

SESSION 3: COMMUNITY BASED PROTECTION AND PREVENTION

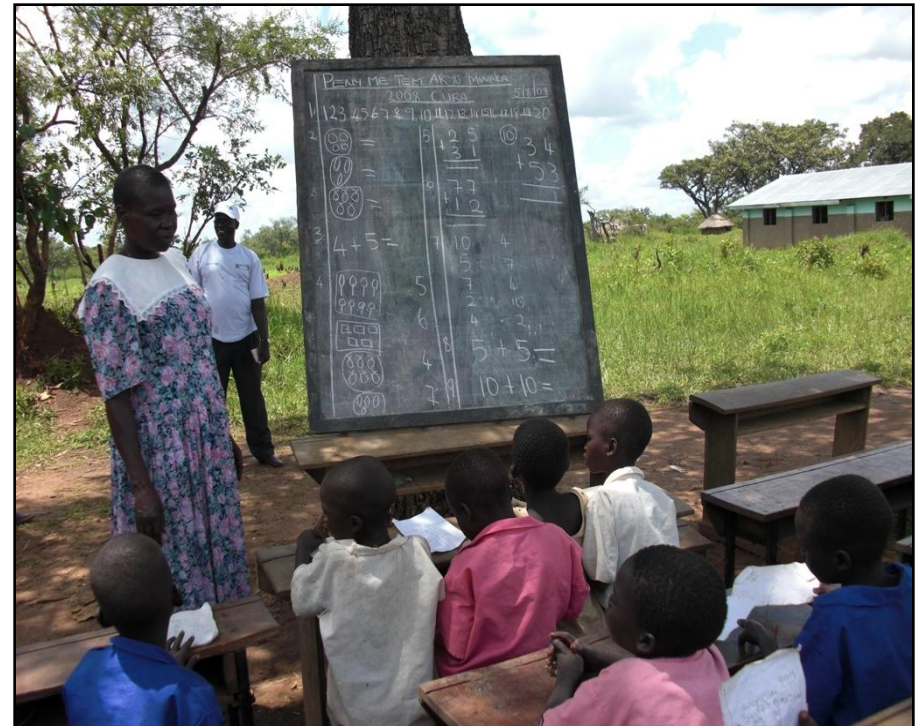


Community Based Protection and Prevention

- Community involvement in the management/ protection of schools sends a message to potential attackers that **schools are local institutions supported and valued by local people.**
- All community-based responses should be judged on the **relevance to local context** and should be **adapted to local needs.**
- Community approaches are **not always sufficient** on their own.

Community involvement approaches

- Community participation
- Physical protection
- Alternative learning sites and schedules
- Community based negotiations
- Depoliticizing school management
- Community involvement in rapid response and reconstruction



Community involvement in school management

- Strengthening school committees or governance
- Involvement of religious or community leaders in school governance, teaching and curriculum
- Safety and security plans



Community involvement in school construction

- Community financial and resource support for schools
- Community participation in design, construction and maintenance of schools



Community involvement in rapid response



- Rapid response mechanisms for repairing and rebuilding schools
- Stockpiling of school supplies and building materials
- Publicizing threats of attacks through media and other mechanisms



Alternative learning sites

- Relocation to less visible buildings
- Government camps
- Movable schools
- Community schools
- Distance learning
- Accelerated learning programs



Physical protection



- Armed escorts
- Unarmed escorts
- Arming teachers
- Security guards at schools
- School defence and protection committees
- Teacher housing
- School infrastructure

Community based negotiations



- Negotiation of schools as safe sanctuaries/ zones of peace
- Negotiations before or after attacks

Role play in community based negotiations

1. You will have an opportunity to negotiate a code of conduct at the school level to experience conflict resolution and peace building processes.
2. Get into groups of 10. Select a role to play on the role play cards given to each group.
3. Review the Scenario in Handout 3.2 Two community leaders have been selected to lead the negotiation of a code of conduct for Delta School.
4. Review the Nepal Case Study on Handout 3.1 as an example of a successful negotiation.
5. Tell groups to prepare their roles. Negotiators set up chairs in a circle with chart paper and markers to record the process.

Scenario: Negotiating Code of Conduct for Delta School

- **The Scenario:**
- 5 year armed conflict in Alphaland, based on access to resources and land in the rich delta region
- 6 month cease fire respected by all parties
- Peace agreement being negotiated
- A peace agreement is being negotiated about land rights and reforms that include three political parties, A, B, and C.
- **Party A:** dominant ethnic/linguistic group, in power during the conflict; trying to get Party B to agree to a coalition government.
- **Party B:** comprised of an ethnic minority, has considerable land and wealth, was demanding an independent state. Gave up demands in peace negotiations. Does not trust Party A and wants to continue to get support from members of Party C.
- **Party C:** represents farmers and the poor. Has a militia and negotiations involve arms surrender and combining the militia with the country's armed forces.

Roles

- 1: School management committee chair (negotiation team)
- 2: Community leader/ elder (negotiation team)
- 3: Local head of political Party A in power during the armed conflict (representing dominant linguistic/cultural group)
- 4: Local head of political Party B (representing an ethnic/linguistic minority with ties to dominant group)
- 5: Representative of political Party C which has armed militia (representing farmers and the poor)
- 6: Head of security forces in district
- 7: Representative of Parent/Teacher Organization PTO
- 8: Head of local youth club
- 9: District education officer DEO
- 10: Other community members and parents

Steps in Negotiation Process

Step 1: Establish ground rules and get agreement

Step 2: Representatives identify the problems of targeting schools from their perspective

Step 3: Identify points of agreement and disagreement

- Confirm points of agreement
- Confirm points of disagreement

Step 4: Negotiating code of conduct

- Write areas of agreement into the school code of conduct
- Discuss and resolve areas of disagreement.
- Representatives offer solutions to areas of disagreement.
- Consensus reached on all points of the code of conduct

Step 5: Enforcement of code of conduct

- Discuss and agree on how code will be implemented.
- Discuss how code will be enforced
- Agree on consequences to stakeholders of not adhering to code of conduct.
- Set a date for evaluating code of conduct.