize the situations where they are used. These illustrations depicting harmful practices will only be available in poster sizes, so that the children cannot bring them home. The teacher should take care to ensure that these posters are not visible or on display when not in use. The reason for this is to avoid children below the age of 10 seeing these illustrations in a situation where there is no teacher or facilitator to help them process what they are seeing. Therefore, these posters should not be hung in the classroom permanently, but should be only put up during the sessions discussing the specific situations depicted in the negative illustrations, before they are removed and in the care of the teacher/facilitator. The teacher should also work to prevent too much focus on negative situations, by always ending sessions on a positive note and with activities that help the children deal with the situation (see below point on “change the mood” for inspiration for how this can be done). During the sessions with parents, explain that the negative illustrations will be used with the older children, so that the parents are prepared and ready for discussions on this with the children.

What to Keep in Mind When Working with Children in Conflict Situations

The below is intended as an overall guidance for working with children and parents in conflict situations and overall tools that can be used in the sessions described in his guidance.

Safety of Children

Our primary concern is the safety of children. Throughout this guidance, a variety of activities have been suggested. Facilitators must prepare for each of these sessions and always ensure that the safety of children is never compromised. None of the activities suggested in this guide should be conducted in a context where there is any chance that this might put a child at risk, or increase the risk for the children participating in the activity. Country Offices implementing should take careful consideration when going through this guide, and only conduct activities that are appropriate for your context, and contextualise activities as appropriate and necessary.

Respect each other's private information

Let the children/parents/teachers know at the start of working with these illustrations that while working with the children in the classroom or the parents at a meeting it shall be a safe space. The teacher must take some time during the first day of working with the illustrations to explain that these sessions are a safe space and the teacher/facilitator will respect the children's confidentiality. The teacher/facilitator can use the following example to guide this discussion:

“These sessions are going to be our personal and safe space. This means that when we are gathered together to talk about the illustrations, we treat each other with kindness, respect and with tolerance for different opinions”

Guidance

At this point ask if everyone agrees on this. If anyone does not agree, continue discussing this issue and how important it is for everyone to agree, until everyone has agreed.

Also emphasize that: ***“If you would like to talk to me (teacher/facilitator) about something alone, you always have the opportunity to do this. Just ask me and we will arrange a time to talk alone.”***

It is also very important to highlight that: ***“It is my (teacher/facilitator) responsibility as a caring adult, to help you be safe and help to protect you from harm. If I learn that someone is hurting you, I will do everything I can to help you and to prevent this from ever happening again.”***

Normal reactions to abnormal situations

It is important to inform the children and talk to them about reactions to abnormal situations like conflict situations, disaster, violence etc. Each child may react differently, depending on what she/he has experienced and her/his personality. Some children may become very quiet or withdrawn, while others may become very active or even aggressive. They may have difficulty concentrating on classroom tasks or may be disruptive. Some may not show any change outside, even if they are feeling difficult emotions within themselves. Children’s reaction may vary depending on their age and gender. Let the children know that such reactions are normal reactions; it is the situation that is abnormal. In such situations, it is normal for children to feel sad, cry or have feelings of hopelessness, anger and frustration. These feelings can help the children cope, might help the children to talk about their feelings. If the feelings become too strong and a child show dramatic changes in their personality or behaviour, engage in dangerous or risky behaviour, or are unable to function in daily life (according to expectations of their age), the child may require additional help. The teacher should speak with their parent or caregiver (unless the parents or caregivers are the perpetrators) to support / ensure the child is seen by a skilled helper like a doctor or social worker.

Responding to personal stories

Do not force anyone to share personal experiences if they do not want to – this can feel like an intrusion on personal boundaries and be very uncomfortable. If and when children choose to share, respect what they have to say, and let them know that you appreciate what they have told the group. The facilitator should also be aware of his or her role as an adult in the situation. If they express strong emotions, just try to reflect those back. For example, “I can see that this has been a very difficult experience for you.” Some facilitators worry that if children talk about their experiences, the children will feel angry or sad. This may happen, but sometimes it also helps them feel stronger. For some, it is a relief to share. They can get support from the group. Due to the sensitive nature of experiences of abuse and/or exploitation, for example, if any children do share stories of their personal experiences, do not ask them probing questions or ask them for details in front of the big group of children. Let them decide themselves how much or how little they would like to share. Instead, follow up with a private conversation with the child at an appropriate time. Please note that in some cultures, sharing may not be culturally appropriate, so therefore take great care in facilitating discussions where children are talking openly about their own experiences. There might be a need to contextualise these types of activities. Also ensure that if these conversations take place, they do not put the child at risk, by exposing information that might be used in a harmful way. Also, remember and respect that in some cultures it is inappropriate to encourage the display of painful emotions in public.

Hearing others’ stories

Some children will feel sad when they hear others’ stories. Remember, it is normal to feel sad, or even cry, when you hear these stories. Reflect back on those feelings in a way that does not make the person feel ashamed. For example, “Hearing that story has touched you very deeply; I’m sure there are others in the room who are feeling the same way.”

Change the mood

After talking about difficult experiences, it is a good idea to do an activity that helps change the mood of the group. After each activity on issues of conflict, or about the situation in a particular community, it is a good idea to have activities that get people moving and laughing. Playing some music that people can move to, singing a song or taking a break can also help with letting go of strong feelings.

Take care of yourself (for teachers and other facilitators)

Talking about difficult experiences with the children (and parents) can also bring up strong feelings for teachers and facilitators. This is nothing to be ashamed of. But you need to be sure that you take care of yourself. If it is possible, try to work with at least one other facilitator so that you can take turns leading the group, and take a break if you need it. There should be both a female and male teacher, if possible. Ask your co-facilitator to help you plan sessions that are safe for everyone. After an activity session or meeting, talk about it with the other co-facilitator, the headmaster and with SC programme staff, or with others whom you trust. Discuss any problems that come up, and any feelings that you need to share. As a teacher, it is important that the teacher is well prepared, that he/she knows what might be expected of these sessions, and that she/he is also aware of the necessary referral pathways, and child protection mechanisms available to the children in the class. This will ensure that the teacher is able to take the appropriate action when necessary.

The above six points are from (slightly changed to fit this work): Save the Children: Psychosocial support in and out of schools. The children's resilience programme · Facilitator Handbook 1 (pages 23 – 25).

Ensuring Child Participation and Reaching the Most Marginalised

There are nine basic requirements for meaningful child participation. These are outlined below, and the facilitator should strive to ensure that these requirements are fulfilled when engaging with the children. The participation should be:

- Transparent and informative
- Voluntary
- Respectful
- Relevant
- Child-friendly/Gender sensitive
- Inclusive
- Supported by training for adults
- Safe and sensitive to risk
- Accountable

As Save the Children works to reach the most marginalised children, it is important that when conducting these activities, the facilitator pays special attention to the children who are not the most vocal, and ensures that the activities are conducted in an inclusive and gender-sensitive way, promoting the participation of all children. One way of assessing if the activities are inclusive for all children is to verify the following key questions: 1) can children access the information? 2) can they act on the information, 3) can they understand the information?

General Methods Referenced in the Sessions

Classroom Discussions

Discuss the issue with the whole classroom present, when everyone should hear what is being said.

Group Work

Divide the children into groups, and allow them some time to work together on a specific theme or subject. This may allow them to speak more freely than in a classroom discussion.

Individual Work

Allow each child to work alone for a set amount of time on a specific topic.

Role-play (description – can be used in many different situations)

From (slightly changed to fit this work): Save the Children: Psychosocial support in and out of schools. The children's resilience programme · Facilitator Handbook 1 (page 28)

Group members act out a relevant life situation or a situation from the illustrations (from their perception) as if it were happening at that time. The children may be given roles to play, or they may be able to choose a role to play, depending on the nature of the role-play activity. Sometimes the children are asked to play themselves in a role-play, but mostly they should take on the role of someone else and imagine what that person would do and feel. Role-plays often include some form of conflict that the children should work through, or depict a situation where there is a need for peer support. Role-plays can help adults and children explore their attitudes towards themselves and others. They give people the opportunity to understand and feel empathy for other people's challenges and situations being faced. It can also give them practice in dealing with difficult situations, including conflict resolution and negotiation, as well as a wide range of other real life situations, thereby providing valuable life skills.

The teacher can vary the role-plays:

- play the same story with different children participating and discuss the differences in the interpretation of a play
- let children swop roles in the middle of the play to change the direction of the story or to add ideas to the story

Role-plays should always be followed by a debriefing. This means that group members need to 'step out' of the roles they have been enacting. This should be followed by a period of reflection during which they talk about their feelings during the role-play and what they learned through the role-play for example whether they during the role-play had any ideas for actions or solutions that could be used in conflict situations like the one in the role-play. If any child seems upset or otherwise affected by a role-play, take some time to talk to the child individually, to make sure they are feeling good by the time the workshop is complete.

Narratives

Make narratives – as spoken or written stories – from the illustrations. It can be through describing events or making up a story that the children see in the illustration. Or it can be through the same process to describing events or making a story from what the children start thinking of when seeing the illustrations. The work can be organized as group work or peer to peer work. One of the advantages of the narrative method is to disassociate the child with the story they are telling. The small stories (written or just verbal) made by each group can be told or read and explained for the other children. This can be a great way of children talking about the situation, without getting into too much detail about themselves.

Singing

It can be a good idea for the teacher and children to make a song together about the illustrations. Another idea is to sing the same song every time the teacher and children work with the illustrations. Either way,

Guidance

using music can create ownership and ensure a good spirit to work with the illustrations and facing the problems discussed during the sessions.

Guidance

Overview Positive Images

Illustration 1



Illustration 2



Illustration 3



Illustration 4



Illustration 5



Illustration 6



Illustration 7



All images are © Tomas Drefvelin and Save the Children Norway.

Guidance

Overview Negative Images

Illustration 8



Illustration 9



Illustration 10

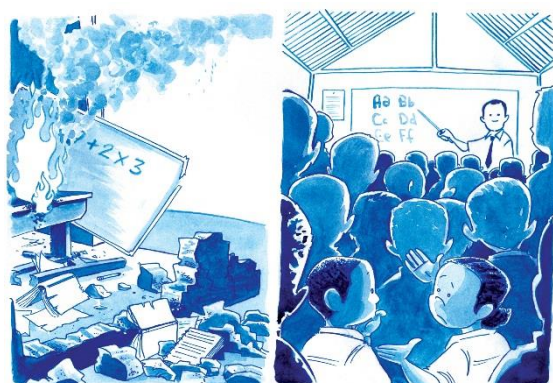


Illustration 11



Illustration 12



Illustration 13



Illustration 14



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PART I: SESSIONS FOR CHILDREN

When conducting these activities, keep in mind that the primary concern is the safety of the children. Please contextualise the activities, and only do activities that are appropriate and do not put the children at risk. For example, great care must be taken to ensure that the children are not disclosing any information that might put them at risk.

The facilitator should take care to ensure that both boys' and girls' voices are heard. The teacher should think about ways to ensure the involvement of everybody, not only the most vocal children.

Young children (5-6 years old):

For this group only use the illustrations showing the positive practices.

Make use of the small booklet with the positive illustrations. For the young children use the book as a colouring book. When the children colour one drawing – talk about what they see in the illustration.

- Does it remind them of their life? Do they recognize situations and moments like this? Are they feeling happy to remember what they see in the picture? Are they feeling unhappy to remember what they see in the picture?
- Can they tell more about their feelings when they look at the pictures?
- Are there situations and moments in their life that is not described in the illustrations?

Children (7-9):

For this group only use the illustrations showing the positive practices.

For this age group, the teacher should only use the positive illustrations. These illustrations can be shared with the children, they can take them home, and they can work with them after being introduced to them by the teacher. Activities suggested for children 10-15 years old can also be used for children 7-9 years old, however this should be without using negative illustrations. Where there are activities children aged 7-9 should NOT participate in, this will be mentioned under the specific activity below.

Children (10-15):

For this age group the teacher can use all the illustrations. The positive illustrations can be shared with the children, they can take them home, and they can work with them after introduction from the teacher. The illustrations depicting harmful practices should only be used in the classroom. The teacher should take care to organize the situations where they are used. These illustrations will only be available in poster sizes, so that the children cannot bring them home. The teacher should take care to ensure that these posters are not visible or on display when not in use. The posters should not be hung in the classroom permanently, but should be only put up during the sessions discussing the specific situations depicted in the negative illustrations, before they are removed and in the care of the teacher/facilitator. The teacher should also work to prevent too much focus on negative situations, by always ending sessions on a positive note and with activities that help the children deal with the situation (see point on "[change the mood](#)" for inspiration for how this can be done).

Activities outlined in the below sessions are for both the age groups 7-9 and 10-15. The teacher should take care to only use the negative illustrations with the age group 10-15.

Session 1: Introduction to the Safe Schools Declaration

Session 1: Introduction to the Safe Schools Declaration and Schools as Zones of Peace

Tools: The Safe School Declaration and the *Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict*

Method: Classroom and/or group discussions.

Purpose: Introducing the children to the Safe School Declaration and the *Guidelines*. Introduce the children to the illustrations. Introduce the children to the way of working with the illustrations

Illustrations: All positive illustrations: 1,2,3,4,5,6, and 7

Timing: 60 minutes

Illustration 1



Illustration 2



Illustration 3



Illustration 4



Illustration 5



Illustration 6



Illustration 7



Activity 1: Introduction to the Safe Schools Declaration

Time needed: 1 hour

Material needed: Background information below, positive illustrations 1,2,3,4,5,6, and 7

Objective: Introducing the children to the Safe School Declaration and the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict. Introduce the children to the illustrations and the way of working with the illustrations.

The teacher should facilitate a classroom discussion on the following:

1. In joint discussions in the classroom the teacher should introduce the *Safe Schools Declaration* and inform that “safe schools” Guidelines, *Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict*, have been developed.
 - a. Talk about why this has been done, and explain that it is an effort taken by global leaders to address the problem that millions of children living in conflict areas are out of school.
 - b. Introduce the illustrations and explain how these will be used to talk about safety and security in and around the school, and to discuss what can be done to improve the protection of children.
2. The next step is to establish the safe and protected environment in which these activities will be conducted. Go through the key concepts described in the section [What to Keep in Mind when Working with Children in Conflict Situations](#) to ensure that the children feel safe. The key concepts should be introduced to the children, and they should understand that there are protection focal points to whom they can talk, and that these sessions are intended to help improve the safety they feel at school. Also make note of the fact that the safety of the children is the responsibility of adults, but boys and girls can play an important role. The teacher should prepare how she/he will introduce the illustrations to the children.

Background for the facilitator/teacher:

The Right to an Education

All children have an absolute right to basic education. Established as a human right in some of the earliest United Nations declarations, the right to free and compulsory primary education without discrimination is now enshrined in international law. Many of these same instruments encourage, but do not guarantee, post-primary education. Educational rights have been further elaborated to address issues of quality and equity, with some agreements directly addressing provision for refugees and children affected by armed conflict.⁶

The Safe Schools Declaration

The Safe Schools Declaration is a declaration that states may sign to express their political support for protecting education during armed conflict. It is a short document that outlines the problem of military use of schools and universities and attacks on education, and the consequences for children. It explains how important it is to maintain education in a conflict situation. By endorsing the Safe Schools Declaration, States also endorse the Guidelines, and commit to bring them into domestic policy and operational frameworks as far as possible and appropriate. Furthermore, States commit to collect data and/or facilitate data collection on military use and attacks on schools, including data on victims, as well as provide assistance to the victims. States also commit to investigate allegations of violations of national and international law, and to develop and promote conflict-sensitive approaches to education. The Declaration also seeks to promote educational continuity in conflict situations, and encourages States to support the efforts of the UN Security Council, the Special Representative of the Secretary General on children and armed conflict, and other relevant UN organs, entities and agencies. Finally, states commit to meet regularly with relevant civil society and international organisations to review implementation of the Safe Schools Declaration and the *Guidelines*.

⁶Save the Children (2003): *Education in Emergencies, A tool kit for starting and managing education in emergencies*, written by Susan Nicolai.

Guidance

The Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict

The *Guidelines* are a practical tool aimed at preserving the civilian character of schools, and minimizing disruption to education during conflict. They can be used as a tool to advocate for change of behaviour by armed forces and armed groups. There are six key guidelines:

- Guidelines 1 & 2: on Military Use of schools and universities,
- Guidelines 3 & 4: on Attacks on schools and universities
- Guideline 5: on Security and Protection of schools and universities
- Guideline 6: on Implementation: States should incorporate these guidelines into their national laws or rules.

Resources:

Safe Schools Declaration: (http://www.protectingeducation.org/sites/default/files/documents/safe_schools_declaration-final.pdf)

Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict:
(http://protectingeducation.org/sites/default/files/documents/guidelines_en.pdf)

Session 2: Safe route to and from school

Session 2: Safe route to and from school

Tools: Risk map template

Method: Group and classroom discussions. The teacher can include more methods from the introduction as needed. Risk mapping (optional).

Purpose: Discussing children's route to and from school, and how it is related to the community, buildings and geographic features. How safe do the children feel going to school? What can they improve themselves, what can the school/community do to support protection of the children, or what mechanisms could be put in place to decrease insecurities and improve safety for children going to school.

For all children: Illustration No. 1 Safe route to/from school

For children aged 10-15: Illustrations no. 11 Schools under attack and **13** Unsafe route to school could be included in the discussion

Timing: 2 hours, 30 minutes

For all children:

Illustration 1



For children aged 10-15:

Illustration 11



Illustration 13



Activity 1: Discussing the road to and from school

Time needed: 30 minutes

Material needed: Illustration 1

Objective: Discussing how the children feel on the way to school

1. The teacher should facilitate the following group discussions and/or classroom discussions:

- Show illustration number 1.
- Ask children: Does it look like your school road/way to school?

Below are discussion points for the teacher to guide the discussion.

If yes,

- Are you walking to school with your friends?
- Do you have friends in wheelchairs? Or with other physical difficulties?
- Do you help your friends on the way to school, and if so how do you do this?
- Do your friends help you on the way to school, and if so how do they do so?
- Could you do more to support each other on your way to and from school?
- Are boys and girls walking to school together? Are there different considerations for boys and girls, or different ages?

If no,

- What does your school road look like? Are you walking alone or with friends?
- Do you have friends in wheelchairs? Or with other physical difficulties?
- Do you help your friends on the way to school, and if so how do you do this?
- Do your friends help you on the way to school, and if so how do they do so?
- Could you do more to support each other on your way to and from school?
- Are boys and girls walking to school together?

Activity 2: Mapping the road to and from school (optional activity)

Time needed: 1 hour

Material needed: Paper, pencils, illustration 1

Objective: Discussing how to make the way to school safe for all children and maps of each child's way to school

1. The teacher should then facilitate individual work (either individual, or children who walk to school together can draw together, or girls and boys can do this task separately to pull out different issues that they face):

- Ask the children to draw their school road all the way from home to school.
- Ask the children to describe how they feel when walking to school, and mark on the map
 - any areas where they feel safe and happy (can be marked in a specific colour, for example green),
 - any areas where they feel unsafe and not happy to walk (with a specific colour e.g. red).

Please ask the children to draw it as precise as they can – with houses and gardens and bridges and traffic and everything that is on their school road.

2. Then go back to group discussions and/or class discussions to discuss the maps the children have drawn. You can also suggest that boys and girls present their different perspectives, to get an overview of all the different viewpoints. The below question should serve as a guidance for how to proceed.
 - Are there differences between how different children describe the same part of a school road? Let each child explain why they feel a part of the road is unsafe/safe and make sure all children understand that we can be scared from different things – and it is ok to be scared and most children would feel scared in such situations/when things like that happen. Talk over it again (maybe many times) until all children understand that other children can fear other things than you.

The facilitator should take note to map age and gender differences. It is important to keep gender in mind when it comes to different reactions and type of threats.

Activity 3: Community map of the way to school for children (optional activity)

Time needed: 1 hour

Material needed: Paper, pencils, maps drawn in Activity 2, **For children aged 10-15:** include the negative illustrations (11, 13)

Objective: Safe way to school for all children

From: SC Participatory School Disaster Management Plan, FORM #5: School and Village Risk and Resource Maps

1. The teacher should facilitate the development of a joint drawing/map of the community. This should include all roads to the school clearly recorded (this can be done in groups and discussed in the classroom afterwards or as a joint classroom activity). Base this on the different roads that the children have just drawn themselves, and use the work from the previous activity to shape the following discussion.

The Community Map shall form the basis for all children to insert their school road. The children should agree upon the hazards the map will focus on, how big an area the map will cover (which communities, schools etc), what colours they will use to mark out different levels of risk in different areas and any symbols they will use to depict various things in the community. In the Community Map include features such as these:

- Geographical features (coast, mountains, rivers, ponds, fields, paddocks)
 - Key buildings and infrastructures (e.g. schools, hospitals/ health centers, roads, bridges, religious buildings, water facilities, shops).
 - Conflict prone areas e.g. checkpoints, contact lines etc.
 - Alternative assembly areas and shelters (if conflict arises)
 - Landslide, flood-prone or natural hazard prone areas
 - Alternative routes to school that can be used in case of conflict
 - Resource people able to support and respond to the children and their need for protection on the route to school.
2. Include the children's drawings and insert the unsafe and safe parts of the roads – agree on places or spots on the map that some of the children find and therefore not secure. Emphasise that although some areas are supposed to be safe, we can actually feel unsafe and that is ok, and what we want to identify.
 - Discuss the differences for boys and girls, and how this can be addressed based on the discussion they had in groups (in Activity 2).
 3. **For children aged 10-15**, include the negative illustrations (11, 13), and talk about how these contribute to disturbance on the way to school. This should only be done with children aged 10-15.

Guidance

4. The mapping can be followed by a discussion on how the children with support from the teacher and community can improve the way to school (with resources available). Try together (children and teacher) to see if you can make a safe school road for all children. Remember to emphasise that the responsibility for protecting children rests with adults. Children and teachers can come up with a plan of what they want to do and then implement the key activities they identify.
5. In some situations, it might be appropriate and possible to take a walk in the community. However, in other situations this might put the children at risk, and should not be done. If it is safe for the children, it might be an idea to take a walk in the community. When back in the classroom, discuss whether the children want to adapt the community map after the walk.
6. If the context allows, and it does not put any of the children at risk, consider taking a photo or a photocopy of the community map for each child to take home (see “Homework” under adults). This can also be used as a starting point for a discussion with their parents about for instance where and how they can meet up if anything happens. However, please take care to ensure that this is appropriate in your context. Also ask children about their suggestions about how to share the map, again take care to consider the context before you do this.

Session 3: Safe learning environment

Session 3: Safe learning environment

Tools: School mapping (optional)

Method: Group and classroom discussions. The teacher can include other methods from the introduction as wanted/needed.

Purpose: In this session, the focus is on learning environment. The children should be encouraged to look at and investigate the current environment (school yard and inside the school). The aim is to have a discussion on what the children can contribute with to improve the environment themselves, how the school can support the children, or what kind of mechanisms are in place or should be put in place to decrease insecurities and improve safety for children in the school and the school yard.

Illustrations no 2 and 3: Safe Learning/Play Environment

For children aged 10-15: Illustrations no. 11 Schools under attack, **12** Military presence near school/unsafe learning environment **and 13** Unsafe route to school could be included in the discussion

Timing: 1-3 hours

For all children:

Illustration 2



Illustration 3



For children aged 10-15:

Illustration 11



Illustration 12



Illustration 13



For the facilitator:

- When conducting these activities, keep in mind that the primary concern is the safety of the children. Please contextualise the activities, and only do activities that are appropriate and do not put the children at risk. For example, great care must be taken to ensure that the children are not disclosing any information that might put them at risk.
- The facilitator should take care to ensure that both boys' and girls' voices are heard. The teacher should think about ways to ensure the involvement of everybody, not only the most vocal children.

Activity 1: Discussion on Safe School Environment

Time needed: 1 hour

Method: Plenary Discussion, Role Play

Material needed: Illustrations 2, 3, and **for children aged 10-15: 11, 12, 13**

Objective: Children can identify and characteristics of a safe school environment and how to support one another to feel happy and safe.

1. The teacher should facilitate group discussions and/or classroom discussions:
 - How do the children in the pictures feel in the school yard – different children can talk about different children in the picture.
 - Do boys and girls experience/feel the same?
2. Then, organise a role play with the children, guided by the following questions.
 - Supporting our friends to feel well and safe and having fun in the school yard – how does it happen in the pictures?
 - How does it happen in your school?
 - What can disturb or disrupt the peaceful atmosphere in your school yard?

Give the children different roles to play – start with letting the children play the roles they can see in the pictures (2 and 3).
3. **For children aged 10-15**, Include the negative illustrations (11, 12, 13), talk over how these contribute to disturbance in the school environment – make a role play from the illustration and now include soldiers to disturb the safe environment.
 - Remember to include a discussion about whether there are boys and girls who usually are not included in the activities. Discuss with the children what they think about that, and what can be done together to make sure every boy and girl is included?
4. If the teachers experience that the children are confident they can make a role play from the situation in their own school yard. What is disturbing a safe and peaceful school yard and how do the children support each other so that all children are included in having fun and feeling happy, also children with disabilities?

Activity 2: School Risk and Resource Mapping (optional activity)

Time needed: 2 hours

Method: Plenary Discussion, group work, drawing

Material needed: Illustrations 2, 3, and **for children aged 10-15: 11, 12, 13**

Objective: Children are aware of what they can do to make each other feel more safe in the school environment

1. The teacher can then facilitate a mapping⁷ of the school and the risks the children see in the school yard and school itself, using the illustrations 2 and 3. Children can go together in groups to discuss whether there are areas in the school yard where they are more at risk than in other areas. This can also be done in groups of girls and boys to bring in different perspectives. They can also discuss any resources available to them in the school yard and school itself, as well as safe areas. This could be followed by a joint discussion in the class with all children.

From: SC Participatory School Disaster Management Plan, FORM #5: School and Village Risk and Resource Maps

In the school mapping, it might be useful to include features as outlined below (this should be contextualised):

- School buildings
 - Building entrances and exits
 - Building evacuation routes
 - School grounds entrances and exits and evacuation routes
 - Emergency assembly area
 - Gas, electricity and water shut off locations
 - Military/soldiers/conflict prone areas
 - Disaster prone areas
 - Locations of hazardous materials
 - Fire suppression equipment
 - First Aid staging area
 - Locations of any groups needing special assistance
 - Unsafe structures or infrastructure
 - Emergency supplies storage
2. **For children aged 10-15**, the teacher can then include illustrations 12 and 13 to illustrate unsafe school surroundings and focus the discussion on the risks and resources with the older children. If appropriate, consider to have mixed gender in the groups. Make sure no one is left out.
 3. Next step: in groups the children can draw map of the school and school yard (their own school/school yard) and make a risk and resource mapping of the school/school yard.
 4. The risk and resource mapping can be followed by a discussion on developing an action plan for how the children with support from the teacher and community can improve the school/school yard (with resources available).
 5. After the children have presented their risk and resource mapping for the school, agree on a joint risk and resource mapping for the school (incl. the school yard)
 6. Make a school and school yard walk to compare with the map and discuss whether you want to adapt the risk and resource mapping with the information the children gathered during the walk.
 7. If the context allows, and it does not put any of the children at risk, consider taking a photo or a photocopy of the school map for each child to take home that they can discuss with their parents. However, please take care to ensure that this is

⁷ This is just one way of conducting a risk and resource mapping. There are several other ways of doing this, some of which can be found in this guide: <https://resourcecentre.savethechildren.net/library/kit-tools-participatory-research-and-evaluation-children-young-people-and-adults-compilation>

appropriate in your context. Alternatively, a teacher or head master could call a parent, teacher meeting where the findings of the exercise can be shared. This can then be discussed with the adults in session 2 with adults.

8. The teacher can also facilitate a plenary discussion on the following questions:

- who can help you keep the school yard peaceful?
- who can destroy a peaceful school yard?
- what are the obstacles in your school yard for having fun and feeling well?
- Which role do you think the teacher and headmaster should have?
- Which role can your parents play to protect you/the children?

In joint discussions in the classroom the teacher can introduce the Safe Schools Declaration and inform that “safe schools” guidelines have been developed. Talk to the children about why this has been done, and that it is an effort taken by global leaders to mitigate that millions of children are out of school, especially in conflict areas. They have done this by making states sign the Safe Schools Declaration and commit to implementing the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict. Following the introduction of the Safe Schools Declaration and the Guidelines the teacher introduces the illustrations and tells the children that they will be used in activities with the children to talk about safety and security in and around their school and what can be done to improve the protection of children. ([see Introduction and Session 1](#))

Session 4: Safe and Active learning

Session 4: Safe and Active learning

Method: Group and classroom discussions, role play, composing narratives, and “what I like about a peaceful school”, “what we have in common”, template for plan of action (the last three are referenced in activities)

Purpose: Focus on and discussions of the learning environment in the classroom as a foundation for setting rules and improving the learning environment. Discussions shall include both the positive aspects that are already taking place and could be increased. And the negative aspects that disturb a good learning environment and whether it is possible to decrease these.

Illustrations 4, 5 and 6: Safe and active learning

For children aged 10-15: Illustrations no. 8 Forced recruitment of children, **9** Military use/occupation of schools, **10** Result of destroyed schools, **12** Military presence near school/unsafe learning environment, **13** Unsafe route to school and **14** Consequences of military use/attack could be included in the discussion

Timing: 3 hours 15 minutes

For all children:

Illustration 4



Illustration 5



Illustration 6



For children aged 10-15

Illustration 8



Illustration 9



Illustration 10

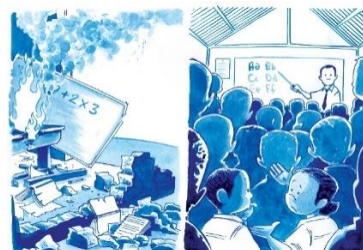


Illustration 12



Illustration 13



Illustration 14



Activity 1: Safe Learning Environments

Time needed: 30 minutes

Method: Class exercise: “What I like about going to a peaceful school”

Objective: Children are aware of what they can do to make each other feel more safe

The teacher can use this class exercise for all age groups (7-9 and 10-15) called **What I like about going to a peaceful school**.

1. Prepare small pieces of paper, and have a hat or a box to put the papers in.
2. Give all children a small piece of paper. Ask them to write one thing/a statement that says what they enjoy about going to school. The children should then crumple up the paper and put it in the box or hat provided by the teacher.
3. Then ask all the children to stand together in a circle, while the teacher shakes up the box/hat and invites each child in turn to take one piece of paper. If the paper has their own statement on it, they should return it and take a new one.
4. When they all have a statement, ask them one by one to step into the circle and read the statement and give a small story/interpretation of the statement. Then the child who wrote the statement can explain what he/she was thinking of when writing the note.
5. Discuss the different interpretations. Does it help the children to get ideas of how to develop a peaceful school?

Activity 2: Discussion on Safe Learning Environments

Time needed: 1 hour

Method: Making up Narratives

Material needed: Illustrations 4, 5, 6, **for children aged 10-15: 10, 13 and 14.**

Objective: Children are aware of what they can do to make each other feel more safe

The teacher should facilitate group discussions and/or classroom discussions:

1. For group discussions, it may be a good idea to make narratives. Small stories can be made up by each group and the stories should be told/read for the other children. The teacher can for example ask the children to name the students in the picture and come up with the narrative. Use the below questions to guide the discussions.
 - How often are the lessons like in the pictures (4, 5, 6)?
 - Are you both boys and girls in your school/classroom?
 - Are all children allowed to participate in the school – children with physical disabilities or learning difficulties?
 - Are you/the children included and participating in the lessons?
 - Are you/the children included and participating in discussions? Are your suggestions heard?
 - If the illustrations do not look familiar to the children, what is the difference?
 - Are you only boys or girls in the classroom?
 - Is the teacher working in a different way/how?
 - Are you disturbed in the classroom? By whom?
2. In a follow-up discussion **for children 10- 15 years old**, the teacher can **include illustrations 10, 13 and 14 to discuss questions such as:** How often are you disturbed in your lessons by soldiers/military/bombing/being scared of soldiers/military/bombing will come/happen? This shift should be introduced gently by the teacher, explaining that normally the illustrations shown before show the ideal situation for children in school, however, we know that there may be children experiencing a different situation because of crisis.

- Do the children know other children/friends who do not go to school because they are harassed by soldiers?
- Have the children heard about or seen schools that are used for other purposes – e.g. families live in the school, soldiers live in the school, soldiers have occupied the school.

The teacher must be aware that it is a sensitive exercise. Some children might need to talk afterwards (they should have the option to talk with both a male and female teacher) and/or the teacher might want to do some relaxing or psychosocial activities with the children, such as singing a song, playing, drawing etc.

3. Relaxing exercises to shift the mood. After each activity on issues of conflict, or about the situation in a particular community, it is a good idea to have activities that get people moving and laughing. Playing some music that people can move to, singing a song or taking a break can also help with letting go of strong feelings.

Activity 3: Addressing Safe Learning Environments

Time needed: 45 minutes

Method: Classroom discussion to address challenges under activity 1

Objective: Children are aware of what they can do to make each other feel more safe through a plan of action

For children aged 10-15, the teacher can facilitate the following.

1. The exercise and discussion about disturbance in the classroom could be accompanied by a plan of action made by the children and the teacher. An action plan consists of a number of action steps or changes to be implemented. An action plan can cover: what can be done, who can do it, who can help, how will it be done, and by when it will be done. A template is suggested below. The facilitator can choose if the children should split into groups based on the risk mappings done earlier (if done) and each group focus on filling out the below template based on one or two risks identified, or if they should do it together in plenary. If working in groups, discuss what each group came up with and see if anything should be changed.

What can be done?	Who can do it, and who can help?	How much will it cost?	Status/update/date

2.
 - a. What can the children do about this; e.g. speak to parents about it, talk with others in the community and raise awareness?
 - b. Or are there any messages about how to keep the school safe and prevent attack on the school (advocacy messages) that the children would like to raise towards the headmaster, the PTA, the local authorities or other groups.
3. It is important that the teacher does his/her utmost to try to support the children so they can act and raise their concerns about school safety and prevention of school attacks with others in the community.

Activity 4: Safe Learning Environments

Time needed: 45 minutes

Method: Role play

Material needed: Illustrations 4, 5, 6, **for children 10-15**: 8, 9, 12, 13 or 14

Objective: Children are aware of what they can do to make each other feel more safe

The teacher can facilitate role play exercises for all children 7-9 years old and 10-15 years old. Please refer back to the section on [key methods](#) for more information on how to conduct a role play, keeping in mind the following points. The children may be given roles to play, or they may be able to choose a role to play, depending on the nature of the role-play activity. Role-plays should always be followed by a debriefing. This means that group members need to 'step out' of the roles they have been enacting. This should be followed by a period of reflection during which they talk about their feelings during the role-play and what they learned through the role-play for example whether they during the role-play had any ideas for actions or solutions that could be used in conflict situations like the one in the role-play. If any child seems upset or otherwise affected by a role-play, take some time to talk to the child individually, to make sure they are feeling good by the time the workshop is complete.

1. The teacher can organize a role-play about the illustration 4, 5 and 6 for children 7-9 years old.
2. **For children above 10**, use both positive illustrations from step 1, and choose one negative illustration (8, 9, 12, 13 or 14) for 10-15 years old children to make a conflict in the role play. Only do this with children older than 10 years old.
 - a. The teacher should give proper instructions, so the children in the role play can suggest solution(s) – from conflict to transformation of the situation and ending on a positive note.
 - b. The teacher should guide the children and carefully follow the role-play to ensure that all children are ok.

Activity 5: Safe Learning Environments (only for children 10-15)

Time needed: 30 minutes

Method: "What we have in common", classroom exercise

Material needed: Illustrations 8 and 9

Objective: Children are aware of what they can do to make each other feel more safe

This is only for children 10-15 years old: The teacher should use this as an activity to discuss **illustration 8 and 9** – talking about soldiers and the risk of becoming child soldiers:

1. The teacher can use a class exercise: "What we have in common" to encourage the children to realize that they have a lot in common and can support each other through tough times, even though they are unique and different from each other. Again, ask all children to stand in a circle. The teacher must prepare some statements for this exercise in advance. The teacher then explains that she/he will call out different things, and if they apply to any of the children, they should take a step into the circle. The teacher should start with easy statements as:
 - I always get up before 6 am.
 - I love listening to music.
2. And then move on to more sensitive and challenging statements. The teacher must be aware that this is sensitive work and adjust the statements to the context. The teacher should take into account his/her knowledge of the current context, soldiers and the situation for children. The below are examples, and the teacher is encouraged to come up with alternatives that can be used in the context:
 - I know other children/friends who do not go to school.
 - I see/meet soldiers on my way/road to school.

Guidance

When the children respond, the teacher may ask follow-up questions to prompt, for instance: Do you know why they are not in school?

3. When the teacher has finished calling out the statements, discuss what the activity made the children think about in terms of their own fear for soldiers and how their friends feel. Talk about how they have a lot in common with their friends and peers and discuss how they can help and support each other through tough times e.g. when they are approached by soldiers. Also talk to the children about what differences they have – not only what they have in common. This can be done to emphasize the point that we are not all alike – different people have different things they like and do and this is also what makes us special. Then discuss what can they do to protect themselves, and whether there are other children or adults who can support them. The teacher can also discuss with the children what they can do, by for instance discussing what they do to be more happy if they are feeling sad.
4. Remember to emphasise that the responsibility for protecting children rests with adults.

Inspired by: Save the Children: Psychosocial support in and out of schools. The children's resilience programme · Facilitator Handbook 1 (page 95 – 96)

Session 5: Collaboration with communities and parents

Session 5: Collaboration with communities and parents

Tools: Templates for ground rules, referenced in activities

Methods: Group and classroom discussions, “Dos and Don’ts” and ground rules

Purpose: Setting classroom ground rules – both the very fundamentals that applies to most situations and the ground rules in this specific context. Ground rules should be related to the rules in the classroom (children and teachers) as the basis for Code of Conduct. But the rules should also focus on parents/communities and how they can support protecting the children.

Illustration no. 7: Collaboration with communities and parents

For children aged 10-15: Illustrations no. 8 Forced recruitment of children, 9 Military use/occupation of schools, and 12 Military presence near school/unsafe learning environment, (maybe 13 Unsafe route to school and 14 Consequences of military use/attack) could be included in the discussion

Time: 1 hour

For all children:

Illustration 7



For children aged 10-15:

Illustration 8



Illustration 9



Illustration 12



Illustration 13



Illustration 14



Activity 1: Collaboration with communities and families

Time needed: 1 hour

Method: Group or classroom discussions

Material needed: Illustration 7 and **for children 10-15: no. 8, 9 and 12 (maybe 13 and 14)**

Objective: Children are aware of how they can be supported by parents and communities

The teacher should facilitate group discussions and/or class discussions. Rights that children have also carry responsibilities, and parents, teachers and the community have a responsibility to protect child rights. A duty-bearer is the person(s) or institution(s) which have obligations and responsibilities in relation to the realization of a right, such as the right to education⁸. Explain to the children that all adults have this responsibility.

1. Start by defining the mutual expectations:
 - a. for children and for the teacher's behaviour and protection.
 - b. which other people (parents, headmaster, PTA) who can be helpful in creating a protective environment for the children as children – at home, on the road to school and in the school.
2. Set up some fundamental and always applicable rules and creating a positive foundation. Use a flipchart divided in dos and don'ts, examples are outlined below.

Dos	Don'ts
Support each other Everyone has the right to an opinion	Do not make fun of each other Do not force anyone to share if they do not want to
Include all in fun and play It is OK to disagree	Use physical violence

3. Based on the dos and don'ts start setting the ground rules using a flipchart and write up the ground rules (see below).
 - First, the children should brainstorm with the teacher on the ground rules they want to set for the school – these should be divided in ground rules relating to children – children relations and to teacher – children relations. Write all the ideas on the flipchart (see columns below) and agree on the ground rules that you think are most important.
 - For each ground rule, ask the children to discuss and agree on what behaviour is expected for this rule – from the children and from the teacher. For example, if a ground rule is 'to respect one another', they need to agree on what behaviour is needed for this, such as 'we will listen to one another' or 'we will not use bad language.'

	Ground rule	Behaviour
Children – children		
Teacher- children		
Headmaster – children		
PTA – children		

4. The teacher/facilitator should take gender considerations into account here, and discuss the following with the class: What is the relationship between boys and girls? What do boys and girls have in common and what is different?
5. After the ground rules have been developed jointly discuss the following together:
 - Why do the children want to suggest these ground rules?
 - Why is behaviour important?

⁸ Definition from the INEE toolkit: <http://toolkit.ineesite.org/term-bank/en/terms/duty-bearers>

- Are the relations between children (children – children) good, or are there changes anyone would like to propose to adjust the ground rules or behaviour?
 - Are the relations between children (children – teachers) good, or are there changes you would like to propose to adjust the ground rules or behaviour?
 - Can the children and the teacher together do something to change the environment in the school? If yes, what would you suggest to do and how?
 - If no, who can you ask to help you create a better environment in the school? Discuss which other stakeholders that could be helpful in creating a good and peaceful environment in the school. Suggest ground rules and behaviour for them (can be used with e.g. the parents later)
- 6. For children 10-15 years old,** the teacher may then include the negative illustrations **no. 8, 9 and 12 (maybe 13 and 14)**. With these children, you can talk about which groups or people who would potentially disturb the peaceful environment for the children and teachers in the school.

As when discussing any other sensitive issue, the facilitator must be able to advise the child not to continue if the child is saying something that might compromise the child's safety. The facilitator should take care to ensure that the sensitive issues that might arise are treated in a safe manner.

Discuss ground rules and behaviour that the children think these groups should comply to.

Inspired by: Save the Children: Psychosocial support in and out of schools. The children's resilience programme, Facilitator Handbook 1 (page 41-42)

Background for the facilitator/teacher:

The Convention on the Rights of the Child: "The United Nations Convention on the Rights of the Child (UNCRC) is a legally-binding international agreement setting out the civil, political, economic, social and cultural rights of every child, regardless of their race, religion or abilities. The UNCRC consists of 54 articles that set out children's rights and how governments should work together to make them available to all children. Since it was adopted by the United Nations in November 1989, 194 countries have signed up to the UNCRC, with only two countries in the world still to ratify. All countries that sign up to the UNCRC are bound by international law to ensure it is implemented. This is monitored by the Committee on the Rights of the Child. Under the terms of the convention, governments are required to meet children's basic needs and help them reach their full potential. Central to this is the acknowledgment that every child has basic fundamental rights. These include the right to:

- life, survival and development
- protection from violence, abuse or neglect
- an education that enables children to fulfil their potential
- be raised by, or have a relationship with, their parents
- express their opinions and be listened to.

In 2000, two optional protocols were added to the UNCRC. One asks governments to ensure children under the age of 18 are not forcibly recruited into their armed forces. The second calls on states to prohibit child prostitution, child pornography and the sale of children into slavery. These have now been ratified by more than 120 states. A third optional protocol was added in 2011. This enables children whose rights have been violated to complain directly to the UN Committee on the Rights of the Child. The UNCRC is also the only international human rights treaty to give non-governmental organisations (NGOs), like Save the Children, a direct role in overseeing its implementation, under Article 45a".⁹

⁹ Description from Save the Children, UK: <http://www.savethechildren.org.uk/about-us/what-we-do/child-rights/un-convention-on-the-rights-of-the-child>

PART II: SESSIONS FOR ADULTS

The facilitator/teacher is expected to have a session with parents in the community before the work starts with the children. This should be with the aim of engaging the local community on the cause, introducing the illustrations and the Safe Schools Declaration, and explaining to the parents the aim of the work with the children.

Session 1: Introductory Meeting

Session 1: Introductory meeting or workshop - **should be held before starting any work with the children about the illustrations**

Tools: Schools as Zones of Peace illustrations, the *Safe School Declaration* and the *Guidelines*,

Method: Joint and/or group discussions

Purpose: Introducing the parents to the *Safe School Declaration* and the *Guidelines*. Introduce the parents to the Schools as Zones of Peace illustrations and how you/the teacher will work with the children with the illustrations and how you will include the parents.

Material: All illustrations

Time Needed: 1 hour

Activity 1: Collaboration with communities and families

Time needed: 1 hour

Method: Group or classroom discussions

Material needed: All the Schools as Zones of Peace illustrations

Objective: Parents understand key parts of the Safe Schools Declaration and understand what the illustrations are and how they will be used with the children

1. The teacher should facilitate a discussion with the parents to introduce the Safe Schools Declaration.
 - a. The teacher can introduce the Safe Schools Declaration and inform that “safe schools” *Guidelines* have been developed (*Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict*).
 - b. Talk to the parents about why this has been done, and explain that it is an effort taken by global leaders to address the problem that millions of children living in conflict areas are out of school. They have done this by encouraging states to sign the Safe Schools Declaration and commit to implementing the *Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict*.
 - c. Following the introduction of the Safe Schools Declaration and the *Guidelines*, the teacher introduces the illustrations and tells the parents that they will be used in activities with the children to talk about safety and security in and around their school and to discuss what can be done to improve the protection of children.
2. The facilitator/teacher should then put all the illustrations on a board and number them – group together the illustrations that depict the positive practices and the illustrations that highlight the harmful practices.
 - a. Ask the parents (individually, ensure both mothers and fathers are involved) to choose the positive illustration that they think is most important for their children’s development and education.
 - b. Then ask them to choose the negative illustration that has the most serious negative impact on the children’s education and life.
 - c. Ask the parents to explain why they chose as they did to the person next to them. Present what you are told by the person next to you in plenum.
3. Explain how education supports the children’s development and maintains some normalcy in their life (see below background for more information on this). Use **illustrations 4, 5 and 6** to illustrate that all children should go to school – and **illustrations 10 and 11** to illustrate what happens when schools are destroyed.

4. Explain how the teacher/facilitator will use the illustrations to speak with children about their feelings of safety and security in the school and the surroundings and how the teacher will discuss with children what they can do. Refer to part I: “Guidance to overall approaches for working with children and parents in conflict situations” and especially the section: “Normal reactions to abnormal situations”, ensuring that parents understand that it is normal for children to experience a range of feelings and emotions when confronted with such challenging and dangerous situations; a child may feel sad, cry, feel depressed and frustrated/helpless, isolate him- or herself, feel angry, or act out. These are normal reactions that children may have when exposed to violence, conflict, and living in fear etc. It is important for the parents to talk to their children about these feelings and support them. However, if these feelings become dominant and negatively affect a child’s everyday life it is also important to seek help.
5. Discuss the importance of education and how their perception and stories about education fit with this.

Background for the facilitator:

Please [see session 1 for children for more information on the Safe Schools Declaration and Guidelines](#).

Save the Children has summarised why education is so important in the below points¹⁰:

In the immediate aftermath of an emergency, education can:

- help protect children from death, danger, and the risk of exploitation, recruitment into armed groups, or trafficking;
- provide lifesaving information on, for example, unexploded ordnance, nutrition, health, and hygiene;
- mitigate the psychological impact on children by offering a routine and a sense of stability that promotes recovery and hope for the future.

In the longer term, education can:

- contribute to the recovery and reconstruction of post-conflict societies; out-of-school children are vulnerable to a future of poverty, more easily drawn into violence, and can lack the interpersonal skills that are so important to their society’s reconstruction and development;
- promote conflict resolution, tolerance, and respect for human rights;
- increase children’s own knowledge, skills, understanding, and capacity to stay safe and healthy; and
- play a key role in helping to reduce the impacts of future natural disasters by including elements of disaster risk reduction strategies in the national curriculum.

Resources:

Safe Schools Declaration¹¹:

(**Fel! Ogiltig hyperlänkreferens.**)

Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict:

(http://protectingeducation.org/sites/default/files/documents/guidelines_en.pdf).

What Schools Can Do to Protect Education from Attack and Military Use¹²:

(http://www.protectingeducation.org/sites/default/files/documents/what_schools.pdf)

¹⁰ The following points are from Save the Children, Education in Emergencies Policy Brief, 2010.

¹¹ link to other languages:

Declaration: Français: http://www.protectingeducation.org/sites/default/files/documents/fr_safe_schools_declaration.pdf

Arabic : http://www.protectingeducation.org/sites/default/files/documents/safe_schools_declaration_-_arabic-final.pdf

Guidelines :Français: http://protectingeducation.org/sites/default/files/documents/guidelines_fr.pdf

Arabic: http://protectingeducation.org/sites/default/files/documents/guidelines_ar.pdf

Swahili: http://protectingeducation.org/sites/default/files/documents/swahili_guidelines.pdf

¹² This includes useful guidance and examples, however, please use caution on implementation of parts of this guide, especially on armed guards in or near schools, which might increase the risk for children rather than reducing it.

Session 2: Follow-up with Parents: Ensuring Children are Safe at School

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Timing: This can be done after each session with the children, or at the end of the sessions with the children as the teacher/facilitator sees appropriate.

Method: Joint/ group discussions

Purpose: Follow-up on the work done by the children, and ensuring parents' engagement

Material: All illustrations, maps drawn by children (if appropriate in the context)

Time Needed: 2 hours

Activity 1: Follow-up on the Risk Mappings Done with Children

Time Needed: 1 hour

Material: Schools as Zones of Peace illustrations, community map (copy of the map made in the classroom) or the school map (copy of the map made in the classroom)

Purpose: Ensure that parents talk with their children about their reactions to the conflict and talk with them about their needs for support and protection.

The teacher should facilitate the following activities with parents.

1. First inform the parents about the work that the teacher/facilitator has carried out with the children. Before you start discussing the “homework” - use the illustrations to discuss what the most frequent risks on the school road (or in the school/school yard) are in the current context. Parents can do this in groups or pairs and make a presentation for all. When doing this activity, make sure to capture both male and female experiences.
2. If the context allows, the teacher can then show the children's mapping. When doing this, take great care to ensure that **no information** from the children that could be sensitive or that the child would not want the parents to know is disclosed.
3. After using the community mapping of a safe route to and from school with the children, talk with their parents about the exercise. Use the relevant illustrations, as outlined in the sessions with children.
 - a. How do the children experience the road and how do the parents see the school route?
 - b. How can the parents support and protect the children?
 - c. Can the parents include other stakeholders to ensure safe and secure school route?
4. After having discussed Safe learning environment with the children, hold a parents meeting with special focus on school/school yard. Use the relevant illustrations, as outlined in the sessions with children.
 - a. How do the children experience security in the school/school yard and how do the parents see security in the school/school yard?
 - b. How can the parents support and protect the children?
 - c. Can the parents include other stakeholders to ensure safe and secure school route?
5. Based on the input discussed under points 3 and 4, help the parents develop an action plan to ensure that they are doing what they can do to ensure that the children are safe.

Activity 2: Parents meeting to discuss the importance of education continuity (after discussing Safe and Active learning with the children)

Time Needed: 1 hour

Methods: Group and joint discussions, children's role play if it will contribute positively to the discussion.

Purpose: To introduce the parents to the importance of education and discuss with the parents how they can be included in ensuring continuity of education. Can the parents include other stakeholders to ensure education continuity?

Illustrations no. 4, 5 and 6: Safe and active learning

Illustrations no. 10 Result of destroyed schools and **11** Schools under attack could be included in the discussion

1. The teacher/facilitator should make a short presentation about what it means for children in their cognitive, linguistic, motor and socio-emotional development and school-readiness to participate in relevant learning opportunities in a safe and secure environment.
2. Reiterate how education supports the children's development and keeps some normalcy in their life.
3. Illustration no. 4, 5 and 6 also focuses on inclusion of all children.
4. Illustrations 10 and 11 focuses on what happens when schools are destroyed.
5. If the children made role-plays about these illustrations, it could be a possibility to let them show the play – but the teacher must consider whether it will contribute positively to the parents understanding of the importance of going to school.
6. Can the parents include other stakeholders to ensure education continuity? Do the parents need to do any advocacy planning to include other stakeholders?

Background for the teacher/facilitator:

The teacher/facilitator can also include information about Conflict Sensitive Education as part of making education conflict sensitive. ([http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1150/INEE_Guiding_principles_A3_English\[1\].pdf](http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1150/INEE_Guiding_principles_A3_English[1].pdf) and [http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1150/INEE_Reflection_Tool_English_interactive\[1\].pdf](http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1150/INEE_Reflection_Tool_English_interactive[1].pdf))

The Convention on the Rights of the Child: “The United Nations Convention on the Rights of the Child (UNCRC) is a legally-binding international agreement setting out the civil, political, economic, social and cultural rights of every child, regardless of their race, religion or abilities. The UNCRC consists of 54 articles that set out children's rights and how governments should work together to make them available to all children. Since it was adopted by the United Nations in November 1989, 194 countries have signed up to the UNCRC, with only two countries in the world still to ratify. All countries that sign up to the UNCRC are bound by international law to ensure it is implemented. This is monitored by the Committee on the Rights of the Child. Under the terms of the convention, governments are required to meet children's basic needs and help them reach their full potential. Central to this is the acknowledgment that every child has basic fundamental rights. These include the right to:

- life, survival and development
- protection from violence, abuse or neglect
- an education that enables children to fulfil their potential
- be raised by, or have a relationship with, their parents
- express their opinions and be listened to.

Guidance

In 2000, two optional protocols were added to the UNCRC. One asks governments to ensure children under the age of 18 are not forcibly recruited into their armed forces. The second calls on states to prohibit child prostitution, child pornography and the sale of children into slavery. These have now been ratified by more than 120 states. A third optional protocol was added in 2011. This enables children whose rights have been violated to complain directly to the UN Committee on the Rights of the Child. The UNCRC is also the only international human rights treaty to give non-governmental organisations (NGOs), like Save the Children, a direct role in overseeing its implementation, under Article 45a”.¹³

¹³ Description of CRC from Save the Children, UK: <http://www.savethechildren.org.uk/about-us/what-we-do/child-rights/un-convention-on-the-rights-of-the-child>