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<td>BTS</td>
<td>Back to School (Campaign)</td>
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<td>CAP</td>
<td>Consolidated Appeals Process</td>
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<tr>
<td>CBO</td>
<td>Community Based Organisation</td>
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<td>CEDAW</td>
<td>Convention on the Elimination of All Forms of Discrimination against Women</td>
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<tr>
<td>CEE/CIS</td>
<td>UNICEF Regional Office for Central and Eastern Europe and Confederation of Independent States</td>
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<td>CERF</td>
<td>Central Emergency Response Fund</td>
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<tr>
<td>CFS</td>
<td>Child Friendly Spaces/Schools</td>
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<tr>
<td>CRC</td>
<td>Convention on the Rights of the Child</td>
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<tr>
<td>CSO</td>
<td>Civil Society Organisation</td>
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<td>DEO</td>
<td>District Education Office or Officer</td>
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<td>DRR</td>
<td>Disaster Risk Reduction</td>
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<td>ECD</td>
<td>Early Childhood Development</td>
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<td>EFA</td>
<td>Education for All</td>
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<td>EiE</td>
<td>Education in Emergencies</td>
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<td>EMIS</td>
<td>Education Management and Information System</td>
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<td>EMOPS</td>
<td>Office of Emergency Programmes (UNICEF)</td>
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<td>EPR</td>
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<td>HRBAP</td>
<td>Human Rights Based Approach to Programming</td>
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<td>IASC</td>
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<td>ICRC</td>
<td>International Committee for the Red Cross</td>
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<td>IDP</td>
<td>Internally Displaced Person</td>
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<td>IEC</td>
<td>Information, Education and Communication</td>
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<td>IIIEP</td>
<td>International Institute for Educational Planning (UNESCO)</td>
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<td>INEE</td>
<td>Inter-Agency Network for Education in Emergencies</td>
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<td>INEE MS</td>
<td>INEE Minimum Standards for Education Preparedness, Response, Recovery (In Emergencies)</td>
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<tr>
<td>INGO</td>
<td>International Non-governmental Organisation</td>
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<td>IRA</td>
<td>Initial Rapid Assessment</td>
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<td>MDG</td>
<td>Millennium Development Goals</td>
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<td>M&amp;E</td>
<td>Monitoring and Evaluation</td>
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<td>MoU</td>
<td>Memorandum of Understanding</td>
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<td>NGO</td>
<td>Non-governmental Organisation</td>
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<td>OCHA</td>
<td>Office for the Coordination of Humanitarian Affairs (UN)</td>
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<td>OVC</td>
<td>Orphaned and Vulnerable Children</td>
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<td>PTA</td>
<td>Parent-Teacher Association</td>
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<td>Sexually Transmitted Disease</td>
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<td>UXO</td>
<td>Unexploded ordnance</td>
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<td>VIPP</td>
<td>Visualization in Participatory Programmes</td>
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<td>WASH</td>
<td>Water, Sanitation and Hygiene</td>
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<td>WFP</td>
<td>World Food Programme</td>
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<td>WHO</td>
<td>World Health Organisation</td>
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Glossary

Capacity - A combination of all the strengths and resources available within a community or agency. This is what can reduce the level of risk, or the effects of a disaster. Capacity may include physical, institutional, social or economic means as well as skilled personnel or collective attributes such as leadership and management. Capacity may also be described as capability. Capacity mapping is the process for assessing the strengths and resources of sector members.

Contingency planning – preparedness planning for a likely disaster scenario, based on vulnerability and risk analyses.

Disaster – A disaster is a serious disruption of the functioning of society, causing widespread human, material, or environmental losses which exceed the ability of affected society to cope using only its own resources. Disasters are often classified according to their speed of onset (sudden or slow), or according to their cause (natural or human-made).

Disaster risk reduction - Disaster risk reduction seeks to minimise vulnerabilities and disaster risks throughout a society, to avoid (prevention) or to limit (mitigation and preparedness) the adverse impacts of hazards within the broad context of sustainable development.

Education cluster/sector coordination mechanism – Stakeholder group led by the Ministry of Education and supported by UNICEF, Save the Children and other I/NGOs and other organisations responsible for preparedness and response planning to deliver education in emergencies. IASC clusters are sector coordination mechanisms for humanitarian action designated by the Inter-agency Standing Committee through the Humanitarian Coordinator.

Education in emergencies – The provision of quality education opportunities that meet the physical, protection, psychosocial, developmental and cognitive needs of children affected by emergencies, which can be both life sustaining and life saving.

Evaluation is a process to systematically determine the merit or value of an intervention.

Hazard - A physical or human-made event that can potentially trigger a disaster (e.g. Earthquakes, mud-slides, floods, volcanic eruptions, tsunamis, drought, economic collapse, and war)

IASC cluster - The Inter-Agency Standing Committee of UN humanitarian agencies established the cluster approach to improve emergency preparedness and delivery of response in a number of sectors, including heath, WASH, nutrition, and shelter. The IASC formally established a global cluster for education in 2006.

Monitoring is a process of gathering information to measure whether and to what extent an intervention has achieved its objectives.

Multi-sectoral assessment is a process to gather cross-sectoral information on the emergency situation and to evaluate physical and human resources available.

Provider of last resort – IASC education cluster leads are designated as providers of required education services in an emergency in the event that neither the government nor other sector members can provide the necessary education in emergency services.

Risk - The likelihood of a disaster happening to a particular group of people - can be estimated by frequency and severity of a hazard when combined with vulnerability and capacity of people to meet that hazard. Risk can therefore be expressed as: Risk = Hazard x Vulnerability.
Guidelines for Facilitators

Countries in Central Europe and Asia and the Confederation of Independent States are exposed to most major disaster risks, including earthquakes, droughts, floods, landslides, and many have experienced conflict-related emergencies. In the last five decades, most of the countries have faced emergencies that have had devastating impacts on the education system. According to a World Bank/ISDR report, 177 disasters have taken place since 1988, causing over 36,000 deaths, most of which resulted from earthquakes. The Front Line Responders Training for Education in Emergencies has been developed to assist the education sector in the CEE/CIS region to build capacity of individuals, agencies and governments to be better prepared for and respond to education in emergencies.

Structure and Content of Training Materials

Introduction

The training materials in this Facilitators Guide were adapted from education in emergencies (EiE) training packages produced in three UNICEF regional offices over the course of a five year period from 2005-2010. They are also part of the Global Education Cluster’s capacity development strategy to help front line responders in the education sector prepare for and respond to emergencies at national and sub-national levels.

In 2005 the UNICEF Regional Office for South Asia (ROSA), with input from the East Asia/Pacific Regional Office of UNICEF and New York HQ produced an initial Education in Emergencies Tool Kit and Facilitators’ Guide which were used in countries throughout South and East Asia and the Pacific. In 2009 UNICEF and Save the Children collaborated on a significant revision of the materials for the East and Southern Africa region, with a shift in focus from either UNICEF or Save the Children learners to a broader target audience including government officials responsible for emergency education. The revision incorporated content and methodologies from a previously developed Save the Children EiE training and integrated many more tools and approaches from UNESCO/IIEP, Interagency Network for Education in Emergencies (INEE), Interagency Standing Committee (IASC), International Rescue Committee (IRC), RedR, and the Global Education Cluster in Geneva.

Each successive version of the materials has incorporated input from facilitators, trainees, and emergency education experts. This current CEE/CIS version incorporates priorities for the region, with input from UNICEF staff members specializing in emergencies, disaster risk reduction, early childhood development, adolescents, and education.

Training Package Materials

The training materials consist of the following:

- Facilitators’ Guide for trainers
- Accompanying Power Point presentations for each session
- CD for flash drive which contains soft copies of the Facilitators’ Guide, Power Points, and Education in Emergencies Resources from CEE/CIS and other regions.

Objectives, Content and Structure of Training Materials

The objectives of a workshop conducted with the training materials are to enable participants to

1. Apply knowledge and skills in technical components of education in emergency preparedness and response through interactive and participatory approaches;

2. Create a plan for roll out of capacity building activities including training at national and provincial/district levels (supported by the regional offices) in education in emergency preparedness and response;
3. Map capacity of partners and identify roles and responsibilities for effective education in emergencies coordination;
4. Create a plan to inform national education sector planning, policy, and budgeting so that education in emergencies is addressed in a more systematic and sustainable manner;
5. Have the capacity to deliver training at country and provincial/local levels

There are 27 sessions structured to sequence learning in the following manner:
- Rationale for education in emergencies (EiE) as a humanitarian response, including impacts of emergencies on children and education.
- Framework for EiE, including phases of response, standards (INEE MS), and components.
- Coordination mechanisms in the education sector as the basis for preparedness and response.
- Response actions necessary to plan and implement an emergency education response, including the 12 components from assessment through monitoring and evaluation, based on an emergency scenario of a flood in the fictional Central Asian country of Buildastan.
- Preparedness and disaster risk reduction actions necessary to implement effective responses and mitigate or prevent the impacts of emergencies on education.

Each session is structured with a presentation of new information delivered through PowerPoint slides, and at least one exercise which requires participants to apply the concepts through activities; 11 of the sessions are related to the Buildastan response scenario whilst the other 16 are based on a scenario in a local context. Participants should be grouped in teams representing the education sector at the national or district level, with participants playing roles of MoE/DEO representative and representatives from each of UNICEF, Save the Children, a local NGO, School Committee, and the Red Cross/Red Crescent.

In addition to the core sessions there are supplemental sessions that have been included on the following topics:
- Education Response for Early Childhood Development in Emergencies
- Education Response for Adolescents in Emergencies
- Gender and Inclusion in Emergencies
- Education Response to Health Emergencies
- School Rehabilitation and Construction
- Contingency Planning
- Advocacy and Policy

Countries using these materials will probably want to adapt them to their local contexts, needs, and cultures. Countries can prioritise topics and select those sessions most relevant for their needs.

**Session Organisation**

Each session outline provides information on
- Learning objectives
- Key messages
- Duration of the session
- Methods
- Materials/resources needed
- Preparation required in advance
- Session outline

**Slide Presentations**

For each session there is a PowerPoint slide presentation. There is a title slide followed by a slide on learning objectives. Facilitators can either read through the objectives or briefly summarise them depending on their preferred style of presentation.
Instructions for facilitating sessions are provided in detail, with references to the accompanying PowerPoint slides. The slides corresponding to the content are pictured adjacent to the text in the Facilitators’ Guide (where space allows; in some cases only slides with key messages are included). This will enable facilitators to provide greater detail in the content of the slides without making the slides too wordy. Users of the guide are of course encouraged to adapt the PowerPoint slide to their country contexts or adapt them according to the needs of the target audience.

**Session Time Allocation and Agenda**
The allocated times for each session are indicated. These should be used as a guide only. If the workshop is planned for less than 4½ or 5 days, consider:

- Shortening some of the sessions by omitting exercises or doing the exercises in plenary
- Omitting sessions that are not a priority for the local context
- Extending the workshop time for each day by 30 – 45 min.

The workshop can be modified and delivered in as few as 3 days or as many as 6 days. At the end of the Facilitators’ Notes are sample agendas that can be adapted for use depending on the context and needs of trainers. One important training decision to note is that the simulation of the emergency response can be handled in several ways.

Some of the sessions contain one exercise and others contain more than one. Facilitators can choose to eliminate exercises based on time constraints, or experience levels and learning styles of the training group. Many of the exercises can be delivered as plenary discussions if time is short or if small group work is not a priority.

**Core and Optional Sessions and Learning Objectives**
The training sessions were included because they are all important components of emergency education. In fact, participant evaluations have shown that the most frequent response to the question, “What were the most useful sessions?” was “All of the sessions.” However, facilitators may need to make choices about which sessions are most relevant to their countries and target audiences, and which learning objectives are most important for achieving the training goals within the amount of time they have to conduct the training. Sessions 1-18 are considered core sessions though countries will make choices based on their needs. Sessions 19-26 include cross-cutting issues such as gender and inclusion, responding to early childhood development needs and the needs of adolescents.

**Adapting the Content and Materials to Local Contexts**
Both the case study analysis in Sessions 3-4 and the Buildastan scenario used from Session 6 onwards are meant to be samples only. Countries that conduct this workshop may choose to replace the Kyrgyzstan case study in Sessions 3-4 with an emergency that has occurred in their own country so that they can do a retrospective analysis to assess their response. This is highly recommended. The case study can be written in a similar format as the Kyrgyzstan case study.

For the Buildastan simulation, countries are encouraged to develop their own scenario based on a likely emergency from their own contexts. Scenarios developed for contingency plans are excellent materials to use since they are based on analyses from interagency working groups. Adapted scenarios can be structured in similar ways to the Buildastan information from three periods: 72 hours, 3 weeks, and 5 months.
Facilitation Tools and Techniques¹

The following offer some brief comments about facilitation and training techniques. These are by no means exhaustive.

**Brainstorm**

A brainstorm is used when you want lots of ideas about a topic in a short time or when you need lots of information. All participants should contribute to the discussion and it should promote spontaneity, with all ideas being accepted. There should be no judgement on ideas offered. After the initial brainstorm, categorisation of ideas into groups, main points outlined and/or the further use of the ideas in a follow-on activity should be carried out.

Use brainstorming to:
- Generate a lot of ideas quickly
- Involve all participants

Steps for doing a brainstorm:
- Go through brainstorm rules if this is the first time you are using this technique and/or if participants forget:
  - All ideas are accepted
  - Say the first thing you think of
  - No criticism allowed
  - Short responses
  - Build on or expand any of the ideas as you go
  - Keep the time limit short
- Write a phrase or word on the board and ask participants to state words or short phrases they think of in response to this.
- Accept all answers and write them on the board (this does not need to be in a list form – they can be written randomly)
- Categorise as you add to the words, or do this when you have received all responses

**Group Work**

Participants share their experiences and ideas in order to complete a task or solve a problem. Small group work usually works best for groups of 4 – 6 persons. Group work allows for active participation and everyone should be encouraged to take part.

Use group work to:
- Allow participants to present their ideas in a small group setting
- Increase problem-solving and alternative ways of looking at or doing things
- Allow participants to learn from each other
- Give participants a greater sense of responsibility in the learning process
- Promote team work
- Help participants clarify personal values and opinions

Steps for doing group work:
- Provide description or instructions of activity to be done or for a problem to be discussed
- Arrange participants in groups
- Assign tasks regarding what should be discussed in the group
- Make sure everyone understands the task and the time allowed for the activity
- Ask groups to decide and agree on some key roles, i.e. recorder, speaker, writer, timekeeper, etc.

¹ Some of the facilitation techniques have been adapted from Facilitators’ Guide, UNICEF ROSA, 2006, which draws on materials from What’s Your Role, Stone, R; Facilitator Training Manual, Peace Education Programme, INEE, in collaboration with UNICEF, UNHCR and UNESCO; and Child Labour and Education – A Training Manual for Education Practitioners, ILO/IPEC.
- Give the time allocated to the groups
- Ask each group to report to the larger group / plenary
- Identify the key points and lessons learned

**Pair Work**
In pairs, participants share their experiences and ideas in order to complete a task or solve a problem. Pair work allows for active participation, sharing ideas in a ‘safe’ environment and being able to learn from each other.

Use pair work to:
- Allow participants to discuss their own ideas and learn from each other with little potential of fear or dominance
- Promote collaborative learning together
- Develop a close working relationship
- Give participants a greater sense of responsibility in the learning process
- Increase time spent on task

Steps for doing pair work:
- Provide description or instructions of activity to be done or for a problem to be discussed
- Allow participants to choose their own partner (or in some cases, pairs can be allocated – depending on the activity and objectives)
- Make sure everyone understands the task and the time allowed for the activity

**Role Play**
In role play, two or more individuals take part in a small drama based on the activity. Role play can be used to build knowledge, develop skills and change attitudes.

Use role play to:
- Help change attitudes of participants
- Enable people to see the consequences of their actions on others
- Provide opportunity for participants to see how others might feel / behave in given situations
- Enable participants to explore alternative approaches to problem-solving

Steps for doing role plays:
- Develop the scenario for the role play
- Either write brief descriptions of each player’s role and/or allow participants to develop these themselves. Set a time limit.
- Practice the role play
- Introduce the role play activity and allow time for it to take place
- Others should listen and observe
- Discuss and share reactions and observations after the role play (ask participants what they have learnt)
- Identify the key points and lessons learned

**Simulation**
A simulation allows participants the opportunity to work with a given situation and to formulate responses. It is similar to a role play in that particular people are given roles but the situation is more structured and the processes that are to be undertaken are clearly stated.

**Case Study**
Case studies provide a situation that is controlled for analysis and an activity process.

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Some information adapted from INEE MS Training Guide, INEE.
Case studies allow participants to practice their response to a situation and, ideally, transfer this knowledge and process to real-life contexts. The case studies used in the workshop sessions reflect or have been developed from real-life situations.

Use case studies to:
- Allow participants to discuss, plan and implement their ideas in a small group setting
- Increase problem-solving and alternative ways of looking at or doing things
- Give participants the opportunity to look at different situations that may be similar or different to their own working context and to plan for interventions
- Allow participants to discuss a particular context openly without individual ethnic, socio-political or cultural inhibitions
- Promote team work
- Help participants clarify personal values and opinions

Steps for doing group work:
- Provide description or instructions of activity based on the case study
- State whether the case study is taken directly from a specific country context
- Assign groups to various case studies if using more than one
- Make sure everyone understands the task and the time allowed for the activity
- Allow enough time so that all participants can read the case study, especially for those not reading in their mother-tongue
- Give the time allocated to the activity
- Identify the key responses, points and lessons learned

**Speed Sharing**
This strategy, which is an adaptation of “speed dating”, can be an interactive and enjoyable way of sharing different experiences of the trainees in a particular area where there may be a wide range of knowledge and can promote opportunities for trainees to learn from each other.

Use speed sharing to:
- Give more experienced or knowledgeable trainees an opportunity to share their knowledge without taking too much time during plenary discussions
- Add variety to session exercises
- Give all participants a chance to interact and ask questions
- Help participants to learn from each other

Steps for conducting speed sharing:
- At least a day before the activity, identify trainees with particular knowledge or experience in a topic that will be addressed and ask them if they would serve as resource people to provide a 3-4 minute “case study” or overview of the topic. Identify no more than 5-6 people. Tell resource people that they should leave a minute for questions or take questions during their presentation.
- To set up the speed sharing activity, place each of the resource people at a different table.
- Tell participants that they will spend 3-4 minutes at each table, hearing the resource person share his/her experiences or case study.
- Assign trainees to a table. Begin the sharing period and after 3-4 minutes call time by blowing a whistle or chiming on a glass. Have the resource people change tables until all the tables have had a presentation by each resource person.

**Presentations**
Presentations depend more on the facilitator or trainer for content than any other technique. They are appropriate for giving details as well as new information to large groups. Presentations should not be too long, and should involve participants when and where possible, i.e. in some small activities and/or asking and answering questions and giving ideas, etc.
Use presentations to:

- Introduce new subjects
- Provide an overview or analysis
- Provide a step-by-step approach
- Convey facts, details, statistics, etc.

Steps for doing presentations:

- Prepare an outline for the presentation that has a logical sequence, including all key points to be covered
- Prepare any visual or teaching aids, i.e. flip charts, PowerPoints, graphs, handouts
- Introduce the topic and main points
- Give the presentation and cover all key points
- Summarise the key points that have been made
- Invite the participants to ask questions or offer contributions

Parking Lot and Experience Sharing

As questions arise that are not immediately addressed during the sessions, facilitators should instruct participants to put these questions on VIPP cards and tape them to chart paper designated as the "Parking Lot." Facilitators should allocate time during the training to address these questions, answering them and also giving participants an opportunity to respond to them.

Another piece of chart paper should be posted and entitled “Experience Sharing” to allow participants to post areas of experience or expertise that they would like to share with participants. These mini-presentations can be scheduled during appropriate times throughout the workshop.

Energisers

It is important to schedule brief energisers to keep the participants stimulated, especially during afternoon sessions after lunch or the afternoon break. Most trainers have a collection of energisers to draw from but if not, here are a few examples below that have proven enjoyable and successful.

Fruit Salad

- Have participants divide into groups of 5-6 or have them remain in groups at their tables.
- Ask each group to pick a fruit typical of the country or region and develop a memorable way of saying their fruit, using sounds and movement. Give an example of “banana”, and show the “presentation” by saying “banana, banana, banana” repeatedly, while jumping up and down.
- Once each group has identified their fruit and presentations, ask each group to “perform”.
- Then say that when you call “fruit”, groups are to perform simultaneously. When you say “fruit salad,” groups are to circulate among the participants giving their presentations.
- This can also be done with animals in a jungle.

The Wave

- Have participants stay at their tables. Explain that “The Wave” is a ritual at sports games where different sections of the crowd in the stadium stand up, raise their hands, and make noise in sequence so people look like a human wave.
- Have each table stand up to be part of the wave. Direct the tables to stand up in rapid succession, raise their hands and make noise. Go around the room 2-3 times so the participants can act out the wave.

Body Name Writing

- Tell participants that they will write their given names using only their bodies, arms, and legs. Have them spell out their names, using their bodies to form the letters of the alphabet.
Conducting a Training of Trainers
At both the regional and country levels, many training sessions have been conducted as a TOT rather than a traditional training session. In this format, the participants themselves prepare and facilitate sessions from Day 2 to the end of the workshop. For a TOT, the following actions are recommended:

- **Assemble a core team of facilitators.** Countries should identify education in emergency leaders from the Department of Education, UNICEF, Save the Children and/or other organizations that have been involved with emergency preparedness or response in education. This team will 1) assist in planning the workshop, 2) facilitate or co-facilitate the sessions on Day 1 of the workshop, and 3) mentor teams of participants to prepare and facilitate the sessions after Day 2. It is important that the core team has a shared understanding of the entire training and a strong command of the content and methodology of the sessions they are assigned to facilitate and mentor.

- **Assign participants to sessions on or before Day 1.** The core team should review the list of participants and assign teams of 2-3 individuals the responsibility of preparing and delivering one session. From their collective knowledge of the experience and training skills of the participants, the core team should make choices about how to team up participants. See the sample participant assignment form below to use when organizing teams.

- **Schedule a one hour preparation session every day.** At the end of each day, allow the participant teams to meet with their assigned mentors to prepare their sessions. On Day 1 mentors should meet with the teams giving the first session on Day 2. Mentors may be assigned more than one session so they need to schedule their time meeting with participant teams accordingly. Sessions should be scheduled for Day 1, Day 2, Day 3 and Day 4 for a five day workshop.

- **Provide PowerPoints to participant teams.** Teams will need to have copies of the PowerPoints for their assigned sessions in order to prepare to deliver them. They may want to make changes or adaptations.

- **Provide guidance to teams on time keeping and facilitation skills.** Help teams ensure that they stay within session time limits and use effective presentation skills and interactive methodologies. Some suggestions for facilitation include the following:
  - *Pace the PowerPoint presentations so that they don’t exceed the recommended time and make sure that interactive methods are used to engage the participants. Don’t lecture!*
  - *Give clear instructions for the exercises so that participants are clear about their tasks.*
  - *When dividing participants into groups, ask participants to count off by the number of groups you want to establish. This can be accomplished quickly. Effective group work should usually have no more than 6 people per group.*
  - *For group work, facilitators should check the progress of the work and be available for questions.*
  - *Keep to the time of the session or ask a time keeper to help*
  - *Try to establish an effective and pleasant presence as a facilitator to engage participants’ interest. Speak clearly and if using a microphone, don’t hold it too close to your mouth or it will be too loud.*

Comments from participant evaluations of previous TOT formats have consistently shown that actually facilitating sessions 1) made the content clearer 2) enhanced skills for further interventions in education in emergencies and 3) made participants confident in their ability to conduct their own trainings at national and sub-national levels.
### EiE TOT: Sample Assignment of Session Facilitators for 5 Day Workshop

<table>
<thead>
<tr>
<th>Session</th>
<th>Mentor from core facilitation team</th>
<th>Participants assigned to session</th>
<th>Meeting Time(s) with Mentors</th>
<th>Session Day and Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
<td></td>
<td>Day 1</td>
<td>Day 2</td>
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<tr>
<td>6</td>
<td></td>
<td></td>
<td>Day 1</td>
<td>Day 2</td>
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<tr>
<td>7</td>
<td></td>
<td></td>
<td>Day 1</td>
<td>Day 2</td>
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<tr>
<td>8</td>
<td></td>
<td></td>
<td>Day 1</td>
<td>Day 2</td>
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<tr>
<td>9</td>
<td></td>
<td></td>
<td>Day 2</td>
<td>Day 3</td>
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<tr>
<td>10</td>
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<td>Day 2</td>
<td>Day 3</td>
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<tr>
<td>11</td>
<td></td>
<td></td>
<td>Day 2</td>
<td>Day 3</td>
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<tr>
<td>12</td>
<td></td>
<td></td>
<td>Day 2</td>
<td>Day 3</td>
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<tr>
<td>13</td>
<td></td>
<td></td>
<td>Day 2</td>
<td>Day 3</td>
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<tr>
<td>14</td>
<td></td>
<td></td>
<td>Day 2</td>
<td>Day 3</td>
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<td>15</td>
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<td>Day 2</td>
<td>Day 3</td>
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<tr>
<td>16</td>
<td></td>
<td></td>
<td>Day 3</td>
<td>Day 4</td>
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<tr>
<td>17</td>
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<td>Day 3</td>
<td>Day 4</td>
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<tr>
<td>18</td>
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<td>Day 3</td>
<td>Day 4</td>
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<tr>
<td>19</td>
<td></td>
<td></td>
<td>Day 3</td>
<td>Day 4</td>
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<tr>
<td>20</td>
<td></td>
<td></td>
<td>Day 3</td>
<td>Day 4</td>
</tr>
</tbody>
</table>
## Sample 5 Day Training of Trainers Agenda (Selected Sessions)

### Day 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 AM</td>
<td>Registration/Welcome and Introductions, Agenda Overview</td>
</tr>
<tr>
<td></td>
<td>Break</td>
</tr>
<tr>
<td></td>
<td><strong>Session 1:</strong> Introduction to Emergencies and Impact on Children and Education</td>
</tr>
<tr>
<td></td>
<td><strong>Session 2:</strong> Rationale for Education in Emergencies</td>
</tr>
<tr>
<td></td>
<td><strong>Session 3:</strong> Framework for Education in Emergencies: Minimum Standards</td>
</tr>
<tr>
<td></td>
<td>Case Study: Education Response to emergency in region/country</td>
</tr>
<tr>
<td>1:00 PM</td>
<td>Lunch</td>
</tr>
<tr>
<td>PM</td>
<td><strong>Session 4:</strong> Technical Components of Education in Emergencies</td>
</tr>
<tr>
<td></td>
<td>Continued analysis with case study</td>
</tr>
<tr>
<td></td>
<td>Break</td>
</tr>
<tr>
<td></td>
<td><strong>Assignment of Sessions to Trainees and Preparation.</strong> Sessions 5, 6, 7, 8, 10, 11, 12, 13, 14, 18, 19 are assigned to nine teams of trainees, who are responsible for conducting them. Facilitators meet with teams to help them prepare sessions. Focus on sessions for Day 2.**</td>
</tr>
<tr>
<td></td>
<td>Wrap up day 1</td>
</tr>
</tbody>
</table>

### Day 2

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 AM</td>
<td><strong>Session 5:</strong> Education Sector Coordination Mechanisms</td>
</tr>
<tr>
<td></td>
<td>Mentor: Participant team:</td>
</tr>
<tr>
<td></td>
<td><strong>Session 6:</strong> Emergency Scenario and Capacity Mapping</td>
</tr>
<tr>
<td></td>
<td>Scenarios: 1) Conflict 2) Flooding 3) Cyclone</td>
</tr>
<tr>
<td></td>
<td>Mentor: Participant team:</td>
</tr>
<tr>
<td></td>
<td>Break</td>
</tr>
<tr>
<td></td>
<td><strong>Session 7:</strong> Assessment</td>
</tr>
<tr>
<td></td>
<td>Mentor:</td>
</tr>
<tr>
<td>1:00 PM</td>
<td>Lunch</td>
</tr>
<tr>
<td></td>
<td><strong>Session 8:</strong> Response Planning: Scenarios: Flood Part 2</td>
</tr>
<tr>
<td></td>
<td>Mentor: Participant team:</td>
</tr>
<tr>
<td></td>
<td>Break</td>
</tr>
<tr>
<td></td>
<td><strong>Preparation Session for Day 3</strong></td>
</tr>
<tr>
<td></td>
<td>(Teams presenting sessions 10, 11, 12, and 14 on Day 2 meet with their mentors. Teams presenting on Day 3 meet to review their sessions)</td>
</tr>
<tr>
<td></td>
<td>Wrap up Day 2</td>
</tr>
</tbody>
</table>

### Day 3

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>AM</td>
<td><strong>Review/Preview</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Session 10:</strong> Supplies and Logistics</td>
</tr>
<tr>
<td></td>
<td>Mentor: Participant team:</td>
</tr>
<tr>
<td></td>
<td><strong>Session 11:</strong> Temporary Learning Spaces</td>
</tr>
<tr>
<td></td>
<td>Mentor: Participant team:</td>
</tr>
<tr>
<td></td>
<td>Break</td>
</tr>
<tr>
<td></td>
<td><strong>Session 12:</strong> Psychosocial Support and Strategies</td>
</tr>
<tr>
<td></td>
<td>Mentor: Participant team:</td>
</tr>
<tr>
<td>1:00 PM</td>
<td>Lunch</td>
</tr>
<tr>
<td></td>
<td><strong>Session 14:</strong> Mobilization of Teachers and other Personnel</td>
</tr>
<tr>
<td></td>
<td>Mentor: Participant team:</td>
</tr>
<tr>
<td></td>
<td><strong>Preparation Session for Day 3:</strong> ( Teams for 16, 18, 19 meet with their mentors)</td>
</tr>
<tr>
<td></td>
<td>Wrap up of Day 3</td>
</tr>
</tbody>
</table>

### Day 4

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>AM</td>
<td><strong>Review/Preview</strong></td>
</tr>
<tr>
<td>Time</td>
<td>Session 22: Planning for District Teams</td>
</tr>
<tr>
<td>------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>PM</td>
<td>• Brief capacity mapping report and recommendations</td>
</tr>
<tr>
<td></td>
<td>• Create plans for roll out training at provincial/district level</td>
</tr>
<tr>
<td></td>
<td>• Outline plan for district education in emergency preparedness plan</td>
</tr>
<tr>
<td></td>
<td>• Outline plan for national education in emergency preparedness plan</td>
</tr>
</tbody>
</table>

**Break**

**Planning: Reports**

**Closing**

**Wrap up Day 4 and Evaluation**
## Sample Four Day Training
**Condensed and Selected Sessions**

<table>
<thead>
<tr>
<th>Time</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>AM</td>
<td>Registration/ Welcome/ Introductions</td>
<td>Session 5: Education in Emergencies</td>
<td>Session 11: Temporary Learning Spaces</td>
<td>Session 16: Monitoring and Evaluation of Education in Emergencies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Coordination and the Cluster Approach</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Session 1: Emergencies and their Impact on Children and Education</td>
<td>Session 6: Emergency Scenario and Capacity Mapping</td>
<td>Session 12: Psychosocial Support and Strategies</td>
<td>Session 17: Disaster Risk Reduction in Education</td>
</tr>
<tr>
<td></td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
</tr>
<tr>
<td></td>
<td>Session 2: Rationale for Education in Emergencies</td>
<td>Session 7: Education in Emergencies Assessment</td>
<td>Session 13: Emergency Education Curricula</td>
<td>Session 24: Emergency Preparedness and Response during Health Emergencies</td>
</tr>
<tr>
<td></td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td></td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
</tr>
<tr>
<td></td>
<td>Session 4: Technical Components of Education in Emergencies</td>
<td>Session 10: Education in Emergencies Supplies and Logistics</td>
<td>Session 16: Resumption of Formal Education</td>
<td>Session 18 (cont)</td>
</tr>
<tr>
<td></td>
<td>Wrap up Day 1</td>
<td>Wrap up Day 2</td>
<td>Wrap up Day 3</td>
<td>Wrap up and Evaluation</td>
</tr>
</tbody>
</table>
Opening Session: Welcome, Introductions and Review of Workshop

Learning Objectives

At the end of this session participants will be able to:
1. Identify the overall workshop objectives
2. Be familiar with the workshop materials, including the Facilitators’ Guide (for a Training of Trainers workshop), or Participant Workbook (if not a TOT)
3. Identify strengths and areas of new learning desired in Education in Emergencies for individuals and/or countries

Key Messages

- The workshop allows country teams to be more aware and better prepared when responding to education in emergencies.
- The workshop materials can guide the necessary steps needed to prepare for and respond to education in emergencies.

Time:
45 minutes

Method:
Presentations, individual work

Resources / Materials needed:
- Laptop, projector, screen, flipcharts, markers, VIPP cards in different colours, tape on each table
- Participant Workbook or Facilitators’ Guide if a TOT
- Copies of the 2010 INEE Minimum Standards for Education Preparedness, Response and Recovery on each table.

Preparation for this session:
- Review this session.
- Review Session 0 PowerPoint slides.
- Have an understanding of the experience and positions of the workshop participants.
- Ensure that the workshop room arrangements are complete and that each participant place has a copy of the Participant Workbook and Tool Kit, pen and paper, and any other items considered necessary.
- Ensure that each table or group of participants has a copy of the INEE Minimum Standards for Education in Emergencies.

Session Outline

<table>
<thead>
<tr>
<th>Minutes</th>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>1. Welcoming remarks</td>
</tr>
<tr>
<td>20</td>
<td>2. Introduction of participants</td>
</tr>
<tr>
<td>10</td>
<td>3. Review of workshop objectives and administration issues</td>
</tr>
</tbody>
</table>
1. Welcoming remarks

15 minutes

1. Project the opening slide before starting the session
2. The workshop leader should introduce the officials or representatives giving opening remarks

2. Introduction of participants

20 minutes

1. Ask participants to introduce themselves and show the accompanying slide.
2. They should
   - Introduce themselves giving their name, position and location
   - Provide one strength in education in emergencies based on their experience and one area they would particularly like to learn or achieve over the course of the workshop
3. Write expectations on chart paper and save for review during the concluding session of the workshop.

3. Review of workshop objectives and administration issues

10 minutes

1. Review the learning objectives of the workshop and show the accompanying slide:
   As a result of the workshop, core teams from each country will be able to:
   - Apply knowledge and skills in technical components of education in emergency preparedness and response through interactive and participatory approaches;
   - Create a plan for roll out of capacity building activities including training at national and provincial/district levels (supported by the regional offices) in education in emergency preparedness and response;
   - Map capacity of partners and identify roles and responsibilities for effective education in emergencies coordination;
   - Create a plan to inform national education sector planning, policy, and budgeting so that education in emergencies is addressed in a more systematic and sustainable manner; and
   - Have capacity to deliver training at country and provincial/local levels
2. Provide a brief summary of the entire workshop agenda and daily sessions
3. Briefly review the workshop rules with participants and explain the ‘Parking Lot’ and ‘Experience Sharing’ charts on the wall.
Session 1: Introduction to Emergencies and their Impact on Children and Education

Learning Objectives

At the end of this session participants will be able to:
1. Understand commonly used disaster management terminology
2. Identify the different types of emergency scenarios, particularly those common to the Central Europe/Asia and Commonwealth of Independent States region
3. Describe the impact of emergencies on children, education systems and communities
4. Understand that education in emergencies is embedded in education development programming and planning, and that DRR is an essential component of education programming

Key Messages

- The three categories of emergency: (a) natural disasters, which include hurricanes, earthquakes, tsunamis, droughts, cyclones, epidemics, and floods. (b) man-made disasters, including civil unrest, war, occupation, economic blockage, and (c) complex emergencies, which combine both natural and man-made emergencies.
- Emergencies have an impact on a child's personal growth and development, education systems and disrupt the environment in which children learn and grow
- Emergencies affect education opportunities for children differently depending on the nature of the emergency, attitudes toward girls and other marginalised groups, and a community's own resources.
- Disaster risk reduction and preparedness for education in emergency situations should be mainstreamed as part of on-going education plans and programmes

Time:
75 minutes
**Method:**
Slide presentation, group work, discussion

**Resources / Materials needed:**
- Laptop, projector, screen, flipcharts, markers
- Session 1 slide presentation

**Preparation for this session:**
- Review this session.
- Review Session 1 PowerPoint slides and ensure that projector is working.
- Have an understanding of the experience and positions of the workshop participants.

**Session Outline**

<table>
<thead>
<tr>
<th>Minutes</th>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>1. Types of emergencies</td>
</tr>
<tr>
<td>50</td>
<td>2. Impacts of emergencies</td>
</tr>
<tr>
<td>75</td>
<td>TOTAL TIME</td>
</tr>
</tbody>
</table>

**1. Types of emergencies**

25 minutes

1. Present several (selected) photo slides and ask the participants “What types of emergencies are represented in the slides?” Responses may include earthquake, drought, flood, cyclone, conflict.

2. Ask participants what types of emergencies have occurred in Central and Eastern Europe and Commonwealth of Independent States (or individual countries).

3. Summarise the responses and ask participants to define what an emergency is.

4. Show slide of definition of emergencies from UNDMTP:

   **UNDMTP (United Nations Disaster Management Training Programme)**
   
   “A disaster is a serious disruption of the functioning of a society, causing widespread human, material, or environmental losses which exceed the ability of affected society to cope using only its own resources. Disasters are often classified according to their speed of onset (sudden or slow), or according to their cause (natural or human-made).”

5. Point out that there are three commonly used categories of emergency: (a) **natural disasters** which include hurricanes, earthquakes, tsunamis, droughts, cyclones, epidemics, and floods (b) **man-made disasters**, including civil unrest, war, occupation, economic blockage, and (c) **complex emergencies**, which may combine both natural and man-made emergencies. Ask participants if their countries have experienced complex emergencies.

6. Ask participants if there could be emergencies taking place that are not apparent to the governments or the humanitarian community? If so what
would they be?

7. Explain the concept of a “slow” emergency, such as ongoing displacement of population due to drought or war. Ask participants if this situation has occurred in their own countries.

8. Present the definitions of hazards, risk and vulnerability and how they correlate, as per the slide. Ensure that the key concepts are well understood by providing practical examples for each.

\[ \text{Risk} = \text{Hazard} \times \text{Vulnerability} \]

\[ \text{Capacity} \]

**Education and the Emergency Cycle**

9. Present the emergency cycle slide and explain that this is how many humanitarian responders view the cycle – as a linear equation, with distinct or sequential phases. Ask participants their ideas on this view and how they understand it given their own experiences?

10. The next slide presents a different view. Explain that a linear approach is too narrow a perspective and limits the way education is perceived in an emergency. Preparing and responding to emergencies is much broader and requires further conceptualisation. It is cyclic and includes more than just separate preparedness, response and recovery elements. Ask participants what they think should be in the centre circle with the ???

11. Explain that Disaster Risk Reduction (DRR) is an essential component and one that will be explored in depth in later sessions. Highlight the slide with the DRR definition. DRR is more cost effective and critical in order to be better able to contend with disasters and to enhance resilience. Not including DRR into education will likely put communities affected by disasters into a downward spiral (as illustrated in the diagram on the next slide). DRR therefore should be in the centre of the diagram.

12. In the linear diagram, this is often portrayed as DRR in the preparedness stage and/or as part of the early recovery. However, DRR is an underlying and on-going component not only for education but also for all sectors. DRR therefore, can be situated at the centre of our emergency cycle (show this slide).

13. Ask participants if there is still something missing. What else would they suggest needs to be added in terms of the broader picture of where “education in emergencies” fits? Take 1 – 2 responses and then explain that education in emergencies fits within the larger on-going process of education development. That is, it fits within education programming and planning. As such it needs to be included in any Ministry of Education ESP (Education Sector Plan) and for (I)NGOs working in education, within their education plans.

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### 2. Impacts of emergencies on children, education systems and communities
50 minutes

1. Tell participants that they will be exploring the range of impacts of emergencies on children, education systems, and communities. Return to the slides and ask the group to identify several possible impacts of the emergencies shown in the slides on children based on the photographs they have viewed.

2. Then ask for several responses to impacts on the education system and the community.

3. Tell participants that they will explore the impacts in greater detail in small groups.

Exercise in Impacts of Emergencies

Divide the group into 6-7 groups (depending on number of participants, no more than 4-5 per group). Assign the following tasks:

- Impact on children – one group to explore natural disaster, one group armed conflict/war.
- Impact on education system – one group natural disaster, one group armed conflict/war
- Impact on community – one group natural disaster, one group armed conflict/war
- Impact on marginalised groups – final group to explore both war and natural disaster

Suggest that the groups might want to use the impacts of their own country experiences as a trigger for their discussion.

4. Ask each group to write a short narrative of the impact of the emergency in the voice of a person who is affected. For example:

- Impact on children – an affected child
- Impact on education system – an affected educational administrator
- Impact on community – an affected farmer or shop owner or parent
- Impact on marginalised group – a leader from the group represented

5. Have one person from each group present the narratives. Give each group about 2 minutes for their presentations.

6. After the presentations, discuss the following:

- What are the most serious impacts on children? What existing community resources could respond to these needs?
- What are some of the potential impacts on marginalised groups and how are they different from the impact on other people?
- What actions and resources might be needed to respond to the needs of the education system?
- What resources might be needed to respond to the community impacts?
- Compare the impacts of natural disaster and armed conflict. How are they alike? How are they different?

7. Conclude by summarising the key points from the discussion.
Session 2: Rationale for Education in Emergencies

Learning Objectives

At the end of this session participants will be able to:

1. Explain the rationale for education as a first response in emergencies based on education’s role in affording protection to children.
2. Explain the rationale for education in emergencies based on meeting the developmental needs of children.
3. Identify the reasons why communities prioritise education in emergencies.
4. Identify the key international legal instruments and conventions that underpin children’s right to education in emergencies.
5. Make an argument that education in emergencies is life-sustaining and life-saving.

Key Messages

- Education in emergencies is a fundamental right of children and can promote psychological recovery and social integration, in addition to development and growth.
- Children who have experienced conflict or natural disasters have a right to education and protection, and their communities prioritise schooling.
- Education can be life-saving and life-saving through the protective functions of safe learning spaces and life-saving messages.
- Agencies’ and governments’ key global advocacy goals should establish education as a key component of their emergency responses.

Time:
60 minutes

Method:
Presentation, group work and advocacy presentations

Resources / Materials needed:
- Session 2 slide presentation and media
- Laptop, projector, screen, flipcharts, markers
- Handout 2.1: Rationale for Education in Emergencies
- Handout 2.2: Why Prioritise Education in Emergencies?

Preparation for this session:
- Review this session
- Review the PowerPoint slides

Session Outline

<table>
<thead>
<tr>
<th>Minutes</th>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>1. Children’s need for education in emergencies</td>
</tr>
<tr>
<td>40</td>
<td>2. Rationale for education in emergencies</td>
</tr>
<tr>
<td>60</td>
<td>TOTAL TIME</td>
</tr>
</tbody>
</table>
1. Children’s need for education in emergencies

20 minutes

1. Remind participants that the first session provided a definition of emergencies. Ask participants if they can define “education in emergencies.” Take 2-3 responses.

2. Provide the following working definition with accompanying slide:
   “The provision of quality education opportunities that meet the physical protection, psychosocial, developmental and cognitive needs of children affected by emergencies, which can be both life-sustaining and life-saving. Education mitigates the psychosocial impact of conflict and disasters by giving a sense of normalcy, stability, structure and hope for the future. Education can save lives by providing physical protection from the dangers and exploitation of a crisis environment.”

3. Explain that this session will focus on why education is an important first humanitarian response in emergencies. Explain that, historically, education was seen as part of longer-term development work rather than a necessary intervention in emergency response; humanitarian relief involved the provision of food, shelter, water and sanitation, and healthcare. Show the next 5 slides and ask participants to reflect on the photo and the situation and to respond to the question asked in each slide. Take 2-3 responses from the group before moving to the next slide.

- Slide 4: Conflict in Kyrgyzstan – In what ways does education address children’s developmental needs in an emergency?
- Slide 5: Earthquake in Turkey – In what ways can emergency education be seen as life-sustaining?
- Slide 6: Israel/Palestine conflict – Why is education a protective mechanism?
  - Slide 7: Conflict in Afghanistan – Why is the right to education important in an emergency?
- Slide 8: Pakistan earthquake – Why do communities prioritise education in emergencies?

Participants might offer responses like the following:

- Slide 4: Developmental needs – Education allowed children to continue learning and addressed their learning and psychosocial needs.
- Slide 5: Life-sustaining – In emergency education safe spaces children can be provided with health, safety, and nutrition needs as well as new learning about health and safety issues that could save their lives.
- Slide 6: Children vulnerable to harm in a conflict situation and are likely to engage in unsafe activities; need protection from land mines.
- Slide 7: Right to education – Education opportunities must be provided to children regardless of the circumstances, since it is their right based on international legal instruments; it is girls whose right to education is most often affected by emergencies.
- Slide 8: Prioritized by communities – parents and communities don’t want their children to miss schooling, fall behind or drop out due to emergencies and will participate in the restoration of education.

4. Show slide 9 and 10 and ask participants:
• What are the unmet needs of children when education is not prioritised?
• What are the consequences when education is NOT prioritized?
Allow for 2-3 responses for further comments.

2. Rationale for education in emergencies

30 minutes

Exercise
1. Tell participants that they will be exploring five reasons why education should be prioritised in emergencies. These should have been brought out during the slide presentation but review them. Divide participants into 5 groups. Assign one of the following topics related to rationale for education in emergencies to each group:
   1) Education provides protection
   2) Education is a right
   3) Education is prioritised by communities
   4) Education is critical for cognitive and affective child development
   5) Education is life-saving and life-sustaining

2. Ask each group to develop an argument for their topic to be presented to donors to advocate for education as a first humanitarian response. Encourage groups to develop strong advocacy messages (which they will use later when developing fundraising proposals for a response).

3. Have the groups refer to the information in Handouts 2.1 and 2.2 to develop their arguments. Allow 15 minutes for the group work.

4. Have each group present its argument. Limit groups to 3 minutes each.

5. Ask the other participants to critique the persuasiveness of the argument on a scale from $, $$, $$$, representing the amount of funding a donor might give in response to the argument. Tell each participant to put $, $$, and $$$ on small VIPP cards or pieces of paper. After each presentation ask participants: Hold up your $ signs!

6. After the presentations, ask the participants
   ▪ Which donors or other groups of individuals might need to be persuaded about the rationale for education in emergencies?
   ▪ What next steps could they take in their countries to promote an understanding of the importance of education in emergencies?

7. Summarise to ensure that the following points are made and show the final slides:

   Education is a critical component of any humanitarian response to an emergency situation because education:
   ▪ Is a fundamental right of all children and in emergencies, children are often denied this right
   ▪ Is critical for normal development of children
   ▪ Can reduce the risk factors and build resilience for children and young people
   ▪ Can help children deal with the effects of crisis situations
   ▪ Can help to create a sense of normalcy for children and communities
   ▪ Is critical for the protection of children by offering a safe environment
   ▪ Is an important means of promoting tolerance and conflict resolution
   ▪ Is critical for economic recovery and social reconstruction
   ▪ Can engender democratic participation and respect for rights
- Is what children and parents prioritise during emergencies
- Is a platform for providing life saving knowledge and skills (e.g. cholera prevention, landmine awareness)
- Reduces maternal and child mortality
- Can facilitate family reunification
- Can identify and reach children with special needs
- Can improve nutritional status of children
- Provides an opportunity to get out-of-school children and youth enrolled in education
While a child’s right to education is clearly defined in international legal frameworks, we know that translating this right into reality is not an easy thing – especially in times of crisis. The case for education as an emergency response becomes stronger when it is recognised that the value of ensuring that education is available goes beyond simply meeting legal rights. Education can play a fundamental role in protection. A crisis leaves children vulnerable for a variety of reasons – they may have been displaced, witnessed purposeful violence, lost family members, or fallen victim to an unexpected natural disaster. Many have directly witnessed violence or destruction, and often face continued threats to their security or fear of repeated disaster. On a practical level, there are several components of education that, when combined, play a part in addressing children’s protection needs:

- **A safe, supervised environment**
  A safe space and a supervised environment can protect both a child’s body and their mind. Schools, as a nearly universal structure, are often the first place families look toward to provide this security for their children. Other educational activities, such as organised sport, recreation, or children’s clubs, may also provide a similar safe place. Safe spaces can be life-saving, protecting children from harm, exploitation, or dangers such as unexploded ordnance during war time or gender violence and abduction.

- **Engagement in structured activities**
  Participation in structured activities gives children stability that they lack in the midst of an emergency. Daily routines that include children’s attendance at school can help families regain a sense of normality and ease parents’ fears for their children. Social interaction with peers, together with support and learning offered by adults, encourages children’s return to regular developmental patterns.

- **Learning to cope with increased risks**
  Education programmes can impart important messages related to the risks that arise from a crisis. Areas addressed might include hygiene, HIV/AIDS or landmine safety. Knowledge about these topics can individually protect children and help them cope with the impact of the emergency at a practical level.

- **Care for vulnerable groups**
  Education can play a critical role in caring for vulnerable populations such as girls, children with disabilities, or those from ethnic minority communities. Ideally, services should include all children, with special efforts made to ensure access to schools for disadvantaged or vulnerable groups. This is particularly important when the emergency increases children’s vulnerability (e.g., landmines/violence create disabilities, ethnic groups are targeted).

- **Shielding from exploitation**
  Within the classroom environment, teachers and peers can oversee children who may be vulnerable to drug traffickers, military recruitment or the sex trade. For instance, school officials can alert other authorities if recruitment of children into the armed forces or abduction for other purposes is taking place.
Education Is a Right

All children have an absolute right to basic education. The right to free and compulsory primary education without discrimination is now enshrined in international law. 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. Below are the most relevant global rights instruments:

- **The 1948 Universal Declaration of Human Rights**
  Article 26 outlines the right to free and compulsory education at the elementary level and urges that professional and technical education be made available. The declaration states that education should work to strengthen respect for human rights and promote peace. Parents have the right to choose the kind of education provided to their child.

- **The 1951 Convention Relating to the Status of Refugees**
  Refugee children are guaranteed the right to elementary education in Article 22, which states they should be accorded the same opportunities as nationals from the host country. Beyond primary school, refugee children are treated as other aliens, allowing for the recognition of foreign school certificates/awarding of scholarships.

- **The 1966 Covenant on Economic, Social and Cultural Rights**
  The right to free and compulsory education at the primary level and accessible secondary-level education is laid out in Article 13. The covenant goes on to call for basic education to be made available to those who have not received or completed primary education. Emphasis is placed on improving conditions/teaching standards.

- **The 1989 Convention of the Rights of the Child**
  Article 28 calls for states to make primary education compulsory and free to all, and to encourage the development of accessible secondary, and other forms of, education. Quality and relevance is detailed in Article 29, which mandates an education that builds on a child’s potential and supports their cultural identity. Psychosocial support and enriched curriculum for conflict-affected children are both emphasised in this article. Article 2 outlines the principle of non-discrimination, including access for children with disabilities, gender equity, and the protection of linguistic and cultural rights of ethnic minority communities. Article 31 protects a child’s right to recreation and culture.

- **The 1990 World Declaration on Education for All**
  In 1990, at a global meeting in Jomtien, Thailand, the governments of the world committed to ensuring basic education for all. Ten years later at the Dakar World Education Forum, governments and agencies identified humanitarian emergencies as a major obstacle toward achieving the goals of Education for All (EFA). Within the Dakar Framework of Action, a call was made for active commitment to remove disparities in access for under-served groups, notably girls, working children, refugees, those displaced by war and disaster, and children with disabilities.

- **The Geneva Conventions**
  For situations of armed conflict, the Geneva Conventions lay out particular humanitarian protections for people – including children – who are not taking part in hostilities. In times of hostility, states are responsible for ensuring the provision of education for orphaned or unaccompanied children. In situations of military occupation, the occupying power must facilitate institutions “devoted to the care and education of children”. Schools and other buildings used for civil purposes are guaranteed protection from military attacks.
Education Is Prioritised by Communities

Communities experiencing crisis commonly call for the provision of education as a top priority in assistance. Children and parents both believe there is urgency in continuing schooling, but when an emergency interrupts local education efforts, already under-resourced communities can rarely cope. Although communities may be able to establish some type of education on a small scale, they often struggle to maintain or enhance those efforts without any outside assistance. The resulting standard may be inadequate to meet children’s essential needs.

When children themselves prioritise education as a part of emergency assistance, it becomes a powerful reason for including it in a response. Article 12 of the Convention of the Rights of the Child guarantees a child’s right to participation – including the right to freedom of expression and to express their views on all matters affecting them. When children place education as a high priority, any organisation subscribing to the concept of children’s rights has an obligation to respond.

➢ **Belief in the future**
During an emergency, at the very time when children face increased vulnerabilities, aspirations for the future are likely to be put aside. Postponing learning until ‘the emergency is over’ means that many children will never attend school again. They may never learn to read, write, or be fundamentally numerate. Burdened with adult roles and left without the opportunity to play, children are denied opportunities to develop creative talents or practise co-operation. Uneducated children are vulnerable to a future of poverty, more easily drawn into violence, and lack the complex skills so important to their society’s reconstruction and development. In long-term crises, education can be a critical part of providing meaning in life.

➢ **Psychosocial support**
While it is generally understood that schools nurture cognitive development, education also plays a central role in providing psychological and social support. For children, an emergency’s effects can be amplified due to lack of understanding of the events going on around them, or because of an already limited control over their lives. Education efforts can play a role in helping communities to understand and cope with both their own and their children’s reactions to the emergency.

➢ **Restoration of communities**
Working together to build or manage a school can foster informal links within the community and lead towards other collective initiatives. Education opportunities for children can also free parents to focus on earning income or managing domestic responsibilities. Resulting reductions of stress at home will benefit the whole family.
Education Is Critical for Developmental Needs of Children

- Wars and natural disasters deny generations the knowledge and opportunities that an education can provide. Education in emergencies, chronic crises and early reconstruction must be seen in a broad context; it is education that protects the well being, fosters learning opportunities, and nurtures the overall development (social, emotional, cognitive, and physical) of people affected by conflicts and disasters.

- Without education, children face a severely limited future. Illiterate young people often face a future of poverty and violence and will lack the more complex skills needed to contribute to their society's peaceful reconstruction and development.

- It sustains life by offering structure, stability and hope for the future during a time of crisis, particularly for children and adolescents, and provides essential building blocks for future economic stability. It also helps to heal bad experiences by building skills, and supporting conflict resolution and peace-building.

- In addition to providing children with critical skills in numeracy, literacy, and life skills, education addresses the holistic development of the child (both the affective and cognitive domains) through opportunity for participation, provision of a stimulating environment and acceptance contributing to a foundation for life-long learning.

- Education facilitates the optimal development of children which refers to their ability to acquire culturally relevant skills and behaviours that allow them to function effectively in their current context as well as adapt successfully when their current context changes.

- Education provides children with the relevant knowledge and life skills for surviving and thriving in life.

- Through structured play, children practice skills they have acquired and learn new ones.
Education is Life-Saving and Life-Sustaining

- Education in emergencies is a necessity that can be both life-sustaining and life-saving, providing physical, psychosocial and cognitive protection.

- A safe space and a supervised environment can protect both a child’s body and their mind. Schools, as a nearly universal structure, are often the first place families look toward to provide this security for their children. Other educational activities, such as organised sport, recreation, or children’s clubs, may also provide a similar safe place. Safe spaces can be life-saving, protecting children from harm, exploitation, or dangers such as unexploded ordnance during war time or gender violence and abduction.

- The education sector disseminates key survival messages in emergencies, such as landmine safety, HIV/AIDS prevention, WASH messages which protect against cholera and other water borne diseases. These survival messages can reduce both maternal and child mortality.

- Protective learning spaces can provide physical protection against gender based violence as well as dissemination of key messages through education for children and peer to peer teaching modalities against gender based violence and to support reproductive health messages.

- Temporary learning spaces/schools can serve as feeding centres to maintain nutrition of displaced children and help protect them against disease common among IDPs. Temporary schools can also be used as vaccination and vitamin supplementation centres to provide health protection.

- Uneducated children are vulnerable to a future of poverty and more easily drawn into violence. During armed conflict, children are far more likely to be recruited into armed groups without protective environments, and face violence and possible death.

- Within the classroom environment, teachers and peers can oversee children who may be vulnerable to drug traffickers, military recruitment or the sex trade. For instance, school officials can alert other authorities if recruitment of children into the armed forces or abduction for other purposes is taking place.
Education is a right. This right is articulated in various international humanitarian and human rights instruments, including the Geneva Conventions, which apply in times of war, as well as the Convention on the Rights of the Child, the Universal Declaration of Human Rights and many regional rights instruments.

Education in emergencies is a necessity that can be both life-sustaining and life-saving, providing physical, psychosocial and cognitive protection. Education in emergencies saves lives by directly protecting against exploitation and harm, and by disseminating key survival messages, such as landmine safety or HIV/AIDS prevention.

Education is prioritised by communities. Communities often start up some kind of education/school themselves during an emergency. Maintaining this during a crisis can be difficult, however, due to diminished local capacities and fewer resources. Emergencies offer opportunities to improve the quality of and access to education.

Education response in emergencies is focused on meeting the actual needs of the affected population, as well as on formal schooling. The needs depend on the phases and the situation:

- The acute/flight/displacement phase: Crucial information/messages, such as mine, health and environment risks etc, and emphasis on psychosocial and recreational elements
- The chronic or coping phase: organised learning; formal and non-formal, including messages and topics to prepare for return (if displaced), for the future, risk elements and also peace building and human rights education
- The return, reintegration and rehabilitation phase: facing the future, rebuilding and upgrading the whole school system. Without disregarding the devastation that may have been caused to the education system, this phase should make use of the positive opportunities that may follow in the aftermath of an emergency. These opportunities may involve the development of more equal gender policies and practices and the revision of previously divisive curriculum and teaching practices, and requires that sufficient time is given for curriculum development, training of teachers and the gradual development towards a new defined goal.

Children and youth have enormous potential, for learning, for cooperation and for contributing to society. This potential can be constructive or destructive; children and youth without meaningful opportunities and positive influences are easily recruited or attracted by alternative and often negative activities. No society can afford to lose the constructive potential of its young people; it must be safe-guarded and cared for even in crisis situations.
Session 3: Framework for Education in Emergencies: The Minimum Standards for Education in Emergencies

Learning Objectives

At the end of this session participants will be able to:

1. Understand and apply the Minimum Standards for Education Preparedness, Response, Recovery
2. Analyse a case study to assess the extent to which the standards have been applied
3. Understand that the INEE Minimum Standards for Education provide guidance and established standards for education in emergency preparedness and response

Key Messages

- The INEE Minimum Standards for Education Preparedness, Response, Recovery provide standards and benchmarks for emergency education preparedness and response. The INEE MS can enhance preparedness and response to education in emergencies, chronic crises and early reconstruction, in terms of access, quality and accountability. The five INEE MS domains of standards are interdependent and should be adapted according to the context.

- The domains and categories are:
  - Domain 1: Foundational Standards
    - Community participation
    - Coordination
    - Analysis
  - Domain 2: Access and Learning Environment
  - Domain 3: Teaching and Learning
  - Domain 4: Teachers and other Education Personnel
  - Domain 5: Education Policy

Time:
70 minutes

Method:
Slide presentation, case study, small group work, discussion

Resources / Materials needed:

- Laptop, projector, screen, flipcharts, markers
- Session 3 slide presentation
  - Handout 3.1: Minimum Standards for Education Preparedness, Response, Recovery 2010
  - Handout 3.2: Kyrgyzstan case study (or appropriate country case study)
  - Handout 3.3: Case Analysis of Application of Minimum Standards
- Copies of INEE MS Handbook for each table
**Preparation for this session:**
- Review this session.
- Review Session 3 PowerPoint slides and ensure that projector is working.

**CEE/CIS CD**
- INEE MS Handbook

### Session Outline

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### 1. Introduction to the Minimum Standards for Education in Emergencies

30 minutes

1. Explain that an important development in education has been the Inter-agency Network for Education in Emergencies (INEE) process to develop the Minimum Standards for Preparedness, Response, Recovery. (INEE MS)

2. Ask participants if they have been involved with the INEE MS in anyway and/or are familiar with the INEE MS Handbook.

3. Explain the following points about the development of the INEE MS while showing the corresponding slides:
   - The Inter-Agency Network for Education in Emergencies (INEE) was established to develop standards to promote access to quality education for all persons including those affected by emergencies
   - The standards are based on the Convention on the Rights of the Child, Education for All (EFA) and Humanitarian Charter to represent ‘universal goals for helping adults and children achieve the right to life with dignity’.
   - The standards are an essential addition to the Sphere Project and Humanitarian Charter and ‘minimum standards in disaster relief’. The Sphere standards cover the sectors of water; sanitation and hygiene; food security, nutrition and food aid; shelter, settlement and non-food items; and health services. They do not include education.
   - The INEE MS are a tool to promote a minimum level of access to quality education, which is a basic right of all adults and children.
   - Participants should refer to the INEE Minimum Standards for Education in Emergencies, which can be found on the INEE web site [www.ineesite.org](http://www.ineesite.org).

4. Explain that the original standards have been updated in 2010. There are 5 domains:
   1. **Foundational Standards**, including
      - Community participation
      - Coordination
      - Analysis
   2. Access and Learning Environment
3. Teaching and Learning
4. Teachers and other Educational Personnel
   Focuses on the administration and management of human resources in the field of education, including recruitment, selection, conditions of service, and supervision and support.
5. Education Policy
   Focuses on policy formulation and enactment, planning and implementation.

2. Applying the Minimum Standards for Education in Emergencies to a case study

40 minutes

(30 minutes)
1. Tell participants that they will now have an opportunity to apply the INEE Minimum Standards to a case study of the conflict emergency in Kyrgyzstan in 2010 (or other country case study). Refer participants to Handout 3.1, which summarises the five domains and corresponding standards for each domain.

Exercise in Applying the INEE MS to Kyrgyzstan Case Study
Have participants review Handout 3.2: Case Study of Emergency Education Response. Divide participants into 6 groups of 5 or 6 people and assign each group one category only to analyse as follows:
Group 1: Domain 1: Foundational Standards: Community Participation and Coordination
Group 2: Domain 1: Analysis
Group 3: Domain 2: Access and Learning Environment
Group 4: Domain 3: Teaching and Learning
Group 5: Domain 4: Teachers and other Education Personnel
Group 6: Domain 5: Education Policy and Coordination

Tasks:
1) Identify which standards were used in the emergency education response in the assigned domain
2) Identify which standards could have been used in the response. Groups can use Handout 3.3 to record responses for each domain.
   Note that there may not be sufficient information to determine if some of the standards were used. In this case, participants should identify what might have been done in the response to apply the standard.

(10 minutes)
3. In plenary, invite a reporter from each group to report on their categories and the standards applied to the case study. Show the corresponding slide for each domain as the groups report.

DOMAIN 1: Foundational Standards
Community Participation
- Standard 1: Participation. Community members participate actively, transparently and without discrimination in analysis, planning, design, implementation, monitoring and evaluation of education responses.
- **Standard 2: Resources.** Community resources are identified, mobilized and used to implement age-appropriate learning opportunities.

**Coordination**
- **Standard 1: Coordination.** Coordination mechanisms for education are in place and support stakeholders working to ensure access to and continuity of quality education

**Analysis**
- **Standard 1: Assessment.** Timely education assessments of the emergency situation are conducted in a holistic, transparent and participatory manner.
- **Standard 2: Response Strategies.** Inclusive education response strategies include a clear description of the context, barriers to the right to education and strategies to overcome those barriers.
- **Standard 3: Monitoring.** Regular monitoring of education response activities and the evolving learning needs of the affected population is carried out.
- **Standard 4: Evaluation.** Systematic and impartial evaluations improve education response activities and enhance accountability.

**DOMAIN 2: Access and Learning Environment**
- **Standard 1: Equal Access.** All individuals have access to quality and relevant education opportunities.
- **Standard 2: Protection and Well Being.** Learning environments are secure and safe, and promote the protection and the psychosocial well-being of learners, teachers and other education personnel.
- **Standard 3: Facilities and Services.** Education facilities promote the safety and well-being of learners, teachers and other education personnel and are linked to health, nutrition, psychosocial and protection services.

**DOMAIN 3: Teaching and Learning**
- **Standard 1: Curricula.** Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of learners.
- **Standard 2: Training, Professional Development and Support.** Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances.
- **Standard 3: Instruction and Learning Processes.** Instruction and learning processes are learner-centred, participatory and inclusive.
- **Standard 4: Assessment of Learning Outcomes.** Appropriate methods are used to evaluate and validate learning outcomes.

**DOMAIN 4: Teachers and other Education Personnel**
- **Standard 1: Recruitment and Selection.** A sufficient number of appropriately qualified teachers and other education personnel are recruited through a participatory and transparent process, based on selection criteria reflecting diversity and equity.
- **Standard 2: Conditions of Work.** Teachers and other education
personnel have clearly defined conditions of work and are appropriately compensated.

- **Standard 3: Support and Supervision.** Support and supervision mechanisms for teachers and other education personnel function effectively.

**DOMAIN 5: Education Policy**

- **Standard 1: Law and Policy Formulation.** Education authorities prioritise continuity and recovery of quality education, including free and inclusive access to schooling.

- **Standard 2: Planning and Implementation.** Education activities take into account international and national education policies, laws, standards and plans and the learning needs of affected populations.

5. Explain to participants that throughout the workshop they will have an opportunity to work with these standards and apply them to a scenario as they plan each component of an emergency response.

Summarise by emphasising the importance of using standards as a framework for preparedness and response planning for education in emergencies. Tell participants that for subsequent sessions, they will apply the INEE Minimum Standards when planning each component of an emergency education response.
### Domain 1: Foundational Standards

**Community Participation**
- **Standard 1: Participation.** Community members participate actively, transparently and without discrimination in analysis, planning, design, implementation, monitoring and evaluation of education responses.
- **Standard 2: Resources.** Community resources are identified, mobilized and used to implement age-appropriate learning opportunities.

**Coordination**
- **Standard 1: Coordination.** Coordination mechanisms for education are in place and support stakeholders working to ensure access to and continuity of quality education.

**Analysis**
- **Standard 1: Assessment.** Timely education assessments of the emergency situation are conducted in a holistic, transparent and participatory manner.
- **Standard 2: Response Strategies.** Inclusive education response strategies include a clear description of the context, barriers to the right to education and strategies to overcome those barriers.
- **Standard 3: Monitoring.** Regular monitoring of education response activities and the evolving learning needs of the affected population is carried out.
- **Standard 4: Evaluation.** Systematic and impartial evaluations improve education response activities and enhance accountability.

### Domain 2: Access and Learning Environment

- **Standard 1: Equal Access.** All individuals have access to quality and relevant education opportunities.
- **Standard 2: Protection and Well Being.** Learning environments are secure and safe, and promote the protection and the psychosocial well-being of learners, teachers and other education personnel.
- **Standard 3: Facilities and Services.** Education facilities promote the safety and well-being of learners, teachers and other education personnel and are linked to health, nutrition, psychosocial and protection services.

### Domain 3: Teaching and Learning

- **Standard 1: Curricula.** Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of learners.
- **Standard 2: Training, Professional Development and Support.** Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances.
- **Standard 3: Instruction and Learning Processes.** Instruction and learning processes are learner-centred, participatory and inclusive.
- **Standard 4: Assessment of Learning Outcomes.** Appropriate methods are used to evaluate and validate learning outcomes.

### Domain 4: Teachers and Other Personnel

- **Standard 1: Recruitment and Selection.** A sufficient number of appropriately qualified teachers and other education personnel are recruited through a participatory and transparent process, based on selection criteria reflecting diversity and equity.
- **Standard 2: Conditions of Work.** Teachers and other education personnel have clearly defined conditions of work and are appropriately compensated.
- **Standard 3: Support and Supervision.** Support and supervision mechanisms for teachers and other education personnel function effectively.

### Domain 5: Education Policy

- **Standard 1: Law and Policy Formulation.** Education authorities prioritise continuity and recovery of quality education, including free and inclusive access to schooling.
- **Standard 2: Planning and Implementation.** Education activities take into account international and national education policies, laws, standards and plans and the learning needs of affected populations.
Background
In June 2010 in southern Kyrgyzstan near the Uzbekistan border, violence between Kyrgyz and Uzbek ethnic groups erupted. Arson attacks destroyed about 2,000 homes and buildings in the cities of Osh and Jalalabad and over 75,000 Uzbeks fled across the border to Uzbekistan. The conflict also caused massive internal displacement of about 300,000 people. Over 300 people were killed and 2300 injured. Within weeks after the violence, the majority of those who fled across the border returned but remained displaced, homeless, and fearful of renewed violence.

Impact on Education
Nearly 40 percent of the displaced population was children. The violence and chaos left many children, youth and their families suffering from psychosocial distress and anxiety. School buildings that accommodated more than 3,000 school-age children of Osh and Jalalabad were destroyed. There were concerns that the crisis would worsen the already low achievement of students in Kyrgyzstan, as shown on the 2006 PISA assessment.

Coordination
Clusters were established to help national authorities coordinate the relief effort in Kyrgyzstan. The Ministry of Education and Sciences actively led the Education Cluster; UNICEF and Save the Children served co-leads. Education Cluster members included the UN Development Programme, Open Society Institute, Centre for Educational Assessment and Teaching Methods, the Aga Khan Development Network, American Council for International Education, Quality Learning Project USAID, European Commission and Organization for DCCA. A Flash Appeal including education was issued in June 2010 for $3.5 million, though the funds raised fell significantly short. In addition to a national cluster, there was also a sub-national cluster in Osh.

Needs Assessment
Education Cluster partners were included in multi-cluster needs assessments and conducted a comprehensive needs assessment of the impact of the crisis on education. Data generated was used to complement the Ministry of Education's annual school census.

Initial Education Responses
- The government requested UNICEF’s support with 50 temporary school shelters, which were ordered and deployed to serve as temporary learning spaces. The tents were used to support temporary learning spaces for Tolstoy school. Children from the other destroyed school – Hamza School – were distributed to other nearby schools.
- UNICEF and partners provided 14 child friendly preschool spaces in Osh and Jalalabad provinces to help children and families recuperate from the trauma and to help prepare young children for the start of school.
- The WASH cluster was asked to provide water, latrines and drinking water and deliver hygiene education to children in need. Schools in affected areas in need of repair were identified. 14 schools received new permanent latrines for pre-school age children.
- 277 schools in the most affected areas were equipped with a core package of teaching/learning materials, including School in the Box and Recreation kits. Teachers from the destroyed schools were also provided with Math and Science Teaching kits.
- More than 6000 children were given psychosocial support through 65 child friendly spaces in Osh and Jalalabad. A working group established on psychosocial teacher training in Jalalabad Province targeted school administrators, social pedagogues, and school community representatives.
• UNICEF and Creative Assoc. supported psychosocial teacher training for school administration teams in Osh and Jalalabad oblasts.
• The Government of Kyrgyzstan and the Education Cluster launched a nationwide communication campaign, encouraging children’s return to school and tolerance between ethnicities. The slogan – ‘Together to School’ was disseminated nationwide through media channels.

Recovery- Resumption of Formal Education
• Ministry of Education and UNICEF launched a 3-phase ‘Welcome to School’ initiative in August to secure safe access to education at the start of the school year in September. 3 phases were identified.
• Curriculum. The government dedicated the first month of school to promoting ‘Peace and Harmony’. UNICEF supported the initiative by developing a packet of Peace Education lessons. These lesson plans were distributed to all teachers in the country – 72,000 nationwide - in their language of instruction.
• School security. In the most affected rayons in Osh and Jalalabad, the education cluster mobilized local NGOs and communicates to ensure security for children to and from school and support the strengthening of student clubs and parents groups in an effort to prevent violence.

Challenges
• Families worried about the security and potential discrimination of their children on the way to and in schools and lack of school supplies and winter clothing, particularly in families whose homes were destroyed.
• Families transferred children from one school to another for safety concerns.
• The Ministry of Education worried about a shortage of teachers resulting from teachers fleeing the south. Protection partners worried about the ability of teachers to address students’ trauma. The issue of youth was and continues to be a key concern since unemployment among youth has led to growth in “unproductive” work, and an increase in out migration. Youth also played a role in the violence, although details are not clear.
• Concerns about security around young people who report that they do not feel safe, particularly ethnic minority groups.
• The achievement of students before the violence was already low, as shown by the PISA results.
**HANDOUT 3.3: Case Analysis of Application of the Minimum Standards for Education in Emergencies**

<table>
<thead>
<tr>
<th>INEE Minimum Standards Categories</th>
<th>What standards were applied?</th>
<th>How? What response actions were taken?</th>
<th>What were the gaps?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordination</td>
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<tr>
<td>Community Participation</td>
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<tr>
<td>Analysis</td>
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<td>Access and Learning Environment</td>
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<tr>
<td>Teaching and Learning</td>
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<tr>
<td>Teachers and Other Education</td>
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<tr>
<td>Education Personnel</td>
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<tr>
<td>Education Policy</td>
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</tbody>
</table>
Session 4: Technical Components of Education in Emergencies

Learning Objectives

At the end of this session participants will be able to:

1. Describe the components of emergency education response and when they are implemented
2. Identify how the components apply in both the preparedness and response phases of emergency
3. Use a case study of an emergency education response to assess which components of emergency response have been implemented

Key Messages

- The cycle of emergencies includes preparedness, response, and recovery, with disaster risk reduction (DRR), including mitigation and prevention measures prior to and after an emergency.
- The technical components of emergency preparedness and response include:
  1) Cluster/sector coordination mechanism
  2) Education assessments
  3) Education response planning
  4) Human and financial resources
  5) Education supplies and logistics
  6) Temporary learning spaces
  7) Psychosocial support and strategies
  8) Emergency education curricula
  9) Mobilisation and training of teachers and education personnel
  10) Rehabilitation and construction of schools
  11) Resumption of formal education
  12) Monitoring and evaluation
- The technical components apply to the preparedness and response phases
- DRR and emergency preparedness should be incorporated into Education Sector Plans

Time:
45 minutes

Method:
Slide presentation, case study, plenary discussion

Resources / Materials needed:

- Laptop, projector, screen, flipcharts, markers
- Session 4 slide presentation
- Large poster or banner (3 metres x ½ metre suggested) with “Preparedness = Effective Response” written clearly. (Use chart paper if other materials aren’t available)
- A set of signs (preferably laminated) for each of the 12 technical components of EiE listed above
- Masking tape or wall pins or tacks
• Handout 4.1: Technical Components of Education in Emergencies
• Handout 4.2: Cycle of Emergency and Components of Preparedness and Response
• Handout 3.2: Case Study of Conflict in Kyrgyzstan (from Session 3)

**Preparation for this session:**
• Review this session.
• Review Session 4 PowerPoint slides and ensure that projector is working.
• Prepare the poster and signs. Tape the Preparedness poster high up on a large wall. Then tape the 12 signs of the components of emergency response under the poster and next to each other.

**Session Outline**

<table>
<thead>
<tr>
<th>Minutes</th>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>1. Technical components of education in emergency response; analysis of case study based on components</td>
</tr>
<tr>
<td>15</td>
<td>2. Cycle of emergencies and technical components of education preparedness and response</td>
</tr>
<tr>
<td>45</td>
<td>TOTAL TIME</td>
</tr>
</tbody>
</table>

1. **Technical components of education in emergency response; analysis of case study based on components**

30 minutes

1. Explain that participants have just examined the INEE MS, which provide the benchmarks for a quality response. They will now look at the **technical components** of education in emergencies, what front line responders actually do when they respond to emergencies.

2. The 12 components have been identified based on field experience in responding to emergencies in the education sector. Explain that this is a brief introduction to the components and they will have an opportunity to address the components in detail in subsequent sessions.

3. Show the slides for each of the components. Tell participants to follow the explanations on Handout 4.1. Point to the posters of each component (made before the session) under the Preparedness = Effective Response sign, and briefly describe them as follows.

   1) **Cluster/sector coordination mechanism** – stakeholder group of the education sector led by Ministry of Education and supported by UNICEF, Save the Children and other I/NGOs and other organisations responsible for preparedness and response planning to deliver education in emergencies

   2) **Education assessments** – assessments conducted to gain information about the impact of an emergency on the affected areas, including # of children displaced, # of schools damaged and destroyed, # of teachers displaced, availability and condition of teaching materials, etc. This information is vital to formulating an education sector response
3) **Education response planning** – the process of systematic response planning developed by the education sector coordinating group to deliver education to affected children and communities based on identified needs.

4) **Human and financial resources** – determination of the kinds of human resources needed to implement the response plan beyond the capabilities of the staff of the education sector coordination partners. This might include local NGOs, consultants, temporary staff, or even an international education cluster coordinator if the emergency is extensive. Financial resources need to be mobilised by the sector through existing funds or by developing proposals and budgets for additional aid to meet emergency needs.

5) **Education supplies and logistics** – kits with play and recreation materials, learning materials, and other classroom supplies are ordered to replace damaged materials and facilitate teaching and learning in temporary learning environments.

6) **Temporary learning spaces** – temporary classrooms are established in tents, public buildings, under trees or quickly assembled temporary structures using local materials to provide safe and protective places for children to learn and play.

7) **Psychosocial support and strategies** – structured activities to allow children to engage in play, recreation, and creative activities to help them overcome the emotional impacts of the emergency.

8) **Emergency education curricula** – teaching and learning materials provided in literacy, numeracy, life skills, and other emergency areas to allow learning to continue and for children to gain new skills related to their new environments, including life saving skills to avoid threats such as disease, land mines, exploitation, etc.

9) **Mobilisation and training of teachers and education personnel** – recruitment of additional teachers and community volunteers and training schemes to prepare them to deliver emergency education and psychosocial support activities.

10) **Rehabilitation and construction of schools** – repair of schools damaged by the emergency and construction of new schools to replace destroyed schools and including additional schools to accommodate out-of-school children who may enrol after the emergency.

11) **Resumption of formal education** – in the early recovery period, efforts to restart formal education include back-to-school and go-to-school campaigns; reintegration of students who were displaced or dropped out as a result of the emergency; and reintegration of teachers who were displaced or new teachers trained during the emergency.

12) **Monitoring and evaluation** – systematic monitoring programme.
to assess the extent to which the emergency education response plan was implemented in order to adjust targets and response activities, and evaluation of the quality impact of the response

4. As each component is explained with each slide, ask participants to comment on if and how these components were implemented in the Kyrgyzstan response presented in Session 3.

2. Cycle of emergencies and technical components of preparedness and response

30 minutes

1. Show Slide #15, Cycle of Emergencies, previously shown in Session 1. Explain that the 12 components are part of both the preparedness, response and recovery phases of the cycle.

2. Show Slide #16. Ask the participants
   - Which components are part of the response phase of an emergency? (Coordination, assessment, response planning, human and financial resources, supplies, temporary learning spaces, psychosocial support, emergency curricula, mobilization and training of teachers, monitoring and evaluation)
   - Which components are part of the recovery phase? (Resumption of formal education, repair and construction of schools, monitoring and evaluation)
   - Which components may be used in both response and recovery? (Most of the components may be implemented throughout an emergency; assessment, planning, resources, monitoring and evaluation etc. may need to be continuously implemented throughout an emergency response.)

   Then show Slide #17, with the components filled in the chart.

3. Next, ask participants:
   - Which components should also be part of the preparedness phase?

   Explain that preparedness measures should be taken for each of the components prior to emergencies as part of the preparedness phase. Tell participants that these measures will be addressed in each of the subsequent sessions.

4. Explain that subsequent sessions of the workshop will allow participants to design an emergency response using the components guided by the standards. Subsequent sessions will also address:
   - How preparedness can be incorporated into education sector planning
   - How DRR (prevention and mitigation measures) is part of the emergency cycle and how it can be incorporated into education sector planning
HANDOUT 4.1: Technical Components of Emergency Preparedness and Response

1. **Cluster/sector coordination mechanism** – stakeholder group of the education sector led by Ministry of Education and supported by UNICEF, Save the Children and other organisations responsible for emergency education preparedness and response.

2. **Education assessments** – assessments conducted to gain information about the impact of an emergency on the affected areas, including # of children displaced, # of schools damaged and destroyed, # of teachers displaced, availability and condition of teaching materials, etc. This information is vital to formulating an education sector response.

3. **Education response planning** – the process of systematic response planning developed by the education sector coordinating group to deliver education to affected children and communities based on identified needs.

4. **Human and financial resources** – determination of the kinds of human resources needed to implement the response plan beyond the capabilities of the staff of the education sector coordination partners. Financial resources need to be mobilised by the sector through existing funds or by developing proposals and budgets for additional aid to meet emergency needs.

5. **Education supplies and logistics** – kits with play and recreation materials, learning materials, and other classroom supplies are ordered to replace damaged materials and facilitate teaching and learning in temporary learning environments.

6. **Temporary learning spaces** – temporary classrooms are established in tents, public buildings, under trees or quickly assembled temporary structures using local materials to provide safe and protective places for children to learn and play.

7. **Psychosocial support and strategies** – structured activities to allow children to engage in play, recreation, and creative activities to help them overcome the emotional impacts of the emergency.

8. **Emergency education curricula** – teaching and learning materials provided in literacy, numeracy, life skills, and other emergency areas to allow learning to continue and for children to gain new skills related to their new environments, including life saving skills to avoid threats such as disease, land mines, exploitation, etc.

9. **Mobilisation and training of teachers and education personnel** – recruitment of additional teachers and community volunteers and training schemes to prepare them to deliver emergency education and psychosocial support activities.

10. **Rehabilitation and construction of schools** – repair of schools damaged by the emergency and construction of new schools to replace destroyed schools and including additional schools to accommodate out-of-school children who may enrol after the emergency.

11. **Resumption of formal education** – in the early recovery period, efforts to restart formal education include back-to-school and go-to-school campaigns; reintegration of students who were displaced or dropped out as a result of the emergency; and reintegration of teachers who were displaced or new teachers trained during the emergency.

12. **Monitoring and evaluation** – systematic monitoring programme to assess the extent to which the emergency education response plan was implemented in order to adjust targets and response activities, and evaluation of the quality impact of the response.
HANDOUT 4.2: Conceptual Framework For Phases of Emergency

Adapted from IASC SWG on Preparedness and Contingency Planning

Trigger

- Preparedness, Mitigation, Prevention
  - Before Trigger

- Critical Response
  - Usually a number of weeks to several months

- Early Recovery

- Long Term Recovery and Regular Programming

PREPAREDNESS, MITIGATION, PREVENTION

- Before the Emergency

LONG-TERM RECOVERY

- 18 months and onwards

CRITICAL RESPONSE

- 1 week to 6 months

EARLY RECOVERY

- 6 to 18 months

INEE and Education Cluster
### Components of Emergency within the Phases of Emergencies

<table>
<thead>
<tr>
<th>Disaster Risk Reduction Mitigation Prevention</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>• School based DRR plans</td>
<td></td>
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<tr>
<td>• DRR curriculum</td>
<td></td>
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<tr>
<td>• Community preparedness</td>
<td></td>
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<tr>
<td>• DRR school construction standards</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Preparedness</th>
<th>Sector</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Preparedness in all components of emergency</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Response</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sector/cluster coordination mechanisms</td>
<td></td>
</tr>
<tr>
<td>• Education assessments</td>
<td></td>
</tr>
<tr>
<td>• Response planning</td>
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<tr>
<td>• Human and financial resources</td>
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<tr>
<td>• Supplies and logistics</td>
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<td>• Temporary learning spaces</td>
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<tr>
<td>• Psychosocial support and strategies</td>
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<tr>
<td>• Emergency curricula</td>
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<tr>
<td>• Mobilization and training of teachers</td>
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<tr>
<td>• Monitoring and evaluation</td>
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<table>
<thead>
<tr>
<th>Recovery</th>
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<tbody>
<tr>
<td>• Resumption of formal education</td>
<td></td>
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<tr>
<td>• Education curricula</td>
<td></td>
</tr>
<tr>
<td>• School repair, retrofitting and construction</td>
<td></td>
</tr>
<tr>
<td>• Monitoring and evaluation</td>
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</tbody>
</table>
Session 5: Education Sector Coordination Mechanisms

Time: 60 minutes

Learning Objectives

At the end of this session participants will be able to:
1. Explain the purpose, benefits and challenges of education sector coordination in emergency preparedness and response.
2. Understand that good coordination assists and supports the duty bearer (Government/Ministry of Education) to provide education services in a crisis situation.
3. State the objectives of the cluster approach in emergency response and be aware of the roles and responsibilities of the Education Cluster co-lead agencies (Save the Children and UNICEF) and Education Cluster members.

Key Messages and Learning Points

- Coordination mechanisms require clear communication, information sharing, clear definition of roles and responsibilities, and strong leadership.
- In a crisis, coordination and lines of communication can become complicated and confused.
- Education sector coordination must include Ministries of Education, UN agencies, International/National NGOs and other stakeholders.
- Coordination requires meaningful engagement with other sectors, affected communities and national NGOs; however there will be barriers and challenges to achieving this dialogue.
- INEE Minimum standards covering participation and coordination can be utilised to understand the complexity of issues involved and achieve better results.
- The cluster approach was developed by the international humanitarian community to improve coordination of disaster response across a number of sectors (including education).

Session Outline

<table>
<thead>
<tr>
<th>Content</th>
<th>Approx. Time</th>
<th>Instructional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Benefits and Challenges to Coordination</td>
<td>15 minutes</td>
<td>Group work, brainstorm and plenary feedback</td>
</tr>
<tr>
<td>2. The IASC Cluster Approach and Education sector coordination in emergencies</td>
<td>15 minutes</td>
<td>Presentation</td>
</tr>
<tr>
<td>3. Review of Existing Country Coordination Mechanisms</td>
<td>15 minutes</td>
<td>Interactive plenary</td>
</tr>
<tr>
<td>4. Action Steps for Improving Coordination Mechanisms</td>
<td>15 minutes</td>
<td>Group work</td>
</tr>
<tr>
<td>Total Time</td>
<td>60 minutes</td>
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</tbody>
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Preparation, Resources and Support Materials

**Resources / Materials needed:**
- Flipcharts, markers
- Handout 5.1: Education Cluster Objectives as Outlined in the IASC Guidance Note
- Handout 5.2: Checklist of National Sector/Cluster Coordination Actions
- Handout 5.3: Checklist of Sub-national Sector Coordination Actions
1. Benefits and Challenges of Coordination

15 minutes

*Note to facilitator:* A more extensive exercise exploring existing coordination mechanisms is included as a supplementary exercise.

1. Ask the participants to reflect on existing education coordination mechanisms in their countries,
   - What is the role of these existing coordination bodies during or after emergencies?
   - What would be required for these coordination bodies to be effective during emergencies?
   - How many of you work within an education coordination mechanism for an emergency or other interagency initiative? Is it an on-going (permanent) or purpose-built structure?
   - Do you know what a cluster means in relation to emergencies? How many of you have participated in a cluster?

   **Example Coordination Bodies**
   - Donor Education group
   - Education Sector Working group
   - Sub sector working group (e.g. on Parent Teacher Associations, Accelerated Learning in Liberia)

   Finally introduce the sessions learning objectives to the participants.

2. Explain that the group will explore the concept of **clusters** later in this session, but for now, participants are going to look closely at the benefits and challenges of **coordination** generally for education in emergencies. Direct participants to the INEE Minimum Standard relating to coordination:

   **INEE MS Domain Education Policy and Coordination:**
   **Standard 3 - Coordination:** There is a transparent coordination mechanism for emergency education activities, including effective information sharing between stakeholders.

3. Ask participants to think about their experiences in general, and in coordination of education in emergencies in particular, if they have had them. Ask them to think about their **positive** and **negative** experiences,
their successes and challenges. Take a number of responses and write them on the flip charts. Then show Slide and review the benefits and challenges.

**Key benefits of coordination:**
- Allows partners to contribute on the basis of their strengths and comparative advantages
- Provides an opportunity to strategise and plan together
- Avoids overlap, duplication of efforts and activities
- Maximises use of resources
- Allows partners to divide areas of responsibility and geographic coverage
- Can strengthen advocacy and mobilisation of resources
- Strengthens support for government
- Can lead to standardisation of approaches, tools, and implementation
- Can lead to mutual learning and improvement of skills, strategies, and program implementation
- Can be more cost effective
- Can encourage greater community participation
- Provides an opportunity for improved preparedness
- Strengthens skills in leadership, facilitation and planning
- Can lead to identification of gaps and ensures they are met
- Can facilitate greater inter-sector coordination

**Key challenges to coordination:**
- Lack of clear definitions of roles and responsibilities, conflicts about roles and responsibilities
- Lack of leaders and leadership skills, personality clashes
- Weak meeting management and planning skills
- Inability to establish joint objectives and strategies
- Failure to establish communication and information strategies in data and information management
- Communication barriers - communication often made via email and online exclude those without easy access to internet and computers. Language can prevent local NGOs from actively participating.
- Duplication of effort and coverage of geographic locations
- Meetings often happen at capital level while response is focused on sub-national/local level
- Competing agency agendas, mandates or strategies
- Failure of some agencies to fulfil their responsibilities
- Remaining actively inclusive despite time constraints, specifically of Government and agencies with competing mandates
- Time constraints for meetings and coordination of responses
- Insufficient resources, both human and financial
- Inability or lack of capacity to involve community members and organisations in planning and implementation
- Lack of accountability
- Too process-oriented
- Can have low-level representation of the MOE
2. The IASC Cluster Approach and Education sector coordination in emergencies – slide presentation

Tell participants that the next session will cover the IASC Cluster Approach and outline the objectives and role of the education cluster at the global and country levels. Effective coordination is the key responsibility of a cluster. Other tasks will be explored in the following slide presentation. Ask participants if they are familiar with the Cluster Approach. Ask how many have participated in an Education Cluster.

1. Slide 1 shows that Humanitarian response was expected to be well coordinated with clear lines of coordination and responsibility. However Slide 2 shows the reality in field.

2. In 2004 it was realised that over the previous few years:

“The international response to humanitarian emergencies has demonstrated that the present system does not always meet the basic needs of affected populations in a timely and predictable manner. While the response varies from crisis to crisis, existing capacity levels are often insufficient to adequately meet key emergency needs in major crises”.

3. In July 2005, the IASC embarked on major reform process to improve the predictability, timeliness, and effectiveness of response to humanitarian crises.

The outcome was the adoption of the cluster approach, which is the primary mechanism for inter-agency coordination of humanitarian assistance involving key UN and non-UN humanitarian partners.

Education was not initially one of the official sectors recognised in the cluster approach. However the IASC formally established a global cluster for education in 2006.

Some countries which have been affected by emergencies have established an official education cluster recognised by the IASC in response to emergencies, while other countries have established other sector coordination mechanisms in the aftermath of conflict or disasters. Most countries have sector coordination mechanisms in place even when they have not experienced conflict or disaster. It is important to build on these sector groups when establishing education cluster or emergency education coordination mechanisms.

4. The IASC’s Humanitarian Reform Agenda sets out four inter-related strategies:

- Enhanced leadership, accountability and predictability of emergency response in key sectors
- Adequate, timely and flexible humanitarian financing (CERF);
- Improved humanitarian co-ordination
- More effective partnerships between UN and non-UN humanitarian actors

5. There are a number of different clusters; each has a globally assigned lead agency that will also usually be (but not necessarily, as it depends on agency presence and capacity) the lead agency at country level.

6. **Global level** clusters strengthen system-wide preparedness and technical capacity to respond to emergencies by designating global
cluster leads accountable for ensuring predictable and effective inter-agency responses within sectors.

UNICEF and Save the children have agreed to take on the joint lead for the global Education Cluster. An Education Cluster Unit supporting global partnerships and coordination, as well as providing targeted field support, is based in Geneva, Switzerland.

7. **Country level clusters** ensure a more effective response capacity by mobilising clusters of agencies, with clearly designated lead, as agreed by the Humanitarian Coordinator and the Country Team, in line with the cluster lead arrangements at the global level.

At country level the cluster lead role may be performed jointly or singly depending on the context and capacity in country. Occasionally other agencies have acted as Education Cluster lead/co-lead in certain countries.

The Education Cluster plays a key role in ensuring coordination with other sectors such as health and protection.

The Terms of Reference for Education Cluster leads include:
- Identification of key partners
- Coordination of programme implementation
- Planning and strategy development
- Information management
- Application of standards
- Monitoring and reporting
- Advocacy and resource mobilisation
- Training and capacity building of national authorities and civil society
- Acting as provider of last resort

Show the slide listing recent examples of where the education cluster has been activated.

In the CEE/CIS Region: country examples where education clusters have been officially formed and are operational:
- Kyrgyzstan Conflict
- Georgia Conflict
- Tajikistan Floods

8. The Education Cluster is also responsible for **supporting** the Ministry of Education in leading the emergency response, and improving partnerships among all education stakeholders, facilitating information sharing, joint programming and shared technical expertise.

This includes strengthening capacity at national and local level and should wherever possible build on existing MOE structures and take into account long term capacity for disaster preparedness and response.

9. Refer the participants to Handout 5.1, Education Cluster Objectives as outlined in the IASC Guidance Note.
3. Review of Existing Country Coordination Mechanisms
15 minutes

1. Ask participants to identify strategies that have promoted effective coordination that may be useful in an emergency context. Ask the participants to reflect on existing coordination mechanisms in their countries, such as:
   - Donor Education group
   - Education Sector Working group
   - Sub sector working group
   - Sub national disaster management committees

2. Current Mechanisms
   Ask participants:
   - What is the role of these existing coordination bodies during or after emergencies?
   - Do these existing coordination bodies have a role to play in coordinating an emergency response?

3. Challenges and Strategies
   Ask participants
   - What would be required for existing coordination bodies to be effective during emergencies?
   - Or would new coordination mechanisms be needed?

4. Exercise - Action Steps for Improving Coordination Mechanisms
30 minutes

Note to Facilitator: This exercise can be conducted with multi-country participants, grouping them in country teams; country participants; or participants representing provinces or districts, grouping them in district or provincial teams.

1. Tell participants that they will now identify some actions that the education sector/cluster would take to create and implement a coordination mechanism.

2. Divide the participants into teams representing countries, districts or provinces. Using Handout 5.2: Checklist of Actions for Education Sector/Cluster Coordination as a guide, ask groups to make a list of actions that they would take in the 4 categories, Structure, Coordination, Funding, and Preparedness, to coordinate the education sector/cluster at the country, provincial or district levels.
   - Handout - Checklist of Sector/Cluster Coordination Actions

   If participants have an existing coordination mechanism, they can note the status of each category within their own structure.
3. Groups should **record each action on one small card**. Give groups 10 minutes.

4. Remind groups to consider the applicable INEE Minimum Standard.

5. Ask each group to report on 2-3 actions and tape the VIPP cards under a poster with the words Education Sector/Cluster Coordination Mechanism. As groups report, they should offer new actions, not repeat those that have already been posted.

6. Ask participants:
   - **What are the most important actions in the education sector/cluster coordination?**
   - **How do the INEE Minimum Standards support coordination?**
   - **What are the consequences of waiting until an emergency occurs to undertake coordination actions?**
   - **What are the most important coordination actions to be taken prior to the onset of an emergency?**
   - **For those that already have coordination mechanisms/clusters, where are the weaknesses of the current mechanism?**
1. Promote increased levels of understanding of the key role of education as part of a first phase humanitarian response to all major new emergencies, subsequent phases of response and early recovery.

2. Promote and improve on internationally recognised standards of good practice in education responses to emergencies and early recovery (including attention to priority cross-cutting issues for the education sector), and co-ordinate and disseminate lessons learned within and between emergency responses.

3. Co-ordinate participating humanitarian agencies in providing a rapid and effective holistic response to education-related needs of children and young people resulting from major emergencies as they arise, in collaboration with the relevant national and local authorities.

4. Strengthen response capacity through the global pool of specialists skilled and experienced in restoring education services in emergencies.

5. Strengthen intervention resources through the global availability of key supplies to support rapid education responses in emergencies.

6. Improve capacity of partner agencies to help countries build back education systems better after an emergency, in line with the progression from humanitarian response through reconstruction and on to development.

7. Strengthen education in disaster risk reduction efforts and emergency preparedness planning of host governments.

8. Maximise funding opportunities for emergency education work, including through coordinating and collating proposals from all relevant agencies in the UN CAP or Flash Appeals.

**UNICEF/Save the Children Terms of Reference as Cluster Leads**

Where an education cluster has been established, the key responsibilities of UNICEF and Save the Children as co-cluster leads are:

- Identification of key partners
- Coordination of programme implementation
- Planning and strategy development
- Application of standards
- Monitoring and reporting
- Advocacy and resource mobilisation
- Training and capacity building of national authorities and civil society
- Acting as a provider of last resort
## Handout 5.2: Checklist of Sector/Cluster Coordination Actions

<table>
<thead>
<tr>
<th>Area of Sector/Cluster Coordination</th>
<th>Actions Completed</th>
<th>Planned Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Structure and Governance of an Education Sector/Cluster</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. <strong>Membership.</strong> Identify organizations that should be members of the national education cluster/sector including NGO and government partners.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. <strong>Focal points.</strong> Identify emergency education focal points and percentage of staff time dedicated to cluster/sector leadership from government, UNICEF, Save the Children (or other co-lead agency and other stakeholders).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. <strong>Capacity mapping.</strong> Implement capacity mapping that defines capacity of each cluster/sector member at country and provincial/district levels and identify gaps.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. <strong>TOR.</strong> Create ToR for the cluster with clear roles and responsibilities, objectives, tasks, outputs, timeline, reporting lines / appraisal mechanisms, performance monitoring system and assigned tasks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. <strong>Roles and responsibilities.</strong> Identify roles and responsibilities of all members based on capacities and gaps.</td>
<td></td>
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<td>6. <strong>Provider of last resort.</strong> Identify how cluster leads will fulfil the “provider of last resort” mandate.</td>
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<td>7. <strong>Meeting schedule.</strong> Hold regular cluster/sector planning meetings.</td>
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<td>8. <strong>Action plan.</strong> Develop an action plan to implement preparedness and response goals of the TOR.</td>
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<tr>
<td>9. <strong>Sub-national cluster/sector coordinating mechanism.</strong> Establish cluster/sectors at provincial/districts and ensure that preparedness plans for education sector/cluster are developed at the provincial/district levels.</td>
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<tr>
<td><strong>2. Coordination</strong></td>
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<td>10. <strong>Commitments.</strong> Secure commitments from cluster participants in responding to needs and filling gaps, ensuring an appropriate distribution of responsibilities within the cluster, with clearly defined focal points for specific issues where necessary.</td>
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<td>11. <strong>Linkages with and support to government.</strong> Provide support to government at all levels in ensuring appropriate operational coherence and coordination with all humanitarian partners.</td>
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<tr>
<td>12. <strong>Linkage with other clusters and sectors.</strong> Ensure effective links with other clusters and coordination with international partners who may not be directly participating in the cluster.</td>
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<tr>
<td>13. <strong>Linkage with OCHA and other humanitarian actors.</strong> Represent the education cluster in meetings and planning, communication and reporting mechanisms, resource mobilisation and advocacy.</td>
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<tr>
<td>14. <strong>Information management system.</strong> Establish a system of information management and reporting from sub-national to national level and across sectors and agencies.</td>
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<tr>
<td>15. <strong>Standardized tools.</strong> Develop and standardise cluster/sector tools, including rapid education assessments, common reporting forms, supply distribution formats, monitoring and evaluation tools.</td>
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<td>17. <strong>WWW matrix.</strong> Develop and maintain a who does what where (WWW) matrix for each partner to regularly contribute to the provision of an overview of activities and gaps.</td>
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<tr>
<td>18. <strong>Coordinated logistics plan.</strong> Develop a coordinated logistics operational plan for the education cluster in collaboration with the Logistics Cluster to ensure transport of education materials to affected areas.</td>
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</tbody>
</table>
### 3. PREPAREDNESS AND RESPONSE PLANNING

<table>
<thead>
<tr>
<th>Area of Sector/Cluster Coordination</th>
<th>Actions Completed</th>
<th>Planned Actions</th>
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</table>

19. **Capacity development.** Implement training in education in emergencies, including cluster coordination training, and other capacity development activities, including national simulation exercise of disaster planning, to strengthen agencies, staff and institutional capacity.

20. **Human resources/surge capacity.** Identify human resource needs for an emergency and identify agency capacity to deploy and contract with appropriate Education in Emergencies staff/consultants, NGOs.

21. **Education in emergencies in national sector plan.** In the national sector education plan or national disaster preparedness/contingency plan, include a section on emergency education, a section on education or an Education Sector Emergency Preparedness and Response Plan.

22. **Contingency plan.** Prepare contingency plan for the education sector/cluster in coordination with other sectors based on scenarios of likely emergencies.

23. **Emergency response plan.** In the event of an emergency, create a coordinated response plan with clear roles and responsibilities in implementing the components of Education in Emergencies.

24. **Data collection and analysis system.** Collaborate with Ministry of Education to incorporate data collection and analysis system at national/provincial/district levels for emergency education within national EMIS.

25. **Emergency education supplies.** Determine quantity of emergency education supplies needed according to contingency plans and coordinate pre-positioning of an agreed-upon percentage.

### 4. FUNDING

26. **Coordinated budget.** Determine costs and develop a coordinated budget for emergency education supply items; seek and obtain funding.

27. Include national/local organisations in emergency funding proposal development.
### Handout 5.3 Checklist of Sub-National Education in Emergencies Cluster/Sector Actions

<table>
<thead>
<tr>
<th>Area of Sector/Cluster Coordination</th>
<th>Actions Completed</th>
<th>Planned Actions</th>
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</table>

#### 1. STRUCTURE AND GOVERNANCE

1. **Membership.** Determine the level of the coordinating group (e.g., provincial, district, zonal) and identify potential member agencies, among them the provincial/district education authorities, UNICEF field staff, Save the Children field staff, partner NGOs and CBOs, Red Cross, provincial disaster management unit representative, other first responders in education sector

2. **Capacity mapping.** Implement capacity mapping that defines capacity of each member regarding resources and ability to implement technical components of EiE at field levels

3. **ToR.** Create a ToR for the EIE Task Team, identifying leadership, tasks, and outputs of the committee

4. **Roles and responsibilities.** Identify roles and responsibilities of all members

5. **Meeting schedule.** Set up a schedule of meetings and facilitation mechanism to create a work plan and time frame.

6. **Action plan.** Develop an action plan to implement preparedness and response goals of the TOR

#### 2. COORDINATION

7. **Linkage with national education cluster.** Ensure effective links with other sectors and committees involved in the coordination of flood emergencies

8. **Linkage with other clusters and sectors.** These would include protection, WASH, shelter and logistics, as well as other government agencies at appropriate levels (child welfare, interior, etc.)

9. **Linkage with OCHA and/or other humanitarian actors.** Participate in communication and reporting mechanisms at field and national levels.

10. **Information management system.** Establishment of information management and reporting system from sub-national to national level and across sectors. This includes standardized sector tools, including education assessments, common reporting forms, supply distribution formats, monitoring and evaluation tools

11. **Linkage with community.** Ensure participatory and community based approaches which link the sector to NGOs, CBOs and other community actors

12. **WWW matrix.** Develop and maintain a who does what where matrix for each partner to contribute to regularly provide an overview of activities and gaps

#### 3. PREPAREDNESS AND RESPONSE PLANNING

13. **Capacity development.** Implement training and other capacity development mechanisms to strengthen agencies, staff and institutional capacity.

14. **Contingency plan.** With national education cluster develop a contingency plan based on worst case emergency scenario

15. **Emergency response plan.** In the event of an emergency, create coordinated response plan with clear roles and responsibilities in implementing all of the components of education in emergency response

16. **Logistics plan.** Develop a coordinated logistics operational plan with logistics agencies for deployment of materials, supplies and other education materials to affected areas

#### 4. FUNDING

17. **Coordinated budget.** With national education cluster determine costs and develop a coordinated budget for emergency education response
Session 6: Emergency Scenario and Capacity Mapping

Learning Objectives

At the end of this session participants will be able to:

1. Understand the facts of an emergency earthquake scenario and impact on affected populations
2. Use a capacity mapping tool for the education sector/cluster at the national/sub-national level to identify capacities of partners to develop a response in the technical components of EiE

Key Messages

- Sector coordination mechanisms including capacity mapping will strengthen education preparedness and response by identifying capacities and resources of agencies and government and gaps that need to be addressed
- Coordination mechanisms require clear communication, information sharing, clear definition of roles and responsibilities, and strong leadership

Time:
75 minutes

Method:
Presentation, role play and small group work

Resources / Materials needed:
- Flip charts, paper, and markers for 6 groups
- Session 6 slide presentation
- Scenario: Earthquake Emergency in Buildastan, Part 1 and Map of Buildastan and Hailand
- Handout 6.1: Emergency Response Capacity Mapping Tool by Components
- Handout 6.2: Role Play Cards for Education Cluster Members Cluster Capacity Mapping – one set of seven role cards for 6-7 groups
- Six sets of name tags or place cards with roles of cluster/sector members on them

Preparation for this session:
- Review Session 6 slide presentation
- Ensure that 3-6 flip charts (depending on total number of participants) are in the room and placed at tables for groups at different stations for group work

Session Outline

<table>
<thead>
<tr>
<th>Minutes</th>
<th>Contents</th>
</tr>
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<tbody>
<tr>
<td>10</td>
<td>1. Introduction of emergency in Buildastan – 72 hours after onset with Session 6 slide presentation</td>
</tr>
<tr>
<td>60</td>
<td>2. Sub-national cluster role play of a meeting to initiate emergency response, with exercise in cluster capacity mapping of sector stakeholders</td>
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<tr>
<td>5</td>
<td>3. Preparedness reflection</td>
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<tr>
<td>75</td>
<td>TOTAL TIME</td>
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</tbody>
</table>
1. Introduction to earthquake emergency in Buildastan – 72 hours after onset

10 minutes

1. Begin the session by telling participants that they will have the experience of responding to major earthquake emergency. Summarize the objectives of the session from Slide #2.

2. Announce with some drama that there has been an earthquake in Buildastan and that education sector agency representatives have been called to a meeting in the office of the provincial education officer in the affected province to develop a coordinated response for the affected areas over the next two days.

3. Distribute the Scenario: Emergency in Buildastan. Show Slides 3-8. (Slide #8 is a map of the earthquake affected area.) Summarise the facts of the emergency, which are known as a result of an initial multi-sectoral assessment and helicopter fly-overs of the province:
   - Buildastan is a landlocked country in Central Asia bordered by Hailand to the southeast. Four days ago, an earthquake of magnitude 7.5 on Richter scale occurred near the provincial capital of District 3 in Tumen Province. The earthquake affected three districts in the province, D1, D2 and D3
   - Between 700,000 and 900,000 people have been affected.
   - Cell towers were knocked down but some communication is possible.
   - Water supply for nearly 2/3rd of affected population is interrupted.
   - Nearly 35% of displaced population is expected to be 18 or under
   - The Cluster system was activated.

**District 1:**
- An estimated 216,000 people have relocated to unaffected areas in District 1.
- Many have been sheltered in schools or in make shift tents in undamaged areas.
- The Red Cross has already deployed 4,000 tents and resettlement centres are being constructed rapidly

**District 2:**
- An estimated 258,000 people from District 2 have been affected.
- Many have been sheltered in approximately 50 schools and other public buildings in unaffected areas in D2
- Major bridges across the river to D2 are damaged and the main road to Builda City has also been damaged in several spots

**District 3:**
- This district closest to the epicenter was the most affected. It has a heavily populated provincial capital and more sparsely populated hills and mountains that are also harder to reach.
- An estimated 461,000 people from D3 have been affected.
- There is a substantial number of ethnic Hais who have lived in Buildastan for several generations. There appears to be some tension caused due to Hais fleeing and occupying schools in Builda
dominated areas of D3.

Show slide # 9 and explain that the Ministry of Education and the Provincial Education Director have asked each District Education Officer in D1, D2 and D3 to meet with the district education sector/cluster partners to start planning a response in the three affected districts. The following people are at the meeting:

- District education officer
- UNICEF emergency education focal point
- Save the Children emergency education focal point
- NGO in district
- INGO 1 in the district
- INGO 2 in the district
- Community based organization (CBO) in the district

2. Capacity mapping role play and exercise for education cluster/sector coordination

45 minutes

Exercise in Capacity Mapping

1. Show accompanying instruction Slide #10. Tell the groups that they will take the roles of members of the education sector in each district; the people in the meeting at the MoE office. They will begin their emergency response by mapping the capacity of each agency to deliver components of emergency education response in the affected geographic areas of the flood emergency. Ask them to use the two capacity mapping tools plus other resources below:

- Handout 6.1 which addresses agency capacity in each of the components of emergency education (coordination/communication, assessment, human and financial resources, education supplies/logistics, temporary learning spaces, psychosocial support, mobilisation/training of teaching personnel, rehabilitation/construction of schools, and monitoring and evaluation);
- Handout 6.2, which maps capacities in the affected districts and zones.
- Map of Affected Areas of Buildastan and Hailand

2. Ask participants to apply the appropriate INEE MS, such as:

- INEE MS Domain 1, category Coordination, Standard 1: Coordination. Coordination mechanism for education are in place and support stakeholders working to ensure access to and continuity of quality education.

3. Groups can use computers, chart paper, or other means to complete the exercise. Remind groups to incorporate the INEE MS as appropriate in their work, applying key indicators.

4. Show Slide #11 of the Agenda of the District meeting. Make sure the District Education Officer understands his/her role as facilitator and the suggested agenda for the meeting.
Slide #11: Meeting Agenda

- **Introductions** based on role cards.
- **Identify recorder** to take notes on chart paper during capacity mapping exercise. A matrix should be drawn on chart paper
- **Review of information** on earthquake
- **Capacity mapping.** Each agency identifies capacity in each of the technical components. Recorder takes down the information on the chart.
- **Gaps.** Group identifies the gaps in capacity and resources

5. Call time after 45 minutes and debrief with the following questions in plenary:
   - *Are the capacities of the partners sufficient to meet the needs of the emergency based on the information they have so far?*
   - *If not, what are the gaps?*
   - *Who will take leadership in filling those gaps?*
   - *What will be their next steps as a country level sector/cluster in responding to the emergency?*

### 3. Preparedness reflection

5 minutes

1. Conclude by asking participants what the implications are for capacity mapping as part of the education sector coordination mechanism in preparedness phase. What activities can be carried out before an emergency to ensure strengthened coordination?
2. Ask them to write down their ideas on VIPP cards and place them on the Preparedness wall under the Education Sector Coordination Mechanism sign.
### GENERAL INFORMATION FROM MULTI-SECTORAL ASSESSMENT
Assessment was done by the Ministry of Home Affairs and OCHA, resulting in the following preliminary information, with numbers only estimates:

- 40,000 people killed
- 90,000 people injured
- 700,000 - 900,000 people homeless and displaced
- The airport in Builda City reports no damage.
- Cell towers have been knocked down but some communication possible.
- Water supply for nearly two-thirds of affected population interrupted.
- Nearly 35% of displaced population is expected to be 18 or under.
- Many people in D1, D2 and D3 (an estimated 50% of displaced people) setting up make shift temporary shelters. The Red Crescent/Cross has already set up camps in all affected districts.
- Of the IDPs, only 25% have found temporary refuge with relatives and only 25% are now accommodated in IDP camps that are being quickly established by the government and other organizations.

### DISTRICT DATA FROM MULTI-SECTORAL ASSESSMENT

#### District 1:
- An estimated 216,000 people have relocated to unaffected areas in District 1.
- Many have been sheltered in schools or in make shift tents in undamaged areas.
- The Red Cross has already deployed 4,000 tents and resettlement centres are being constructed rapidly.
- The airport runway in D1 provincial capital slightly damaged but will be repaired and will need to be repaired before planes can land.
- The highway from Builda City to the D1 capital, Tumen City, has not been damaged. A secondary road from Tumen City to D2 and D3 is passable with only minor damage.

#### District 2:
- An estimated 258,000 people from District 2 have been affected.
- Many have been sheltered in approximately 50 schools and other public buildings in unaffected areas in D2; and others have fled to other communities to stay with relatives.
- Major bridges across the river to D2 are damaged and the main road to Builda City has also been damaged in several spots, interrupting the flow of aid vehicles, which have to travel a different route to Tumen City and then by the secondary road to D2.
- Administrative buildings severely damaged in D2; more than half the government employees not reporting to work.
District 3:
- This district closest to the epicenter was the most affected. It has a heavily populated provincial capital and more sparsely populated hills and mountains that are also harder to reach.
- An estimated 461,000 people from D3 have been affected.
- There is a substantial number of ethnic Hais who have lived in Buildatan for several generations. There appears to be some tension caused due to Hais fleeing and occupying schools in Builda dominated areas of D3.
- Many have fled to host communities in unaffected areas. Many people in the provincial capital have set up spontaneous camps just outside of the city.
- Approximately 30% of the buildings in the provincial capital of D3 either damaged or destroyed.
- The major bridge that crosses the Pasiga River on the highway from Builda City to D3 has been damaged and must be rebuilt. The only road access to D3 is now the secondary road from the D3 provincial capital to Tumen City.
- Administrative buildings severely damaged in D3; more than half the government employees not reporting to work.

BACKGROUND ON BUILDATAN
- **Economy.** The per capita GNP of Buildatan is $1,360 (PPP), which is by far the lowest in Central Asia and the CEE/CIS region. Inequality in the country is high. The richest 20% of the population accounts for over 40% of the nation’s wealth.
- **Education policy.** The Ministry of Education and Science made early childhood care and education (ECCE) a priority, especially for the rural poor and children with special needs. New curricula were developed and education quality made a national priority.
- **Education data.** Buildatan has high primary school enrolment rates, like other countries in Central Asia, with a primary school net enrolment ratio (NER) of 97%. Its net attendance rate is 94%, on par with the regional average. Yet 18,000 primary school aged children remain out of school, 86% of whom are girls. Its secondary school NER is much lower, at 80%, which is the second lowest in the region.

CHALLENGES IN RESPONSE
- **Transportation and access.** Limited road access to D2 and D3 due to destroyed bridges and road damage. Airport in Tumen City usable.
- **Coordination.** The Ministry of Home Affairs will assume overall co-ordination of the rescue and relief effort, taking control of the Central Disaster Relief Committee (CDRC). In theory, this committee coordinates the operations of the District Disaster Relief Committees (DDRCs), the health sector and security forces (Army, police, fire etc). In reality, there is little confidence that this structure will be effective.
- **Capacity.** Heavily reliant on support from surrounding region and HQ. The local response capacity of the police/ fire departments severely hampered. Limited capacity of the government to coordinate national as well as international assistance. Haphazard, spontaneous recovery efforts start within a couple of weeks; huge shortfall of skilled labour and building materials.
- **Repairs.** Most repairs will take much longer than expected, caused by shortages of tradesmen, materials transport and planning.
- **Media.** Radio stations that survived will be on the air within days as they have their own generators.
- **Shelter and homeless.** About half of the survivors will be homeless and initially exposed to the elements. Their condition will deteriorate quickly, accelerated by shock, drinking contaminated water, poor sanitation.
- **Fuel may become an issue and may require priority allocations to assist in public information programs.**
IMPACT ON CHILDREN AND SCHOOLS
Based on estimates of destroyed buildings, it is believed that about 650 schools were damaged or destroyed. The number of affected children, based on estimates of 800,000 to 900,000 people affected, is as follows:

# Children ages 3-18: 288,000 IDP children of estimated 900,000 affected people
3-5 years 58,000 IDP children (+ 9000 host community children)
6-12 years 170,000 IDP children (+ 15,000 host community children)
13-18 60,000 IDP children (+ 24,000 host community children)
Boys 3-18: 144,000 (50%)
Girls 3-18: 144,000 (50%)

COORDINATION
- The Cluster system was activated.
- The Humanitarian Coordinator has met with the Ministry of Home Affairs and the Central Disaster Relief Committee chair three times. Massive quantities of supplies are being mobilized. Reports are being sent to Geneva and New York to request assistance. The UNDAC Team was activated, anticipating arrival within 24 hours.

EDUCATION CLUSTER AND COORDINATION
- Cluster Leads: Ministry of Education and Science is officially leading the education response. UNICEF is the cluster lead from the humanitarian side and Save the Children is the co-lead
- Other Members: INGO, NGO (with network of member organizations)
- The Ministry of Education, together with UNICEF and Save the Children Alliance (SC), will coordinate and provide overall leadership and strategic direction of the emergency response at the national level.
- At the district levels, the District Education Office (DEO) will lead the response with support from UNICEF, Save the Children and district level education sector members, including NGO, CBO, INGO 1 and INGO 2. The cluster leads will ensure full participation of other cluster members and community.
HANDOUT 6.1: Capacity Mapping Tool for National Education Sector/Cluster Coordination: Components of Emergency Response

<table>
<thead>
<tr>
<th>Area of Emergency Response Component</th>
<th>MoE/ District Education Office</th>
<th>UNICEF Save the Children</th>
<th>NGO CBO</th>
<th>INGO (1)</th>
<th>INGO (2)</th>
<th>Gaps</th>
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Sector Coordination

Assessment

Human and Financial Resources

Education Supplies and Logistics

Temporary Learning Spaces

Psychosocial Support and Strategies

Emergency Education Curricula

Mobilisation and Training of Teachers

Rehabilitation/Construction of Schools

Resumption of Formal Education

Monitoring and Evaluation
District Education Officer (leader and facilitator)

- **Education sector coordination/leadership.** DEO can lead district level meetings and lead the emergency education response with support from UNICEF and Save the Children.
- **EMIS.** DEO can mobilize resource people to conduct assessments, data collection and management with computer capacity. Infrastructure has not been destroyed.
- **Teaching/learning materials/emergency curricula.** Over 5000 literacy primers and self learning materials, 3000 picture books, 200 ECCE teacher training manuals, 4000 literacy and number cards stockpiled in the provincial warehouse that has not been destroyed by the earthquake. Can distribute materials.
- **School damage assessments.** There is one engineer and 6 overseers in the district that can conduct school damage assessments and share data with all cluster partners. These staff can also help construct temporary learning spaces with local materials. But this is not enough given the scope of the damage and occupation of schools.
- **Teacher mobilization.** Can mobilize resource persons to organize a meeting of head teachers to develop strategies for mobilizing teachers and volunteers for the district.
- **School rehabilitation and repair.** There are district level resource people that can be mobilized to do actual rehabilitation of occupied schools if there is funding. Funding also needed for furniture and equipment needs.

**Agenda for meeting**

1. **Introductions.** Introduction of all participants based on their ROLE CARDS. Tell them they will conduct capacity mapping of the education sector in the district and then plan a response.
2. **Recorder.** Identify a recorder to take notes on chart paper during capacity mapping exercise. A matrix should be drawn on the chart paper.
3. **Review of information.** Give the group 5-10 minutes to review the materials on the Buildaistan earthquake
4. **Capacity mapping.** Go around the table and ask each sector partner to summarise their agency’s capacity in the technical components. Ensure the recorder takes down the information on the chart.
5. **Gaps.** Have the group identify the gaps.

**UNICEF emergency education officer**

- **Human resources.** EiE cluster lead and focal point working with cluster. 3 people can be mobilized from the regional office and headquarters to help with the emergency. UNICEF can also deploy 3 field staff immediately to the district.
- **Education supplies.** 100 school kits and 8,000 learner kits are stockpiled in a warehouse in the district. 50 ECD kits, 20 school tents and 80 tarpaulins are stockpiled in provincial warehouse.
- **EiE teaching/learning materials.** Have emergency education materials in health and hygiene, water borne diseases/cholera prevention, HIV/AIDS, life skills, and peace building. Have 300 sets of literacy/numeracy materials in district.
- **Funding.** UNICEF has current budget of emergency funds of $100,000 and $20,000 that can be reprogrammed. Will work on Flash Appeal to raise $ for education when cluster budget is completed. District must determine how much money is needed to include in Appeal.
- **Transportation.** UNICEF has 2 vehicles in district office to transport people and supplies.
Save the Children emergency education officer

- **Human resources.** SC has field staff trained in EiE in 2 districts that can be redeployed to the district to work on the emergency response. SC has agreements with 3 NGOs in province to deliver life skills and ECD training.
- **Temporary learning spaces.** Experience in setting up TLS and can work with communities to erect them.
- **Teaching/learning materials.** Save has stockpiled 100 sets of materials for Child Friendly Spaces that are used for the regular program. SC has 20 school tents and 35 Recreation Kits serving about 80 children each as well as alternative education materials and ECD curriculum.
- **Teacher training.** NGO partners trained to mobilize and train teachers/volunteers in the district.
- **Psychosocial support.** Has psychosocial workbook for children and can deploy child friendly materials translated and facilitator training capacity.
- **Partnerships.** Have network of implementing NGOs in 35 districts and some staff could be deployed in the affected area.

NGO representative

- **Human resources.** Under contract with Save the Children and have 4 field staff that can be immediately deployed to help organize emergency education.
- **Psychosocial support.** Trained 15 psychosocial facilitators and have capacity to train and deploy many more with funding.
- **Teaching/learning materials.** Has accelerated learning materials for non-formal education and working with Save has trained over 300 non-formal education facilitators. Experience using school in a box and other teaching/learning kits.
- **Teachers.** Has the ability to recruit some volunteer teachers/facilitators in all districts
- **Transportation.** Has 4 motorcycles.

CBO representative

- **Human resources.** Access to volunteers with good experience in mobilization of facilitators for ECD, assessment, shelter, and deployment of non-food items.
- **Psychosocial support.** Can recruit and train community facilitators, school management committees and others to provide structured play and recreation activities for young children.
- **Assessment and monitoring.** Have experience in assessment and can mobilise volunteers for both assessment and monitoring.
- **Teaching and learning.** Can mobilize and train volunteers to teach literacy and numeracy. Works with network of youth clubs for adolescents that can be mobilized to involve youth in emergency response and teach young children.
INGO 1 representative

- **Teacher mobilization and training.** Can mobilize teachers and volunteer teachers. Can assist with assessment of teachers in affected areas. Can conduct teacher training.
- **Human resources.** Can serve as trainers for literacy, numeracy, life skills, hygiene education, and other needed areas of teacher training.
- **Teaching and learning materials.** Have a Teacher Learning Package translated into Builda that is being used in accelerated learning programs in non-formal education for out-of-school youth. Can provide training for trainers and 500 sets of materials.

INGO 2 representative

- **Human resources.** Have 2 trained national staff that can participate in planning and implementation of emergency response. One is ethnic Hai and can work with displaced ethnic Hai people.
- **Assessment.** Capacity for information management and provide support for government EMIS for emergency.
- **Psychosocial support/teaching learning materials.** Have non-formal education materials stockpiled and can conduct teacher and volunteer training in them.
- **Teacher mobilization and training.** Have NGO partners that can mobilize volunteer teachers and psychosocial support facilitators to train them.
- **Temporary learning spaces.** Have community partners that can train staff to provide planning, management and building of temporary learning spaces.
Map of Earthquake Affected Areas

BUILDASTAN
Session 7: Education in Emergencies Assessment

Learning Objectives

At the end of this session participants will be able to:

1. Describe multi-sectoral assessments and identify information required for education sector
2. Describe rapid education assessment in collaboration with the MoE
3. Explain how assessment data is used to formulate an emergency response plan
4. Identify mechanisms for two-way information management for effective analysis, communication and reporting of assessment data
5. Describe ongoing education assessments

Key Messages

- A multi-sectoral assessment is a process to gather cross-sectoral information on the emergency situation and to evaluate physical and human resources available.
- The education sector can use the demographic information from a multi-sectoral assessment to estimate the number and locations of affected children to be served.
- Information from a rapid education assessment is used to develop a response plan.
- Ongoing education assessments may be necessary to collect additional data or new data as conditions on the ground change.
- Information from an assessment needs to be systematically collected and disseminated to key stakeholders

Time:
90 minutes

Method:
Plenary discussion, role play, group work, group presentations

Resources / Materials needed:
- Flipcharts, markers
- Session 7 slide presentation
- Handout 7.1: Sample Multi-sectoral Assessment
- Handout 7.2: Rapid Education Assessment Planning Tool
- Handout 7.3: Global Education Cluster Rapid Education Assessment
- Handout 7.4: Sample Information Management Flow Chart

Preparation for this session:
- Review session 7 slide presentation
- Make sure role play cards for district education sector members are available for this session.

CEE/CIS CD
- Assessment and Analysis Guidelines – IASC
- Education cluster assessment tool kit
- Sample assessment tools

Session Outline
1. Multi-sectoral rapid assessment – purpose and logistics

20 minutes

1. Ask participants: *What information do you need to collect for the emergency in Buildastan that will help you develop an education sector response?*
   Responses may include:
   - Numbers of displaced people
   - Condition of the schools
   - Numbers of children displaced
   - Availability of teachers
   - Extent of use of schools as shelters for displaced people

2. Ask the following questions:
   - *What is an assessment in an emergency?*
   - *Why do we do assessments?*
   - *Have you been involved in a multi-sectoral assessment?*
   - *Who did it and what was involved?*
   - *What information did you collect?*

3. Show Slide #3 and explain that there are 3 assessment tools that are important for the education:
   1) Multi-sectoral rapid assessment
   2) Rapid education assessment
   3) On-going education assessments

4. Show Slide #4 and explain **multi-sectoral assessment**:
   - An initial rapid assessment is conducted in the first 48 – 72 hours by a number of humanitarian responders. It is a process to gather broad details including approximate numbers of children and adults killed, injured and displaced.
   - Multi-sectoral assessments may be led by government, UN agencies such as OCHA, the Red Cross, other humanitarian actors
   - For the education sector the assessment should include availability and condition of schools or other suitable buildings; numbers of children, available teachers, school and institution facilities.
   - Vulnerability as well as capacity are then analysed based on new and pre-crisis or baseline data.
   - The initial multi-sectoral rapid assessment tool is the basis for the subsequent education assessment

5. Show Slide #5 and ask participants to look at Handout 7.1: Sample Multi-sectoral Rapid Assessment. Direct them to sections 3, 10 and 11 of the tool and ask the following question:
• Is the information sought in the sample assessment sufficient to begin to plan an education sector response?
• What information would the education sector need from the multi-sectoral assessment in order to begin to plan an initial response?
• Is the information in the sample assessment sufficient to begin to plan your response?
• How can you determine important education data from the general population data that will be gathered?
• For those who have experience with multi-sectoral assessments, have you received usable information from multi-sectoral assessments?

Take 3-4 responses.

6. Then show Slide #6 and review the information from the multi-sectoral assessment that can be obtained:
   • Number of children can be configured as a percentage of the total number of displaced, using the accepted % of children ages 3-17 of the general population
   • Numbers of girls/boys can also be configured using these figures
   • Assumptions can be made about needs for education supplies based on these preliminary figures
   • Assumptions can be made about need for temporary learning spaces if the number of affected children is estimated and if it is known if IDPs are occupying schools
   • Assumptions can be made about the number of children from the host community whose education access is being affected due to IDP school occupation, especially if there is pre-crisis data on numbers of students enrolled in each occupied school

7. Ask participants what the role of the education sector/cluster should be in an initial multi-sectoral assessment and take several responses. Show Slide #7 and explain the following:
   • Identify members to participate on the multi-sectoral assessment team
   • Identify education related data that needs to be collected in the assessment and ensure that it is included in the assessment form
   • Help train the assessment team in collecting the education sector data
   • With government identify education sector members on the ground from the emergency site such as education officers, zonal officers, school committee members, and others who can provide information to the assessment team
   • Use secondary data and the new data collected from the assessment to analyse the education sector capacity, determining initial needs, and begin planning the sector/cluster response
   • Share information with other sectors and agencies

8. Tell participants to look at Handout 7.3: Data from Multi-Sectoral Assessment. Explain that this represents a “best case scenario” of data that could be obtained.

2. Rapid education assessment – purpose and logistics
1. Explain that participants will look at **rapid education assessment** and remind them that the education sector should implement this process as soon as possible after the multi-sectoral assessment. Show Slide #8 and ask the group:
   - *What information needs to be collected?*

2. Then show Slide #9, and ask participants:
   - *Based on your experiences with education assessment, what are the components that are involved in implementing a rapid education assessment?*

Briefly discuss each of the elements in the slide and ask participants if they have participated in any of these components. Tell participants to look at Handout 7.2: Rapid Education Assessment Planning Tool during the discussion:
   - Data needs and designing assessment tool
   - Roles of education sector members in implementing assessment
   - Composition of assessment team
   - Community involvement
   - Data collection methods
   - Data collation, information management, and reporting

### Exercise in Planning Rapid Education Assessment

(40 min).
1. Show Slide #10. Tell participants that they will stay in their groups to 1) plan a rapid assessment and 2) revise an education assessment tool.
2. Assign tasks as follows:
   - **Groups 1-3: Exercise in planning rapid assessment.**
     1) Use Handout 7.2: Rapid Education Assessment Planning Tool as the guide
     2) Outline a plan for the rapid education assessment for your district.
   - **Groups 4-6: Exercise in amending rapid education assessment tool.**
     1) Use Handout 7.2: Sample Rapid Education Assessment
     2) Identify changes/revisions in the tool to meet the needs of the assessment of the Bangastan emergency.

### INEE MS Category Analysis: Standard 1: Initial assessment

A timely education assessment of the emergency situation is conducted in a holistic and participatory manner

3) When the groups have completed their task, ask several groups to report back in plenary.

### 3. Establishing Information management mechanisms

20 minutes

### Exercise in Information Management

*Note to facilitator: This exercise can also be done in plenary.*
1. Tell participants that after completing an assessment, the information needs to be systematically shared from district to provincial and country levels, and across sectors and agencies. The task of the district teams is to design an information flow chart, showing how assessment and other information will flow from the field to the country level and back, and what methods will be employed.
2. Ask the groups to read Handout 7.4: Sample Information Management Flow Chart to get ideas for their plans.
3. Have each group use the sample flow chart as a guide to draw a flow chart for their information management system, indicating
   - What information will be transmitted
   - Who is responsible
   - What method(s) of transmission
   - To which people, agencies
   - What frequency
Groups should post their flow charts on the wall for a brief gallery walk.
4. Close by asking if there are any constraints for challenges for accomplishing their proposed information management plans? How might they overcome them?

**4. Ongoing education assessments**

5 minutes

1. Ask the participants if they see a need for ongoing education assessments during the period of the emergency. Why would they need to conduct additional assessments? Invite responses, which may include the following:
   - The situation may change and it is necessary to collect new data, e.g. IDPs may return home or be relocated from schools to camps
   - The needs of the emergency require new information, e.g. establishing transitional schools while destroyed schools are rebuilt
   - New emergency responses are required which may require new data collection, e.g. go-to-school campaigns may require new assessments of out-of-school children.
2. Summarise with the accompanying slide on ongoing assessment.
3. Conclude with the final slide summarising the three types of assessment.

**5. Preparedness reflection**

5 minutes

1. Conclude by asking participants what the implications are for planning for education assessments in the preparedness phase. What would need to be done in advance to ensure more effective assessments?
2. Ask participants to record ideas on VIPP cards and place them under the Assessment poster on the Preparedness Wall.
**HANDOUT 7.1 Sample Multi-Sectoral Rapid Assessment**

This Initial Rapid Assessment is intended to provide all humanitarian actors with an immediate, multi-sectoral overview of conditions and needs in the affected area. Please complete this form for each area visited and enter the information in the online Google spreadsheet (link will be provided later).

<table>
<thead>
<tr>
<th>1. Assessment Team Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organisations participating</td>
</tr>
<tr>
<td>Name of team leader</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Geographic information</th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
</tr>
<tr>
<td>Ward</td>
</tr>
<tr>
<td>Settlement / Village</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Population data</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Affected population (count)</td>
</tr>
<tr>
<td>Families</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.11 Number of Persons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dead:</td>
</tr>
<tr>
<td>Injured:</td>
</tr>
<tr>
<td>Missing:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.2 Are IDPs* present?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(IDPs = individuals outside their village of residence)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.3 Vulnerable groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count of persons</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Logistics (to be revised)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Is the critical transportation infrastructure fully functional, and if not, what are the limitations?</td>
</tr>
<tr>
<td>Destroyed, damaged, blocked or submerged roads</td>
</tr>
<tr>
<td>Destroyed, damaged, blocked, or submerged bridges</td>
</tr>
<tr>
<td>Destroyed, damaged, or submerged airports/airfields</td>
</tr>
<tr>
<td>Destroyed, damaged, or submerged helicopter landing zones (HLZ)</td>
</tr>
</tbody>
</table>

| 4.2 Is the voice and data communications infrastructure full functional, and if not, what are the limitations? |
| Destroyed, damaged, or submerged mobile phone towers/nodes |
| Destroyed, damaged, or submerged land lines |
4.3 Is the water and sanitation infrastructure fully functional, and if not, what are the limitations?
- Destroyed, damaged, or submerged water treatment facilities
- No access to usual water sources
- Contaminated water sources
- Destroyed or damaged water transmission network

4.4 Is the power transmission system fully functional, and if not, what are the limitations?
- Destroyed, damaged, or submerged power generation facilities
- Destroyed, damaged, or submerged power transmission grid
- Destroyed, damaged, or submerged local power distribution network, e.g., transformers

4.5 Is there fuel available, and if so, what are the quantities and types?
- Storage facilities destroyed, damaged, or submerged
- Household stocks destroyed, damaged, or submerged

4.6 Is the area accessible by ground vehicle, and if so, by what type?
- Condition of roads
- Damages to bridges, and affect on load-bearing capability

---

### 5. Food

#### 5.1 Degree of household food stocks destroyed:
- 0%
- 25%
- 50%
- 75%
- 100%

#### 5.2 Expected duration of household food stocks (number of days):

#### 5.3 Are the following items available (tick if available)?
- Household food stocks
- Food supplies from the market
- Humanitarian food
- Flour/Lito or other food for <2 and <5 yrs children
- Food diversity for PLW
- Other food sources (gather/barter) specify:
- Cooking utensils
- Firewood or cooking fuel

Narrative explanation based on key informants

#### 5.4 Is the market accessible?  Yes  No  If yes how long does it take?:

---

### 6. Protection

#### 6.1 What are the major protection concerns (select all that apply):
- Gender Based Violence or risk of
- Separated/Unaccompanied Children
- Presence of Armed Groups
- Communities have not remained in tact
- Risk of Trafficking
- Exposure to IEDs/Landmines
- Missing persons
- Traumatised Children / Adults
- Discrimination
- Other:

If yes to any of above please provide details on extent and location(s) of problem:

#### 6.2 Please name local organisation/s who are/can support the most vulnerable groups including children (include contact names and numbers):

---

### 7. WASH

#### 7.1 Water Supply

Availability of clean drinking water (15 litres/person/day):
- 0%
- 25%
- 50%
- 75%
- 100%

Primary water source:
- Well
- Stream/river
- Storage container
- Piped water system
- Other

Condition:
- Working
- Damaged
- Contaminated
- Destroyed
### 7.2 Sanitary facilities

<table>
<thead>
<tr>
<th>Pop. With access to functioning sanitary facilities:</th>
<th>0%</th>
<th>25%</th>
<th>50%</th>
<th>75%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to facilities:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Adequate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Inadequate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Narrative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 8. Health

<table>
<thead>
<tr>
<th>Main health concerns:</th>
<th>Availability of medicines/medical supplies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Diarrhoea</td>
<td>□ Adequate</td>
</tr>
<tr>
<td>□ Infections</td>
<td>□ Basic</td>
</tr>
<tr>
<td>□ Vomiting</td>
<td>□ Inadequate</td>
</tr>
<tr>
<td>□ Dehydration</td>
<td></td>
</tr>
<tr>
<td>□ Respiratory</td>
<td></td>
</tr>
<tr>
<td>□ Trauma / Injuries</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Functioning health facilities:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Primary Health Care without Doctor</td>
<td>□ Hospital</td>
</tr>
<tr>
<td>□ Primary Health Care with Doctor</td>
<td>□ None</td>
</tr>
<tr>
<td>Local (S)HP/PHC accessible for VDC population?</td>
<td>□ Yes</td>
</tr>
<tr>
<td>□ Yes</td>
<td>□ No</td>
</tr>
</tbody>
</table>

Any mortality in the VDC? □ Yes □ No

### 9. Shelter

<table>
<thead>
<tr>
<th>9.1 What is the level of housing damage?</th>
<th>Number of houses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Destroyed, no habitation:</td>
<td></td>
</tr>
<tr>
<td>Severely damaged, not safe for habitation:</td>
<td></td>
</tr>
<tr>
<td>Moderately damaged, safe for habitation:</td>
<td></td>
</tr>
<tr>
<td>Not damaged:</td>
<td></td>
</tr>
<tr>
<td>Total number of houses:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9.2 Are community shelter facilities available?</th>
<th>Narrative on types &amp; location:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Yes</td>
<td></td>
</tr>
<tr>
<td>□ No</td>
<td></td>
</tr>
<tr>
<td>If yes, number of facilities:</td>
<td></td>
</tr>
<tr>
<td>Total Capacity: (how many people can accommodate)</td>
<td></td>
</tr>
</tbody>
</table>

### 10. Education

<table>
<thead>
<tr>
<th>10.1 Can IDP children be accommodated in existing schools?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Yes</td>
<td>□ No</td>
</tr>
<tr>
<td>If yes, what percentage?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10.2 Are community buildings / facilities available that can be used as schools?</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Yes</td>
</tr>
<tr>
<td>□ No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10.3 Are schools being used to accommodate IDPs?</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Yes</td>
</tr>
<tr>
<td>□ No</td>
</tr>
</tbody>
</table>

### 11. Displaced Population Data

<table>
<thead>
<tr>
<th>11.1 Displaced population</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Families</td>
<td>Female</td>
</tr>
<tr>
<td>Under 1</td>
<td>Under 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11.2 Are there any people that need immediate special assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ YES</td>
</tr>
<tr>
<td>□ NO</td>
</tr>
</tbody>
</table>

If Yes, Explain
11.3 Origin of IDPs

<table>
<thead>
<tr>
<th>District</th>
<th>VDC</th>
<th>Ward</th>
<th>Village / Settlement</th>
</tr>
</thead>
</table>

11.4 Date of Arrival at IDP Centre *dd/mm/yyyy*

11.5 Destruction at Origin

<table>
<thead>
<tr>
<th>Houses Destroyed</th>
<th>Houses Damaged</th>
<th>Looted</th>
</tr>
</thead>
</table>

11.6 Communication at Gathering Point

<table>
<thead>
<tr>
<th>Radio</th>
<th>Television</th>
<th>Print Media</th>
<th>Telephone</th>
<th>Other (Specify)</th>
</tr>
</thead>
</table>

11.7 When do you plan to return home

If not yet, any specific concerns

11.8 Are People Still Coming

☐ YES ☐ NO When was the last date people came:

11.9 Are there People in other places

☐ YES ☐ NO

11.10 Is the Host Community Assisting the IDPS

☐ YES ☐ NO HOW?

(OBS) 11.11 What are the short & medium term effects on the host community?
| Data needs | What information do you need to collect? Data on schools, damage, number of available teachers, students, number and location of displaced, education resources, school accessibility?  
| In what locations will you conduct the assessment?  
| How will you structure the assessment to collect information on the displaced population, the host community, and the affected areas?  
| What do you need to know to plan a response to implement the components of education in emergencies?  
| How much information is enough to plan your response? |
| Roles and responsibilities | What will be the roles and responsibilities of the government and other education sector partners in data collection, collation, and sharing information? What are the capacities of partners?  
| Who will take the lead on information management?  
| How will tasks be divided? |
| Assessment team | Who will participate on the assessment team?  
| How will they be trained?  
| How many people are needed?  
| How long will the process take?  
| How will you involve community members? Children? |
| Logistics | What are your transportation and lodging needs? What vehicles or transport methods do you have? Will you need to wait until access conditions improve?  
| What resources do you have? Mobile phones, computers, radios?  
| Are there access obstacles in areas of impact? How will you overcome them?  
| How will you address security needs?  
| Do you need logistical support? From whom? |
| Community involvement | Who will you interview? - Teachers, children, education officials, parents, community leaders, displaced people, women’s organisations, local organisations?  
| How will you locate them? |
| Data collection methods | How will you get the information you need on numbers of teachers, students, etc.?  
| How will you verify the accuracy of the information?  
| How will you collect and collate the information?  
| Do you need translators and/or do data collectors need ‘training’? How will you do this?  
| What gaps in data might exist and how will you fill them? |
| Data collation, analysis, information sharing and reporting | Will you collate data electronically? If not how?  
| How will you create a database for the information  
| How will you train people to do the data entry, cross-check and analyse the data collected?  
| How will you share data at different levels and with different agencies? Who should the information be disseminated to? |
### 1) Site Assessment Form

**Instructions:** This form contains critical information to be gathered by an education specialist or generalist from primary sources during rapid joint education needs assessments (typically conducted within 72 hours to one week of a sudden onset emergency). This form should be printed and sufficient copies handed to each member of the joint education needs assessment team. If there is only one person involved in the assessment, they should have multiple copies of this form.

**Recommended Sources:** The information in this form should be collected through key informant interviews. This involves identifying and discussing with community leaders, local education officials, principals, teachers, or representatives from active organizations in the area. Each interview with a key informant requires a separate form.

**Unit of analysis:** During initial emergency needs assessments, it will not be possible to make site visits to a large number of individual schools / learning spaces. Therefore, this form should be adapted and used to collect and record information on the impact of the emergency on all schools and learning spaces within an individual site (for example, a community or camp). Information will be collected from individual key informants; however the “community” level is the unit of analysis at which conclusions will be drawn.

#### General Information

<table>
<thead>
<tr>
<th>Form Number:</th>
<th>Date of assessment: <strong>/</strong>/__ (dd/mm/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name(s) of Assessor(s):</td>
<td>Organization(s):</td>
</tr>
</tbody>
</table>

#### Location of Assessment

<table>
<thead>
<tr>
<th>Name of District / Admin level 1:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Sub-District / Admin level 2:</td>
<td>P-code for Site:</td>
</tr>
<tr>
<td>Name of Site / Village / Admin level 3:</td>
<td></td>
</tr>
</tbody>
</table>

#### Source of Information

Main sources of information: *(tick all that apply)*
- 1. Community Leader(s)
- 2. Local Government Official(s)
- 3. Teacher(s) or other school personnel
- 4. Other (specify) ____________

*To be filled at end of interview:* In your opinion, how reliable is the information collected in this site location?
- 1. Mostly reliable
- 2. Somewhat reliable
- 3. Not very reliable

### No. | Questions | Response categories
---|---|---
1. | **Access and Learning Environment** | |
1.1. | Since the emergency / crisis, around how many of the children previously in school are still attending schools / learning spaces in this community / site? A. Boys: | 1. None / only a few (0-25%)
2. Some (26-50%)
3. Many (51-75%)
4. Almost all / all (76-100%) |
<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Response categories</th>
</tr>
</thead>
</table>
|     | B. Girls  | ☐ 1. None / only a few (0-25%)  
☐ 2. Some (26-50%)  
☐ 3. Many (51-75%)  
☐ 4. Almost all / all (76-100%) |
| 1.2. | In this community / site, how many functioning schools / learning spaces were there before the crisis? | ☐ ☐ ☐ ☐ # of schools |
| 1.3. | How many of the schools / learning spaces are still functioning now (open and running a regular schedule of classes)? | ☐ ☐ # of schools |
| 1.4. | As a result of the emergency, how many of the schools / learning spaces in this community / site were: | ☐ ☐ # of schools  
A. Totally destroyed / Not usable 3 ☐ ☐  
B. Damaged, but are still usable 4 ☐ ☐ |
| 1.5. | Are boys and girls at risk when they are in or travelling to schools / learning spaces in this community? If so, what are the new or increased risks since the emergency / crisis? | ☐ ☐ # of schools  
A. Exposure to landmines ☐ ☐  
B. Health risks from unsanitary conditions ☐ ☐  
C. Unsafe buildings (for example, after an earthquake) ☐ ☐  
D. Being sexually abused or exploited/kidnapped ☐ ☐  
E. Children without a parent or guardian ☐ ☐  
F. Presence of armed groups ☐ ☐  
G. Risk of recruitment, abduction, kidnapping, or trafficking ☐ ☐  
H. Violent punishment ☐ ☐  
I. Other (specify) ___________________________________ ☐ ☐ |
|     | Comments or additional information re risks: | 

<table>
<thead>
<tr>
<th>2. Teaching and Learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1. Have schools / learning spaces in this community / site lost the following materials as a result of the emergency / crisis?</td>
<td>☐ ☐</td>
</tr>
</tbody>
</table>
| A. Reading materials (textbooks) | ☐ ☐  
B. Teaching materials (such as blackboards) | ☐ ☐  
C. Furniture (such as desks, chairs, benches) | ☐ ☐  
D. Recreation supplies (such as sports equipment) | ☐ ☐  
E. Water supply | ☐ ☐  
F. Sanitation facilities | ☐ ☐  
G. Other (specify) | ☐ ☐  

2.2. What urgent messages or information is needed by children and youth in this community / site to protect themselves following the  
1. Yes | 2. No |

3 “Totally destroyed / Not usable” schools are those with no roof, no windows, no doors, and damaged or no walls.  
4 “Damaged but still usable” schools are those with broken windows, cracks in walls, leaking roofs and other damages that can be repaired.
<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Response categories</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>emergency / crisis?</td>
<td></td>
</tr>
<tr>
<td>A.</td>
<td>Peace education and conflict mitigation and resolution</td>
<td></td>
</tr>
<tr>
<td>B.</td>
<td>Natural disaster preparedness and risk reduction</td>
<td></td>
</tr>
<tr>
<td>C.</td>
<td>Health, nutrition and hygiene promotion</td>
<td></td>
</tr>
<tr>
<td>D.</td>
<td>Violence prevention, including sexual and gender-based</td>
<td></td>
</tr>
<tr>
<td>E.</td>
<td>HIV prevention</td>
<td></td>
</tr>
<tr>
<td>F.</td>
<td>Landmine awareness</td>
<td></td>
</tr>
<tr>
<td>G.</td>
<td>Awareness of risks, such as during fuel/firewood collection</td>
<td></td>
</tr>
<tr>
<td>H.</td>
<td>Other (specify) ______________________________________________________</td>
<td></td>
</tr>
</tbody>
</table>

Comments or additional information re vital information:

3. Teachers and Other Education Personnel

3.1. Since the emergency, around how many of the teachers are still able to work?  
A. Male  
B. Female:  

4. Education Policy and Coordination

4.1. Are there currently any functioning groups present in this community / site that are supporting education? If so, who are they?  
A. Community Education Committees (such as PTA, SMCs)  
B. Government Education Authorities  
C. NGOs (local or international) or UN agencies  
D. Other (specify) ________________________________  

Comments or additional information re existing education activities or groups:

4.2. Have the students or schools / learning spaces in this community / site received any of the following assistance? If so, from what source?  
A. Educational materials (e.g. textbooks)  
B. School tents  
C. Teacher training  
D. Other (specify) ________________________________  

5. Community Participation

5.1. What support to education is most essential right now in this community / site?  
A. Repairing damaged school buildings or facilities  

(Ask them to list the top three)  

1st priority: | |
<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Response categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.</td>
<td>Establishing temporary spaces for learning, e.g. in tents</td>
<td></td>
</tr>
<tr>
<td>C.</td>
<td>Ensuring safety of children and teachers</td>
<td></td>
</tr>
<tr>
<td>D.</td>
<td>Replacing school materials</td>
<td></td>
</tr>
<tr>
<td>E.</td>
<td>Finding teachers</td>
<td></td>
</tr>
<tr>
<td>F.</td>
<td>Psychosocial support to teachers and students</td>
<td></td>
</tr>
<tr>
<td>G.</td>
<td>School feeding</td>
<td></td>
</tr>
<tr>
<td>H.</td>
<td>Other (specify)</td>
<td></td>
</tr>
</tbody>
</table>

2nd priority: ____

3rd priority: ____

Comments or additional information re community priorities:

Overall comments and additional information:
2) **Secondary Data Form**

**Instructions:** This form contains information to be collected or compiled from secondary sources during rapid joint education needs assessments typically conducted within 72 hours to one week of a sudden onset emergency. Secondary information will be used alongside the primary data collected using the Site Assessment Form to:

- Provide complete information needed to complete an initial snapshot as to what the education situation is, including urgent issues for attention from other clusters that are relevant to education.
- Put the primary data into context, for instance by making comparisons with the pre-crisis situation to distinguish between chronic problems affecting education in the area and the specific effects of the emergency.

**Recommended sources:** The information for filling this form should be obtained from two main sources:

- Pre-crisis secondary data on population and key education indicators prior to the crisis. This can be obtained from National governments' Education Management Information Systems (EMIS), the National statistical bureaus, and national, regional, or global databases, such as DevInfo, UNICEF’s MICS, EdStats, and the EFA Global Monitoring Database. (See Tool 7 for more details on these sources, including how to access them.)
- In-crisis secondary data relevant to education that has been collected after the onset of the crisis / emergency. Key sources for this are rapid assessment results completed by other clusters, UNOCHA and, where in place, the Humanitarian Information Centers (HICs).
- Questions 5.1 to 9.1 require obtaining information from the assessments done by other clusters / sectors. Most of these questions are already part of other clusters’ rapid needs assessment tools. In some cases, it may be necessary to negotiate with the other clusters to include these questions in their assessments. Ideally, this should be done ahead of time as part of emergency preparedness. The other clusters’ assessment may not always collect specific data related to schools. In these cases, use the data on the sites or communities they have collected as a proxy for the conditions in schools (for example regarding water supply, or accessibility).

(For additional guidance, see Tool 7 on Recommended Secondary Data for Comprehensive Joint Education Needs Assessments.)

**Unit of analysis:** The information in this form should be filled for the lowest administrative unit for which reliable data is available. In many cases this will be at the District or equivalent level. Where the emergency is relatively small (e.g. only affecting one District), then one form can be completed for the entire area affected by the emergency / crisis. Where the geographic scope of the emergency is very large, several forms should be completed (e.g. one for each District affected). This form is structured in the format of a questionnaire to ensure consistency of the data needed to enable aggregation across multiple affected areas (e.g. Districts).
### General Information

Date of assessment: ___/___/___ (dd/mm/yy)

Locations / administrative divisions covered: (list)

Main sources of information (e.g. EMIS, District Education Official, other clusters): (list)

---

#### No. | Questions | Response categories
--- | --- | ---

**1. Affected Population and Areas**

1.1. What is the population in the affected area?

<table>
<thead>
<tr>
<th></th>
<th># Male</th>
<th># Female</th>
<th># Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Total population</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. School age population</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.2. What is the estimated percentage of the population affected by the emergency / crisis?

<table>
<thead>
<tr>
<th></th>
<th>% Male</th>
<th>% Female</th>
<th>% Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Total population affected</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. School age population affected</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.3. How many schools are there in the affected areas?

<table>
<thead>
<tr>
<th></th>
<th># of schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Pre-schools</td>
<td></td>
</tr>
<tr>
<td>B. Primary schools</td>
<td></td>
</tr>
<tr>
<td>C. Secondary schools</td>
<td></td>
</tr>
<tr>
<td>D. Non-formal education or training centers</td>
<td></td>
</tr>
<tr>
<td>E. Tertiary schools (e.g. colleges)</td>
<td></td>
</tr>
<tr>
<td>F. Other (specify)</td>
<td></td>
</tr>
</tbody>
</table>

---

**2. Basic Features of the Education System**

2.1. What is the school calendar followed in the affected areas?

<table>
<thead>
<tr>
<th>Start (dd/mm/yy)</th>
<th>Finish (dd/mm/yy)</th>
</tr>
</thead>
</table>

2.2. When do exams take place in schools in the affected areas?

<table>
<thead>
<tr>
<th>Start (dd/mm/yy)</th>
<th>Finish (dd/mm/yy)</th>
</tr>
</thead>
</table>

2.3. What curricula are being used in schools / learning spaces in the affected areas?

(list)

2.4. What are the language(s) of instruction in the schools / learning spaces in the affected areas?

(list)

---

**3. Pre-crisis Education Indicators**

3.1. Prior to the crisis, what were the net enrolment rates in the affected areas for:

<table>
<thead>
<tr>
<th></th>
<th>% Male</th>
<th>% Female</th>
<th>% Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Pre-school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Primary school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Secondary school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Non-formal education or training centers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Tertiary schools (e.g. colleges)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

5 See Tool 7 of this toolkit for more potential pre-crisis education indicators to compile.
<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Response categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2</td>
<td>Prior to the crisis, how many teachers were there in the affected area?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Pre-school</td>
<td># Male</td>
</tr>
<tr>
<td></td>
<td>B. Primary school</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C. Secondary school</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D. Non-formal education or training centers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>E. Tertiary schools (e.g. colleges)</td>
<td></td>
</tr>
<tr>
<td>3.3</td>
<td>Prior to the crisis, what was the average teacher to pupil ratio in the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>affected area for:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Pre-school</td>
<td>1 teacher for</td>
</tr>
<tr>
<td></td>
<td>B. Primary school</td>
<td>1 teacher for</td>
</tr>
<tr>
<td></td>
<td>C. Secondary school</td>
<td>1 teacher for</td>
</tr>
<tr>
<td>3.4</td>
<td>Prior to the crisis, what was the average student to textbook ratio in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the affected area for:</td>
<td>1 textbook for</td>
</tr>
<tr>
<td></td>
<td>A. Primary school</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. Secondary school</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Child Protection-related Issues</td>
<td></td>
</tr>
<tr>
<td>4.1</td>
<td>Since the emergency / crisis, what are the estimated number of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>vulnerable children in the affected areas?</td>
<td># Boys</td>
</tr>
<tr>
<td></td>
<td>A. Child headed households</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. Children without a parent or guardian</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C. Children with disabilities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D. Other vulnerable groups (specify)</td>
<td></td>
</tr>
<tr>
<td></td>
<td># Total</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>WASH-related Issues</td>
<td></td>
</tr>
<tr>
<td>5.1</td>
<td>Has access to safe water supplied by schools / learning spaces in the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>affected areas been decreased as a result of the emergency / crisis? If</td>
<td></td>
</tr>
<tr>
<td></td>
<td>so, in around what proportion of the schools?</td>
<td>1. None / only a few (0-25%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Some (26-50%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Many (51-75%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Almost all / all (76-100%)</td>
</tr>
<tr>
<td>5.2</td>
<td>Is there a substantial presence of human feces on the ground in and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>around the schools/learning centers? If so, in roughly what proportion of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the schools/learning centers?</td>
<td>1. None / only a few (0-25%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Some (26-50%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Many (51-75%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Almost all / all (76-100%)</td>
</tr>
<tr>
<td>6.</td>
<td>Health-related Issues</td>
<td></td>
</tr>
<tr>
<td>6.1</td>
<td>Since the emergency / crisis, what urgent health messages or information</td>
<td></td>
</tr>
<tr>
<td></td>
<td>are needed by children and youth in the area?</td>
<td>1. Yes</td>
</tr>
<tr>
<td></td>
<td>A. Water borne disease prevention</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. HIV prevention</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C. Where to access health services, including mental health / psychosocial</td>
<td></td>
</tr>
<tr>
<td></td>
<td>support</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D. Other (specify)</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Nutrition-related Issues</td>
<td></td>
</tr>
<tr>
<td>7.1</td>
<td>Has the food consumption of children within the affected areas changed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>since the emergency / crisis began? If so, how?</td>
<td>1. Amount has increased</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Amount is the same</td>
</tr>
<tr>
<td>No.</td>
<td>Questions</td>
<td>Response categories</td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>8</td>
<td><strong>Shelter-related Issues</strong></td>
<td></td>
</tr>
<tr>
<td>8.1</td>
<td>Are schools / learning spaces being used as collective shelters for IDPs or other groups? If yes, around what proportion?</td>
<td>☐ 1. None / only a few (0-25%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ 2. Some (26-50%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ 3. Many (51-75%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ 4. Almost all / all (76-100%)</td>
</tr>
<tr>
<td>9</td>
<td><strong>Logistics-related Issues</strong></td>
<td></td>
</tr>
<tr>
<td>9.1</td>
<td>Are the majority of the schools in the affected areas accessible by:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Ground vehicle?</td>
<td>☐ 1. Yes</td>
</tr>
<tr>
<td></td>
<td>B. Only by plane,</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>C. Only by boat</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>D. Only on foot?</td>
<td>☐</td>
</tr>
<tr>
<td>10</td>
<td><strong>3W Information for Education Actors</strong></td>
<td></td>
</tr>
<tr>
<td>10.1</td>
<td>(See Tool 6 in this Toolkit for sample formats for capturing information on who is doing what, where for the education clusters / sector.)</td>
<td></td>
</tr>
</tbody>
</table>
HANDBOOK 7.4: Sample Information Management Flow Chart for Assessment Data and Information

Ministry of Education (Capital)

Ministry of Education (Provincial)

Ministry of Education (Districts)

MoE Zonal Staff

Schools / Head Teachers/SMCs/PTAs

National Education Cluster
UNICEF, MoE & NGOs

Sub-National Education Cluster
UNICEF, MoE & NGOs

Main Information/Data flow

Other Information/Data flow
Session 8: Education in Emergencies Response Planning

Learning Objectives

At the end of this session participants will be able to:

1. Analyse data from multi-sectoral and rapid education assessments to formulate an education response in collaboration with the MoE at the sub-national level
2. Use a log frame template to design an emergency response plan based on collected data and technical components of education response
3. Identify activities, supply needs, agencies responsible, time frames, needs and costs for each component of the emergency response

Key Messages

- Data from the mutli-sectoral rapid assessment and the education rapid assessment will provide the information necessary to plan an education response in affected area at sub-national level
- A response plan should address the components of emergency education, identify roles and responsibilities of education sector partners, calculate costs, and create a timeline for response.
- Response plans should be flexible since they may change as a result of changing conditions on the ground.
- The education cluster is responsible for supporting the Ministry of Education to lead the emergency response at national and sub-national levels.

Time:
75 minutes

Method:
Group discussion, drawing activity, gallery walk, slide presentation, group work, role play

Resources / Materials needed:
- Flipcharts, markers
- Session 8 slide presentation
- Handout 8.1: Data from Rapid Education Assessment – 3 Weeks
- Previously Collected Data
- Handout 8.2: Data Analysis for Planning Education Response
- Handout 8.3: Sample Emergency Response Planning Tool

Preparation for this session:
- Review Session 8 slide presentation

Session Outline

<table>
<thead>
<tr>
<th>Minutes</th>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>1. Sector/cluster group response planning exercise and discussion</td>
</tr>
<tr>
<td>10</td>
<td>2. Plenary discussion</td>
</tr>
</tbody>
</table>
1. Sector/cluster group response planning exercise

60 minutes

1. Remind participants that the Rapid Education Assessment has been completed by a team organized by the provincial and district education offices with support from cluster leads and community. The assessment team worked in the Provincial Education Office in Tumen City and used the computers there to compile data in the form that is presented. This report represents what is known after 3 weeks of the onset of the emergency. Some of the information is still unknown or changing, and some represents estimates.

2. Explain the reports that the teams now have:
   - Handout 8.1: Data from Rapid Education Assessment Data – 3 Weeks. This includes IDP and host community data, and data on available teachers
   - Previously collected data from the multi-sectoral assessment and the pre-crisis data

3. Review some of the data collected to ensure participants understand the charts. Ask the following while showing the slides:
   - On the Schools and Children data chart, what is the total number of displaced children from ages 6-12 in District 1?
   - What is the number of displaced children ages 3-5 in D2?
   - How many primary schools were destroyed in D3?
   - How many primary teachers are available to teach in D1?
   - How many ECD teachers are available in D3?

Exercise in Data Analysis and Response Planning

1. Tell participants that education cluster/sector teams will meet to plan the education response in the affected districts. They will be supported by the Provincial Education Officer, UNICEF and Save the Children.

2. Make sure teams have their role cards from Sessions 6 and 7. There should be at least 3 groups of 6-7 members, one for each district. (Create additional groups for each district, depending on the number of people at the workshop.) The district groups will now analyse the data and begin to develop their emergency response plans with the data they have.

3. Tell groups that they should use Handout 8.2: Data Analysis for Planning Education Response to help them analyse the data and formulate their initial responses. They may not have enough information to complete the plan. However they can anticipate some future needs and attempt to outline activities and estimate resources needed. In subsequent sessions they will continue to complete their planning matrix.

4. Ask groups to review Handout 8.3: Sample Emergency Response Planning Tool. They will see the components of education in emergencies along the left column.
Tasks
1) Identify the activities they will implement in each of the components to the extent possible with current information. Focus on the following components only:
   - Education supplies
   - Temporary learning spaces
   - Mobilisation/training of teachers
   - Repair and construction of schools
2) For these activities, identify which partner(s) will be responsible for the activity, resources required, their target groups and locations (e.g., IDP primary age children in D1Z1). They should not identify indicators at this point (this will be done in Session 18). They should use the information on their role cards to identify resources and gaps in the emergency response.
3) Identify the target completion date for the activity.

4. They can develop their plans on computers if they have them or use chart paper and post on the wall.

5. Remind participants to apply the appropriate INEE MS:
   - INEE MS Category Analysis, Standard 2: Response Plan. A framework for an education response is developed, including a clear description of the problem and a documented strategy for action.
   - INEE MS Category Community Participation, Standard 1: Participation Emergency affected community members actively participate in assessing, planning, implementation and monitoring and evaluating the education programme.

6. After no more than 45 minutes call time. Ask several groups to present their plans in plenary. Ask the following questions during the discussion:
   - What activities are they able to implement immediately?
   - How will the agencies divide responsibilities?
   - What additional resources will they need to implement some of their activities?
   - Is there sufficient staff to implement the activities? If not what will they do? Can UNICEF and Save deploy staff from their country offices or from outside the country?
   - How will they involve the communities in the planned response plan?

7. Close by telling participants that they should keep their plans posted since they will be returning to them during the subsequent exercises.

3. Preparedness reflections

5 minutes
1. Ask participants what types of activities could be undertaken during the preparedness phase which will make the response planning more effective? This might result in a lengthy discussion but the most important response should be **contingency planning**.

2. Tell participants that this will be discussed in the final planning session. Have participants put responses on VIPP cards and place on the Preparedness wall under Education Response Planning sign.
## HANDOUT 8.1: Data from Rapid Education Assessment: Three Weeks after Buildastan Earthquake

<table>
<thead>
<tr>
<th>District</th>
<th>Total affected children 3-17:</th>
<th>Prim.</th>
<th>Sec.</th>
<th>ECD</th>
<th>Prim.</th>
<th>Sec.</th>
<th>ECD</th>
<th>Prim.</th>
<th>Sec.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>District 1</strong></td>
<td><strong>79,000</strong></td>
<td>30</td>
<td>9000</td>
<td>50</td>
<td>20</td>
<td>15,000</td>
<td>40,000</td>
<td>15,000</td>
<td>30</td>
</tr>
<tr>
<td><strong>District 2</strong></td>
<td><strong>93,000</strong></td>
<td>50</td>
<td>15,000</td>
<td>200</td>
<td>30</td>
<td>18,000</td>
<td>40,000</td>
<td>20,000</td>
<td>15</td>
</tr>
<tr>
<td><strong>District 3</strong></td>
<td><strong>164,000</strong></td>
<td>80</td>
<td>24,000</td>
<td>300</td>
<td>50</td>
<td>25,000</td>
<td>90,000</td>
<td>25,000</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>336,000</strong></td>
<td>160</td>
<td>45,000</td>
<td>550</td>
<td>100</td>
<td>58,000</td>
<td>170,000</td>
<td>60,000</td>
<td>65</td>
</tr>
</tbody>
</table>
1. What are the **target groups** that will be served in each district? Consider:
   - Ages 3-5, 6-12, 13+ (disaggregated by sex)
   - Out-of-school children in both host and displaced communities
   - School going children in both host and displaced communities
   - Displaced children from Buildastan
   - Host community children

2. Is there sufficient information to plan **education services** for these target groups? If so what education services will you plan for? If not, what are the information gaps that you need to fill to plan your education response? How will you fill them?

3. Is there sufficient information to deploy existing **education supplies** or order new supplies for education services? If so what, how many, for what locations, for what target groups? What are the information gaps, if any, to plan your education response? How will you fill them?

4. Is there sufficient information to plan **temporary learning spaces**? What activities will you need to conduct? For what target groups? Where? What supplies will need to be ordered? What are the information gaps? How will you fill them?

5. Is there sufficient information to **mobilise and train facilitators and teachers** for temporary learning spaces? If so how many, for what locations, for what target groups? What are the information gaps? How will you fill them?

6. Is there sufficient information to establish emergency **education curricula**? What are the information gaps? How will you fill them?

7. Is there sufficient information to establish a **monitoring system** for education response?

---

**Education Planning Ratios**

<table>
<thead>
<tr>
<th>Item</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECD kit</td>
<td>1 per 80 children</td>
</tr>
<tr>
<td>School kit</td>
<td>1 per 80 children</td>
</tr>
<tr>
<td>Learner's kit</td>
<td>1 per child</td>
</tr>
<tr>
<td>Recreation kit</td>
<td>1 per 80 children</td>
</tr>
<tr>
<td>Tent</td>
<td>1 per 80 children</td>
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<tr>
<td>Teachers/facilitators</td>
<td>1 per 80 children</td>
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</tbody>
</table>

* For costs of education supplies see session on Education Supplies and Logistics
# Handout 8.3 Emergency Education Response Planning Tool

<table>
<thead>
<tr>
<th>Components Of EiE Response (List Activities)</th>
<th>Target Group / and Number of Children to Be Served</th>
<th>Implementing Partners</th>
<th># and Type of Resources Required</th>
<th>Cost</th>
<th>Monitoring Indicators</th>
<th>Location</th>
<th>Time Frame</th>
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</thead>
<tbody>
<tr>
<td>Sector Coordination Mechanism</td>
<td>1.</td>
<td>2.</td>
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<td>Assessment</td>
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<td>Education Supplies and Logistics</td>
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<td>Temporary Learning Spaces</td>
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<tr>
<td>Mobilisation and Training of Teachers and other Education Personnel</td>
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<td>2.</td>
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<td>Psychosocial Support and Strategies</td>
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<td>Components Of EiE Response (List Activities)</td>
<td>Target Group / and Number of Children to Be Served</td>
<td>Implementing Partners</td>
<td># and Type of Resources Required</td>
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<td>Repair and Construction of Schools + WASH</td>
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<td>Resumption of Formal Education</td>
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Session 9: Human and Financial Resources

Learning Objectives

At the end of this session participants will be able to:

1. Identify staffing needs, agency capacity to hire and deploy, and deployment time frames.
2. Introduce the available funding sources for an emergency response (CAP, CERF, Appeal)
3. Outline the different steps for resource mobilisation and prepare a brief funding proposal for a ‘pitch’ document, a Flash Appeal and a Consolidated Appeals Process (CAP).

Key Messages

- Experienced personnel with different sets of knowledge and skills are often required for different phases of an emergency response.
- The education sector/cluster should coordinate staffing and human resource needs by identifying agency capacity to hire and deploy staff or contract with local NGOs; assess needs; and determine which needs can be filled by local, country level or external deployment of personnel.
- The humanitarian financing tools are the Flash Appeal, the CERF and the CAP.
- While the Flash Appeal and CAP mobilise resources for both UN and NGOs, the CERF provides funding only to UN agencies.
- The education portion in a ‘pitch’ document, Flash Appeal and CAP should reflect the components of emergency education and apply the relevant INEE MS. It should also give details on the education needs, issues, actions to date, future activities, expected impact and funding requirements.

Time:
70 minutes

Method:
Presentation, case study, group work, gallery walk

Resources / Materials needed:
- Laptop, projector, screen, flipcharts, markers
- Handout 9.1: Staff Identification and Mobilisation Planning Tool
- Handout 9.2: Sample Terms of Reference for Emergency Education Coordinator
- Handout 9.3: Sample Flash Appeal: Education Sector
- (From Session 6) Capacity Mapping charts from D1, D2 and D3.
- Handout 8.1: Data from Rapid Education Assessment – 3 Weeks Previously Collected Data

Preparation for this session:
- Review this session
- Review the PowerPoint slides

CEE/CIS CD
- Sample CAP Proposal Kyrgyzstan
1. Human resource planning and mobilisation

30 minutes

Note to Facilitators: The section on Human Resource Mobilisation can be eliminated from this combined session if it is not appropriate to the target training audience. It is most appropriate for education cluster leads, including UNICEF, Save the Children and MoE counterparts and may not be applicable in all cases due to individual organisational HR requirements and processes.

(5 minutes)

1. Explain that, in an emergency, humanitarian agencies support the Ministry of Education and local education authorities by mobilising staff for deployment to the affected areas and by providing funding to other organisations to assist in the emergency education response.

2. Knowing the scope and impact of the emergency on the community involved will help determine the type of skill sets and experience needed for staff and resource mobilisation.

3. A human resource/staff mobilisation plan is a central planning tool for emergencies and relates directly to the preparedness phase. Having a staff mobilisation plan in place before the emergency occurs is an important first step to identifying staff deployment needs in the event of an emergency.

4. Show corresponding slides and explain the following:
   Three main criteria assist the assessment and identification of staff needed:
   • The current staff capacity of each agency in each component of emergency response
   • The scope of the emergency, including numbers of people affected and estimates of damage and displacement
   • Additional human resources required to meet these projected challenges to the education sector/cluster

Depending on the scale of the emergency, the following options are available:
• Deploy existing in-country staff to the emergency location (a first response)
• For UNICEF, Save the Children and other international NGOs: internal re-deployment from other offices in the region or trained education cluster coordinators
• External standby arrangements with UNICEF partners and/or recruitment of staff outside agencies on individual contracts
• Recruitment of staff within the country or affected district
• Contracting NGOs or CBOs within the country or affected district
5. For UNICEF, estimated deployment times in acute situations are:
   - Regional office (48 hours)
   - Standby arrangements (72 hours)
   - External recruitment (2 – 3 weeks)

(25 minutes)

Exercise in Human Resource Planning

1. Tell participants that they will now develop a human resource plan for the Bangastan emergency. They will take roles of country level education cluster members, not district teams in order to plan a national level human resource response. Regroup participants by having participants from all three districts (D1, D2, and D3) in each group. Have new groups take the following new roles:

Roles
- Ministry of Education emergency focal point
- Provincial Education Director
- UNICEF emergency education focal point at country level
- Save the Children emergency education focal point at country level
- INGO education program manager
- NGO representative

Tasks
1) Use your capacity mapping tools from Session 6.
   - Handout 6.1: Emergency Response Capacity Mapping Tool by Components of Emergency Response and
   - Use Handout 9.2: Sample Terms of Reference for Emergency Education Coordinator a sample ToR for a district level position.
2) Determine the following:
   - Human resource needs at country level, provincial level, in each District
   - Current staff capacity in government, agencies and local NGO/CBO partners to meet those needs
   - What are the gaps in human resources?
   - Can country, local NGO or CBO meet the need if hired to coordinate implementation of certain components of emergency response?
   - What staff positions are required? At what levels?
     - Supervisory
     - Coordination
     - Implementation
   - Which agencies will hire?
3) Complete Handout 9.1: Staff Identification and Mobilisation Planning Tool once you have determined your human resource needs.

2. Plenary (10 minutes)
Ask the following questions to all groups and take 1 – 2 responses for each:
- Did you identify any staff members to be deployed from outside the country? If so why did you think that was necessary?
- What are the priority positions you identified? What is the duration of deployment?
- What skills or qualifications do the persons identified, need?
- Are these skills different from those needed in a non-emergency or your 'usual' programmed requirements?
- Did you decide to contract NGOs or CBOs to meet some of the human resource needs? If so which ones?
2. Financial resource mobilisation

25 minutes

(10 minutes)
1. Explain that participants will now become familiar with humanitarian financing tools through which UN agencies, NGOs and other aid agencies can mobilise resources for education in emergencies. Show accompanying slides while presenting the following information.

2. There are three major financing tools:
   - Flash Appeal
   - The Central Emergency Response Fund (CERF)
   - Consolidated Appeal Process (CAP).
   In addition, UNICEF, Save the Children and other agencies have resources that can be reprogrammed in the event of an emergency to provide immediate financial assistance to support government and the education sector in the education response.

3. The Flash Appeal
   - Is a strategic humanitarian response plan, outlining priority needs within a week of an emergency
   - Is issued between the second and fourth weeks of the onset of an emergency and addresses needs for the first 3-6 months
   - Contains needs assessment information, a common humanitarian action plan, and specific sectoral response plans and projects
   - Is triggered by the UN humanitarian coordinator in consultation with the IASC country team
   - Involves collaborative planning at the sector/cluster level among government, UN agencies, NGOs, Red Cross and other partners

4. Flash appeals are written according to a brief outline consisting of the following:
   1. Needs/context for education
   2. Strategy/vision
   3. Objectives/activities
   4. Expected outcomes
   5. Funding requirements including all partners

Handout 9.3 is a sample of a flash appeal for the education sector. Ask participants to look at the appeal briefly. They will be using it in the exercise.

5. The Central Emergency Response Fund (CERF)
   - Is a fund managed by the United Nations to pre-position funding for humanitarian action into which member states contribute
   - Is a stand-by fund to enable more timely and reliable humanitarian assistance to those affected by natural disasters and armed conflicts
   - Is a multi-donor trust fund
   - Promotes early action and response to reduce loss of life
   - Enhances response to time-critical requirements
   - Strengthens core elements of humanitarian response in under-funded
• Funds UN agencies; NGOs can’t receive direct funding but should be involved in the development of proposals

Point out that the education sector/cluster in many countries has successfully secured CERF funding for education through arguing that education can be a “life saving” intervention; they fund psychosocial support for teachers and children, as well as temporary learning spaces which provide protective and life saving interventions.

6. The Consolidated Appeals Process (CAP)
   • Is a tool for all UN and aid agencies and partners to identify common goals and priorities and to develop, implement and monitor strategic plans of action
   • Ensures common analysis, strategic planning, resource mobilisation, coordinated implementation and joint monitoring and evaluation.

7. Explain that the role of the education cluster/sector is to support the government in convening all partners to identify the highest priority needs of the sector and gather proposals from different agencies for a unified approach to the emergency education response.

8. Explain that in an emergency UNICEF prepares an Immediate Needs Document within 24 – 72 hours of onset which is designed to jump-start the fund-raising process. It contains the issues, action and impact and is shared with government and the UNICEF National Committees.

(15 minutes)

Exercise in Writing a Flash Appeal
1. Tell participants that they will do a brief exercise in writing a Flash Appeal for the emergency in Buildastan. They will stay in their country level teams.

Tasks
1) Based on the information they have so far about the Buildastan emergency from the education sector, both assessment data and planning process to date (Sessions 6, 7 and 8), groups will discuss the contents of each of the sections of the Flash Appeal.
2) Groups are to write brief statements about each of the following sections of the Flash Appeal:
   • Needs/context for education
   • Strategy/vision
   • Objectives/activities
   • Expected outcomes
   • Funding requirements including all partners

Tell groups to use Handout 9.3 Sample Flash Appeal for guidance but their appeals need only have a short paragraph for each heading. Groups might want to consider dividing up sections to work more efficiently.

3) Write the Appeal on chart paper and post on the wall.
4) For funding requirements, groups should estimate the cost of supplies, deployment, human resources, and other funding needs.

2. Call time and have participants circulate in a gallery walk to compare
appeals.

3. Ask participants:
   - Did you have difficulty estimating funding?
   - How persuasive were the arguments for funding of the education cluster?
   - Did the issue statement include psychosocial impacts on children?
   - Did the Expected Impact section include persuasive arguments for education in emergencies funding (including those prepared during Session 2)?

3. Preparedness reflection

5 minutes

1. Conclude by asking participants what the implications are for preparedness planning with respect to human and financial resources. Note that some preparedness measures also relate to capacity mapping and sector/cluster coordination.
2. Ask participants to record ideas on VIPP cards and place them under the Human and Financial Resources poster on the Preparedness wall.
### HANDOUT 9.1: Staff Identification and Mobilisation Planning Tool

<table>
<thead>
<tr>
<th>Position needed</th>
<th>Place of deployment</th>
<th>Key responsibilities to implement components of emergency education</th>
<th>Agency responsible</th>
<th>Deployment</th>
<th>Time of deployment</th>
<th>Estimated costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional staff</td>
<td>National level</td>
<td></td>
<td></td>
<td>Internal from country</td>
<td></td>
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<tr>
<td>Support staff</td>
<td>Provincial level</td>
<td></td>
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<td>Local</td>
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<td></td>
<td>District level</td>
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<td>External recruitment</td>
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</tbody>
</table>
HANDOUT 9.2: Sample Terms of Reference for Emergency Education Programme Coordinator

<table>
<thead>
<tr>
<th>Job Title:</th>
<th>Emergency Education Programme Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place of Work:</td>
<td>District <em>x</em> office</td>
</tr>
<tr>
<td>Contract Length:</td>
<td>6 months, renewable</td>
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<tr>
<td>Reports to:</td>
<td>Emergency Education Manager, Provincial/National Office</td>
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<td>Level:</td>
<td>TBD</td>
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</table>

**Purpose of the Post**
Responsible for ensuring education opportunities are available for children affected by emergencies. Oversight of identification, design and implementation of appropriate education in emergency responses and coordination with education authorities and other agencies active in the education sector.

**Major Duties and Responsibilities**
With implementing partners, relevant education authorities, and local communities involved in the education sector/cluster:

- Undertakes rapid education assessments to assess impact of the emergency on the education system and prepares reports with findings and recommendations for implementation
- Develops strategy for education response for immediate and longer term needs, in line with agency policies, components of education in emergencies response, Minimum Standards for Education in Emergencies, community needs, and official education policies
- Determines educational supply needs and works with supply and logistics officers to procure and deploy supplies to appropriate destination
- Works to establish temporary learning spaces and rehabilitate learning spaces, ensuring child friendly environments
- Works to identify, mobilise, and train teachers or paraprofessionals
- Works to re-establish quality primary and secondary education
- Develops a monitoring and evaluation system to track educational activities
- Participates in education sector/cluster planning, implementation, and reporting
- Participates in inter-sectoral meetings and provides updates on education sector to OCHA
- Prepares reports as required to education cluster/sector, supervisor, OCHA, government, and other relevant agencies

**Qualifications and Competencies**
- Understanding of quality basic education, with a focus on education in emergencies, with communication and knowledge of latest development and familiarity with current issues, trends and priorities in emergency education.
- Familiarity with emergency education supplies, materials and curricula.
- Experience or knowledge of educational assessment and monitoring in emergency situations.
- Proven ability to conceptualise, develop, plan and manage programmes, as well as to impart knowledge and teach skills.
- Leadership; ability to manage resources, good judgment, ability to build trust and teamwork.
- Experience in coordinating amongst other agencies, donors and with governments or experience working within a multi-agency and donor environment.
- Good analytical, negotiating, communication and advocacy skills
- Demonstrated ability to work in a multi-cultural environment and establish harmonious and effective working relationships both within and outside the organisation.
Cluster Leads: UNICEF and Save the Children Alliance


Strategy and proposed activities
The emergency education response will ensure access to quality education for 100,000 learners affected by the floods and will be implemented within a 6-month time-frame under the coordination of the Education Cluster and in close collaboration with the Ministry of Education and the National Disaster Management Agency.

The strategy aims to provide access to a minimum level of basic education for all children of school-going age in the flood affected areas. The cluster partners will reach children from ECD to secondary level with immediate assistance, including learning materials and temporary schools, while also initiating long-term solutions to ensuring quality education including rehabilitation of schools. The cluster members have designated areas of work to ensure that all areas are covered (as resources allow) and to avoid overlap. The establishment and rehabilitation of schools will be undertaken through mobilisation of communities and School Management Committees in collaboration with local governments. Children and teachers will be provided with learning and teaching kits. Teachers will be trained and provided with specific skills and resources to manage classroom teaching/learning during the response and recovery periods. Local communities will participate in restoration of educational services in addition to supporting outreach to out-of-school children, especially girls and other OVC.

To address the emerging health, hygiene, psychosocial and other life-threatening issues affecting the emergency-affected children, the capacity of teachers, School Management Committees and local education officers will be strengthened to communicate and promote life-saving behaviours and to provide IEC materials. Furthermore, cross-cluster coordination and partnership will be ensured with the WASH (water, sanitation and hygiene), protection (psycho-social care), health, nutrition and shelter clusters. A special focus will be on the development of monitoring and supervision capacities of local education authorities at all levels to ensure quality learning, normalisation of education services during the rehabilitation phase and emergency preparedness.

Objectives
- **Re-establish access to ECD, primary and secondary education for all children affected** through the rehabilitation and/or establishment of 200 classrooms in 145 schools and through provision of basic education materials for 100,000 learners and 1,500 teachers with logistical support to enhance planning, monitoring and supervision by local education authorities.
- **Promote the resumption of quality education activities** such as improved classroom teaching/learning practices and promotion of life-saving behaviours, including those related to HIV/AIDS, health, hygiene and sanitation through training of 1,500 teachers, School Management Committees and education officials in affected areas.
- **Ensure supportive learning environment** through community mobilisation to build community services in support of schools, establishing 145 School Management Committees and building local capacity on emergency preparedness and response

Expected Outputs and Outcomes
- 200 classrooms in 145 affected schools rehabilitated and/or constructed, including latrines and water points6
- 100,000 children attend schools and have basic learning and play materials.

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6 Establishment of latrines and water points is budgeted in this proposal but will be implemented by WASH cluster partners.
- 1,500 teachers and education officials receive relevant support and materials, and are trained on HIV/AIDS, psychosocial needs including trauma, health and hygiene awareness, gender-sensitive approaches and inclusion of children with special needs.
- 145 School Management Committees revitalised and local communities mobilised to support rehabilitation of schools, communicate life-saving messages, and track and enrol OVC, including those marginalised by disability.
- 50 education officials supervise and monitor restoration of education services in 15 districts and are supported with financial, technical and logistical assistance.

**Impact**

- Children in flood affected areas have access to basic quality education, have increased knowledge of life-saving behaviours, including HIV/AIDS and hygiene issues, and have access to play and recreation, as prioritised by their communities.
- The learning environment is improved and teacher capacity increased to manage classroom teaching/learning processes in flood affected areas.
- Local community and School Management Committees effectively participate in school management, and education authorities conduct school supervision and planning for rehabilitation and emergency preparedness.

### EDUCATION CLUSTER

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Objectives</th>
<th>Beneficiaries</th>
<th>Partners</th>
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<tbody>
<tr>
<td><strong>Save the Children</strong></td>
<td>Ensuring access to basic education in flood-affected areas</td>
<td>Re-establish access to and improve quality of primary education for children in areas where SCA is working; Establish community services around schools including ECD, 40 School Management Committees and build local capacity on emergency preparedness and response; Promote a protective learning environment</td>
<td>25,000 learners, 500 teachers in SCA areas</td>
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<tr>
<td><strong>UNICEF</strong></td>
<td>Ensuring access to quality education in flood affected areas</td>
<td>Re-establish access to and improve quality of education including school rehabilitation, teacher training, and provision of basic education materials in areas not covered by cluster partners for ECD, primary, secondary; Promote resumption of quality education through establishment of 75 School Management Committees.</td>
<td>65,000 learners, 920 teachers in areas not covered by other cluster members; 85 SMCs, 40 local education authorities 15 district pedagogic supervisors with logistic support</td>
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<tr>
<td><strong>Concern Worldwide</strong></td>
<td>Supporting basic education in two flood affected districts</td>
<td>Ensure continued access to basic quality education for children in 20 schools; Promote protective and enabling environment in and around schools for 10,000 school going children</td>
<td>20 SMCs, 80 teachers, 30 government officials, and approximately 10,000 learners in two districts</td>
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<td><strong>TOTAL</strong></td>
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<td>$2,000,000</td>
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Session 10: Education in Emergencies Supplies and Logistics

Learning Objectives

At the end of this session participants will be able to:

1. Analyse emergency education supplies in terms of quality, learning/cognitive and psychosocial needs, cultural appropriateness, and gender and inclusion needs.
2. List the main elements involved in procuring, transporting and distributing supplies.
3. Develop a supply procurement and distribution plan for education to support the Ministry of Education in providing schools and learners with necessary supplies. These would include strategies to address logistical constraints that may impede the supply deployment process.
4. Identify the advantages and processes involved in developing standby agreements with local suppliers, and supply pre-positioning or stockpiling.

Key Messages

- Emergency education supplies are needed to meet the cognitive, psychosocial, and developmental needs of children in emergencies.
- Coordinating planning is necessary within the education sector and with other agencies in procuring, transporting and distributing emergency education supplies.
- Supply planning entails procuring, receiving, distributing, and monitoring supply deployment and usage.
- The emergency context can present logistical challenges requiring collaboration and creativity to transport and deliver education supplies.
- Long term or standby agreements with suppliers and pre-positioning require resources and storage space but can greatly accelerate emergency education response.

Time:
80 minutes

Method:
Presentation; Group work.

Resources / Materials needed:
- Laptop, projector, screen, flipcharts, markers, one set each of ECD, Child, School, and Recreation Kits if possible (alternative is to use content lists in handouts)
- Handout 10.1: Sample Emergency Education Kits
- Handout 10.2: Sample Supply and Distribution Plan
- Handout 10.3: Sample Supply Delivery and Monitoring Plan

Preparation for this session:
- Review this session
- Review Session 10 PowerPoint slides
- Obtain sample emergency education kits if possible

Session Outline

<table>
<thead>
<tr>
<th>Minutes</th>
<th>Contents</th>
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<tbody>
<tr>
<td>30</td>
<td>1. Analysis of emergency education supplies in meeting emergency education needs</td>
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</table>
1. Analysis of emergency education supplies in meeting emergency education needs

30 minutes

(10 minutes)

Note to facilitators: If the target audience does not include UNICEF and Save the Children, it may not be relevant and can be eliminated. However, it must be stressed that supply deployment plans a significant role in emergency education and it may be useful to review selected slides.

1. Explain that education supplies are a critical element of re-establishing education services. As soon as the multi-sectoral assessment data is shared, within the first 72 hours, the education sector/cluster can begin preparations to procure, mobilise and deploy education supplies.

2. Education supplies include school tents, tarpaulins, blackboards, textbooks, teaching materials, learners’ stationery, learning aids, etc. and can also include WASH materials such as soap and water containers.

3. Education partners in many countries have developed pre-packaged ‘kits’ of education materials and supplies that are culturally appropriate and can be procured either locally or regionally. UNICEF and Save the Children have developed standardised kits that can be ordered off-shore, and these can be considered as an alternative when local supplies are not available.

4. Ask participants if they have experience with emergency education supplies and specifically kits of education materials.

5. Education sector/cluster partners support Ministries of Education to provide textbooks, blackboards and teaching materials if these have been destroyed during an emergency, in addition to kits of basic materials.

6. Review the types of kits that have been developed in order to ensure rapid deployment in the aftermath of an emergency which contain education materials to facilitate an immediate resumption of classes. Show the corresponding slide and explain that the content of the kits has been specifically designed according to the target beneficiaries: ECD kits, Recreation kits, School or Classroom in a Box Kits, and Learner/Child kits. In some countries a combined School and Recreation Kit has been developed, as have Teachers’ Kits of didactic materials.

7. Ask the following questions:
   - If you have worked with education kits, what are the potential benefits to teachers? Children? Schools?
   - Are there any psychosocial benefits to providing learners’ kits or other education supplies?
   - What are some of the potential problems with education kits?
(20 minutes)

Note to Facilitators: If time is short, it is possible to assign half the team members to undertake this activity and the other half to do the supply plan in the next section. If you choose this option, continue with the slide presentation and provide alternative instructions for both activities.

Exercise in Devising Kits of Education Supplies
1. Tell participants that they will analyse the sample kits on Handout 10.1 in order to devise improved versions for their own contexts. Assign 4 groups to review each of the kits. If sample kits are available at the workshop, have groups examine the contents of the kits.
   - Group 1: ECD Kit (UNICEF South Africa)
   - Group 2: Classroom in a Box (Save UK)
   - Group 3: Child Kit (Save UK)
   - Group 4: Recreation Kit (UNICEF)

   Additional groups can optionally devise new kits of materials for their country contexts, such as kits of materials for teachers.

   Tasks:
   1) Analyse the contents based on appropriateness for children in participants’ countries in terms of quality, learning/cognitive and psychosocial needs, cultural appropriateness, and gender and inclusion needs. Add or change items to ensure that the items are appropriate for the context and culture. All items can be changed/improved as deemed necessary.
   2) Assess whether the items that can be procured locally are of sufficient quality and quantity according to local markets, suppliers, materials costs, quality, etc. Indicate considerations for local procurement. The output from each group should be 1) final list of items for their assigned kit and 2) decision on feasibility of local procurement and considerations.

2. Have groups post their lists on the wall and have them report in plenary about the additions and changes, and feasibility of local procurement.

3. In plenary, ask participants: What needs to accompany the education kits when deployed to schools and temporary learning spaces?
   Responses might include:
   - Instructions in the local language on how to use, store, maintain, and distribute the supplies
   - Orientation sessions for DEO, SMCs and PTAs on use of kits
   - Instructions on numbers of children the supplies will serve
   - Sample educational, recreational and play activities that can be conducted with the materials
   - Training in using the supplies with recreation and play, psychosocial and education curricula (to be addressed in Sessions 12, 13 and 14).

4. Tell participants that they will review sample teaching, learning and psychosocial materials that can be used in conjunction with the kits in subsequent sessions.

5. Explain that sample guides for receiving and using materials are included in the CEE/CIS CD. Emphasise the importance of end-user monitoring when distributing any type of education materials to ensure they are being used appropriately and for quality assurance.
2. Supply procurement, transportation and distribution

35 minutes

(10 minutes)
Note to facilitators: This session can be deleted if it is not relevant to the target audience.

Tell participants that they will now examine the cycle of supply process. Show the slide of the supplies and logistics cycle and review the cycle.

Review the elements of the supply cycle for emergency education:

1) Supply planning
   • Based on the multi-sectoral and Rapid Education Assessment information and coordination with other stakeholders, identify key supplies needed to restart educational activities – numbers needed, delivery destinations, etc.
   • Main supplies to consider include: tents/tarpaulins, classroom materials, stationery, recreation materials, ECD supplies
   • Consider local or pre-packaged kits of materials and the advantages, disadvantages and practical issues associated with these alternatives

2) Supply procurement
   • Steps to be completed once supplies and numbers are identified:
     o supply plan completed and submitted
     o supply requisition/procurement sourcing, bidding and supplier selection (for local procurement)
     o purchase order submitted
     o quality assurance
     o delivery of supplies to initial destination
     o delivery of supplies to onward destinations

3) Ordering and shipment for off-shore procurement
   • Transport options
   • Available budgets
   • Weight / volume of supplies
   • Customs clearance and follow up

4) In-country logistics
• Delivery timelines
• Storage
• Infrastructure

5) In-country distribution
• Transport options
• Coordination with other agencies/government/Logistics Cluster
• Monitoring of delivery and use of supplies

Ask if the supply cycle corresponds to how participants’ organisations operate. Take responses from different organisations. Then ask participants which agencies will take responsibility for procuring education supplies. They can respond in the context of the Buildastan scenario as well as for their own agencies.

Emphasise that coordination with other partners is critical for distribution of education supplies during an emergency response. Education sector/cluster members must liaise closely with the Logistics sector/cluster and national disaster management authority to ensure education supplies are urgently delivered to affected learners and schools.

(20 minutes)

Exercise in Supply Planning for Buildastan
Tell participants they will now make a supply plan for Buildastan. Working in their district teams they are to use Handout 10.2: Sample Supply and Distribution Plan, and Handout 10.3: Sample Supply Delivery and Monitoring Plan to plan for their districts. Remind participants to identify and apply the appropriate INEE Minimum Standards in the exercise, such as:

- INEE MS Domain 3: Teaching and Learning Standard 1: Curricula. Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of learners.

Tasks
1) Identify what supplies they will order and the quantities needed for 1 item only for their district (e.g. ECD kit, recreation kit)
2) Identify existing supplies as well as new ones needed and determine costs, including transportation costs.
3) Identify which agencies will take responsibility for transporting supplies
4) Identify type of monitoring needed and which agencies will do it.
5) Identify any logistical challenges from the scenario that might hinder the delivery

(10 minutes)
In plenary ask groups to outline their plan for the item they selected to one zone only. Ask participants some of the following questions:

- Were there gaps in the information you had and how did you overcome these?
- What have been your experiences in developing a distribution and monitoring plan?
- What might be some of the difficulties you may experience in transporting materials to affected locations
- How might some of these be overcome?

3. Best practice: standby agreements and supply pre-positioning
1. Ask participants:
   - What examples of good practice or ‘creativity and flexibility’ in relation to procurement, supply and logistics have you experienced?

2. Give the following examples from other countries:
   - In Pakistan donkeys were used to deliver supplies to hard-to-reach areas in the October 2005 earthquake.
   - In Nepal, in preparation for annual floods, containers were purchased for the three most vulnerable regions and education supplies were pre-positioned in each region prior to the flooding.
   - In Mozambique, standby agreements were established with local suppliers so that initial bidding procedures were not necessary in the acute response phase and supplies could be ordered rapidly.

3. Ask participants what preparedness measures can be taken to ensure efficiencies in procurement and deployment of education supplies. Take 2-3 responses. Then review the list below and on the slide:

**Best Practice**
- Prepare contingency supply list
- Identify locally available items
- Make stand-by arrangements with local suppliers for identified items. Work with Supply and Logistics colleagues within your organisations to establish agreements.
- Identify possible distribution mechanisms, including commercial transportation companies.
- If the emergency education operations involve large-scale supply/logistics components, consider adding a full-time logistics officer for the emergency education programme. Strong logistics collaboration is essential between education and logistics staff.
- Education colleagues must visit warehouses regularly, and pay attention to stock and supply movement reports.
- Pre-positioning of supplies as part of contingency planning in particularly emergency-prone areas can be a significant factor in the immediate resumption of education.

---

**4. Preparedness reflection**

**5 minutes**

1. Ask participants what would be some of the realistic obstacles to purchasing and pre-positioning of education supplies?
2. Have participants put preparedness actions already identified plus any additional actions on VIPP cards and post them under the Education Supplies poster on the Preparedness wall.
### HANDOUT 10.1: Sample Emergency Education Kits

#### EARLY CHILDHOOD DEVELOPMENT KIT (UNICEF South Africa)

**1 Kit per 30 Children**

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity per kit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toy bag</td>
<td>1</td>
</tr>
<tr>
<td>Paper, newsprint for painting and drawing. A4 size, 500 sheets per ream</td>
<td>5</td>
</tr>
<tr>
<td>Wax crayon in plastic bag</td>
<td>15</td>
</tr>
<tr>
<td>Scissors safety school type, blunt round tips</td>
<td>10</td>
</tr>
<tr>
<td>Permanent markers, blue, black, red and green</td>
<td>4 x each colour, 16 per kit</td>
</tr>
<tr>
<td>Prestik</td>
<td>2</td>
</tr>
<tr>
<td>Art and craft white glue (packed 12 in a box)</td>
<td>2</td>
</tr>
<tr>
<td>Round plastic hoola hoops, various colours</td>
<td>10</td>
</tr>
<tr>
<td>Puzzles 12 piece, cardboard, African culture</td>
<td>4</td>
</tr>
<tr>
<td>Duplo size blocks, 80 pieces per bag, plastic in different colours</td>
<td>4</td>
</tr>
<tr>
<td>Puzzles 25 piece, cardboard, African culture</td>
<td>4</td>
</tr>
<tr>
<td>Puzzles 50 piece, cardboard, African culture</td>
<td>4</td>
</tr>
<tr>
<td>Ragg doll for African child</td>
<td>5</td>
</tr>
<tr>
<td>Rubber bounce balls 22” for 3-6 year olds</td>
<td>3</td>
</tr>
<tr>
<td>Soft plastic balls 22” for 3-6 year olds</td>
<td>15</td>
</tr>
</tbody>
</table>

**Estimated Cost: USD $250**

#### CHILD BOX – Save the Children UK

*For children – 1 kit per class (100 children)*

<table>
<thead>
<tr>
<th>No.</th>
<th>ITEM</th>
<th>UNIT</th>
<th>QUANTITY</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Solid Container / Box</td>
<td>Pce</td>
<td>1</td>
<td>For portage and storage of all contents. Must be robust and waterproof</td>
</tr>
<tr>
<td>2</td>
<td>Colour pencils – range of colours</td>
<td>Pack</td>
<td>20</td>
<td>Quality colouring pencils – about 20 or 30 colours in each pack</td>
</tr>
<tr>
<td>3</td>
<td>Colour felt tip pens - range of colours</td>
<td>Pack</td>
<td>20</td>
<td>Quality colouring felt tips – approx 20 or 30 colours in each pack</td>
</tr>
<tr>
<td>4</td>
<td>HB writing pencils – 12 in each pack</td>
<td>Pack</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Thick colour wax crayons [drawing /colouring]</td>
<td>Pack</td>
<td>20</td>
<td>Young children’s artwork</td>
</tr>
<tr>
<td>6</td>
<td>Thick chalks for colouring / murals approx 20 in each box</td>
<td>Pack</td>
<td>10</td>
<td>Thick coloured chalks for drawing on walls / ground</td>
</tr>
<tr>
<td>7</td>
<td>Erasers – 100 in pack</td>
<td>Pack</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Metal pencil sharpeners 100 in pack</td>
<td>Pack</td>
<td>1</td>
<td>Preferred to plastic</td>
</tr>
<tr>
<td>9</td>
<td>Notebooks for maths [approx. 50 pages in each book]</td>
<td>Piece</td>
<td>200</td>
<td>Individual books for children. [approx. 50 pages in each book]</td>
</tr>
<tr>
<td>10</td>
<td>Notebooks: half page lined, half page plain [approx 50 pages]</td>
<td>Piece</td>
<td>200</td>
<td>Individual books for children. [approx. 50 pages]</td>
</tr>
<tr>
<td>11</td>
<td>Rulers – small plastic</td>
<td>Piece</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Ball point pens – black/blue [12]</td>
<td>Pack</td>
<td>10</td>
<td>For teachers / group leaders</td>
</tr>
</tbody>
</table>

**Estimated Cost: USD$150**
### CLASSROOM-IN-A-BOX MATERIALS

**Save the Children UK 2007 – Teachers**

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>Unit</th>
<th>Quantity</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Solid Container/ box</td>
<td>Piece</td>
<td>1</td>
<td>For portage and storage of all contents. Must be robust and waterproof</td>
</tr>
<tr>
<td>2</td>
<td>World map poster - countries only (approx 1m x 1.5m)</td>
<td>Piece</td>
<td>4</td>
<td>Should be blank. No writing/country labels please.</td>
</tr>
<tr>
<td>3</td>
<td>Small blank coloured cards [15 cm sq]</td>
<td>Piece</td>
<td>400</td>
<td>Making flash cards etc, total about 400 cards stored in small plastic container</td>
</tr>
<tr>
<td>4</td>
<td>Whiteboard markers- diff colours (pack of 10)</td>
<td>Pack</td>
<td>2</td>
<td>Drawing/writing. [Total 288 pens approx]</td>
</tr>
<tr>
<td>5</td>
<td>White A4 blank paper</td>
<td>Ream</td>
<td>4</td>
<td>Drawing</td>
</tr>
<tr>
<td>6</td>
<td>Coloured A4 blank card</td>
<td>Ream</td>
<td>2</td>
<td>Making cards /labels / signs</td>
</tr>
<tr>
<td>7</td>
<td>Sticky labels [approx 2 x 4cm]</td>
<td>Roll</td>
<td>2</td>
<td>For writing labels</td>
</tr>
<tr>
<td>8</td>
<td>Playing cards with shapes</td>
<td>Piece</td>
<td>2</td>
<td>NO writing / language – image only</td>
</tr>
<tr>
<td>9</td>
<td>String x approx length 30 metres</td>
<td>Piece</td>
<td>1</td>
<td>For hanging drawings</td>
</tr>
<tr>
<td>10</td>
<td>Plastic Mats 3 sq metre</td>
<td>Piece</td>
<td>4</td>
<td>Used for sitting on or also for drawing chart on using markers. Should be light in colour, not dark.</td>
</tr>
<tr>
<td>11</td>
<td>Safe children’s scissors- plastic casing</td>
<td>Piece</td>
<td>30</td>
<td>Must be round edged, safe for children. Pref. Plastic casing</td>
</tr>
<tr>
<td>12</td>
<td>White chalk [100 sticks in box]</td>
<td>Pack</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Ruler – 30 cm – metal/wood/plastic?</td>
<td>Piece</td>
<td>3</td>
<td>For teachers / group leaders</td>
</tr>
<tr>
<td>14</td>
<td>A4 notebook lined pages</td>
<td>Piece</td>
<td>6</td>
<td>For teachers / group leaders</td>
</tr>
<tr>
<td>15</td>
<td>Duster/chalk rag</td>
<td>Piece</td>
<td>6</td>
<td>For teachers / group leaders / children</td>
</tr>
<tr>
<td>16</td>
<td>Chalk board [approx 1.5 x 2m]</td>
<td>Piece</td>
<td>1</td>
<td>May have to be sent separately</td>
</tr>
<tr>
<td>17</td>
<td>Paper clips [approx 100 in box?]</td>
<td>Box</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>White adhesive tape</td>
<td>Piece</td>
<td>4</td>
<td>Like masking tape</td>
</tr>
<tr>
<td>19</td>
<td>Pins [approx 50 per box?]</td>
<td>Box</td>
<td>2</td>
<td>Drawing pins for attaching notices</td>
</tr>
<tr>
<td>20</td>
<td>Small sealable transparent plastic bags (15 x 10 cm / 12 x 7 cm)</td>
<td>Piece</td>
<td>4</td>
<td>For storage of small stationary items</td>
</tr>
<tr>
<td>21</td>
<td>Plain ‘flipchart paper’ light/thin – 20 sheets only</td>
<td>Piece</td>
<td>20</td>
<td>Rolled to fit into box – size A2 or larger [?]</td>
</tr>
<tr>
<td>22</td>
<td>Typed List of contents - within each box</td>
<td>Piece</td>
<td>1</td>
<td>Contents listed and placed in each box</td>
</tr>
</tbody>
</table>

**Estimated Cost: USD $300**

### RECREATION KIT – UNICEF

**For Classroom**

<table>
<thead>
<tr>
<th>Teacher Materials</th>
<th>Student Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>No.</td>
</tr>
<tr>
<td><strong>Item Description</strong></td>
<td><strong>Teacher</strong></td>
</tr>
<tr>
<td>Box, metal, lockable, for storage</td>
<td>1</td>
</tr>
<tr>
<td>Book, exercise, A4, ruled-8mm, 96 pages</td>
<td>3</td>
</tr>
<tr>
<td>Pen, ball-point, black</td>
<td>12</td>
</tr>
<tr>
<td>Handball, senior, synthetic leather</td>
<td>2</td>
</tr>
<tr>
<td>Handball, junior, synthetic leather</td>
<td>3</td>
</tr>
<tr>
<td>Whistle, (referee’s) non-metallic</td>
<td>2</td>
</tr>
</tbody>
</table>
## Contents and Use of the Kit

The kit is designed for approximately 40 children. The components are shown in the table below. The kit is divided into two sections with materials for the teacher and learners.

### Metal Box with Padlock
To ensure the safe storage of all items, the kit is stored in a metal box with two coded padlocks. At each session, the teacher distributes the materials needed for that session and later reclaims them from the pupils, puts them back into the box and locks it.

### Tabards, set of 20
The tabards are coloured tunics which are used to distinguish between two teams during team sports.

### Pickets with Flag
The pickets are also used to delineate a field. When playing it is, however, difficult for the team players to see whether a ball has landed inside or outside the field. The pickets will provide the team players with the overview. Six pickets are provided, i.e. one for each corner and one to be placed in the middle of each of the two long sides.

### Slate
The slate is intended for keeping team scores.
### HANDOUT 10.2: Sample Supply and Distribution Plan

**Date:**

<table>
<thead>
<tr>
<th>Item description specification</th>
<th>Quantity</th>
<th>Unit price (approx)</th>
<th>Total price (approx)</th>
<th>Freight / Delivery Costs' Duty/ taxes</th>
<th>Distribution Plan/ List</th>
<th>Expected date of receipt of request</th>
</tr>
</thead>
</table>
### Sample Supply Delivery and Monitoring Plan

<table>
<thead>
<tr>
<th>Supplies</th>
<th>#</th>
<th>Agency responsible for delivery from province to district</th>
<th>Agency responsible for delivery from district to zone and final destination</th>
<th>Estimated arrival time</th>
<th>Agency responsible for monitoring delivery and end use of supplies</th>
<th>Type of monitoring</th>
</tr>
</thead>
</table>

D1  
D2  
D3
Session 11: Temporary Learning Spaces

Learning Objectives

At the end of this session participants will be able to:

1. State the purpose and benefits of temporary learning spaces in meeting the needs of children and communities in an emergency context.
2. Design a temporary learning space for ECD to secondary children, applying the principles of child friendly spaces and integrating other services and site location.
3. Identify the human and material resource needs of temporary learning spaces, including education supplies and physical structures.
4. Make a plan for temporary learning spaces based on needs of displaced population including numbers, appropriate structures, location, city.
5. Address safety, protection and WASH needs of temporary learning spaces.

Key Messages

- Assessments should inform where, when, and how to establish temporary learning spaces.
- Temporary learning spaces are often established using local resources and labour with community participation.
- Temporary learning spaces should meet the needs of ECD through adolescent children and incorporate child friendly designs in physical structure, resources and activities.
- Temporary learning spaces are usually short term structures focusing on children’s wellbeing, including psychosocial, emotional, safety, health, hygiene, education and protection in the immediate aftermath of an emergency until original schools are rehabilitated or new longer-term structures are established.
- The planning of temporary learning spaces should be an integrated and collaborative process involving education authorities, the community, children, and other sectors including WASH, protection, health, shelter, and nutrition.

Time:
80 minutes

Method:
Slide presentation, group work including design and drawing, gallery walk

Resources / Materials needed:

- Laptop, projector, screen
- Session 11 slide presentation
- Lists of emergency education supplies, including school kits and ECD kits
- Flipcharts, markers, scissors, coloured paper, tape
- Handout 11.1: How to Set up a Child Friendly Space
- Handout 11.2: Temporary Learning Space Planning
- Role Cards for WASH and Child Protection sector representatives
- IPD and Host Community Affected Children Data: Rapid Education Assessment – 3 Weeks after Onset (from Session 8)

Preparation for this session:

- Review this session and the Session 11 PowerPoint slides
- Make sure there are 5-7 flip charts and other supplies available
Session Outline

<table>
<thead>
<tr>
<th>Minutes</th>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>1. Session 11 slide presentation and introduction to temporary learning spaces</td>
</tr>
<tr>
<td>45</td>
<td>2. Planning and designing temporary learning spaces for Bangastan</td>
</tr>
<tr>
<td>10</td>
<td>3. Gallery walk and plenary discussion</td>
</tr>
<tr>
<td>5</td>
<td>4. Preparedness reflection</td>
</tr>
<tr>
<td>80</td>
<td>TOTAL</td>
</tr>
</tbody>
</table>

1. Session 11 slide presentation and introduction to temporary learning spaces

25 minutes

1. Tell participants that they will now address the planning, design and establishment of temporary learning spaces to respond to the emergency in Buildastan. Show the slides of destroyed schools and classrooms, depicting the impact of the emergency on children, communities and school systems. Ask participants to recall the impact as they view the slides.

2. Explain that this session will focus on temporary learning spaces, which have become a critical part of the early emergency education response. Ask participants how many have experience establishing temporary learning spaces. Take brief responses.

3. Show the slides of different types of temporary learning spaces. Ask participants: What is the purpose of temporary learning spaces?

4. Take responses and then show the slide whilst summarising the purpose:

   Temporary learning spaces:
   - Focus on structured activities enabling continued learning and development
   - Provide a safe, secure and supervised environment usually for preschool, primary school aged children.
   - Provide an entry point for other basic services, including health, hygiene, water and sanitation, protection and psychosocial support.
   - Can minimise disruption to regular, formal schooling in an emergency environment.
   - Promote normality.
   - Support networking between teachers and affected communities including other schools

5. Show series of slides of different selected sites and structures for temporary learning spaces. Remind participants that the flood emergency has created IDPs who have fled to higher ground. Considering the facts of the Buildastan emergency, what criteria would they use to identify sites for temporary learning spaces? Take responses and then show the slide with the following criteria:

   TLS Site Selection Criteria
   - Safe, secure area
   - Cleared of harmful objects such as UXOs, sharp metals and glass
   - Shade and protection against wind, rain and dust
   - At a distance from main roads, distribution points, stagnant water or...
polluted drainage sites
- Close to a majority of children, especially girls / disabled, etc.
- Storage space for school supplies, food (if using school feeding program), etc.
- Access to sanitation and safe water services
- Usage of local materials or materials that can be retrieved from damaged buildings
- Climate and geographical constraints (regarding reconstruction logistics)

6. The Sphere Standards guidelines are supportive of community spaces and should be considered in the design and establishment of TLS that are also child friendly and protect children.

Ask participants if they know what some of these guidelines are. Show the slide with the Sphere Standards relevant to temporary learning spaces and refer participants to Handout 11.1: How to Set up a Temporary Learning Space for this list.

<table>
<thead>
<tr>
<th>Sphere Standards for Water and Sanitation – Some key points:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Access to safe drinking water</td>
</tr>
<tr>
<td>2. Access to water to wash hands after defecation and before eating or preparing food</td>
</tr>
<tr>
<td>3. Water point drainage is well planned, built and maintained</td>
</tr>
<tr>
<td>4. Separate toilets latrines for girls and boys and sited to minimise threats to users and offer a degree of privacy</td>
</tr>
<tr>
<td>5. For schools 1 latrine to 30 girls and 1 latrine to 60 boys (including urinals)</td>
</tr>
<tr>
<td>6. Toilets are no more than 50 metres from dwellings and where possible provision is made for one toilet per 20 people, although in an emergency, one toilet for 50 people can initially be used</td>
</tr>
<tr>
<td>7. Pit latrines are at least 30 metres from any groundwater source that is used and should be built downhill from any water supply</td>
</tr>
<tr>
<td>8. In malarial environments mosquito control is undertaken such as good drainage, covering pit latrines, covering open wells, etc.</td>
</tr>
<tr>
<td>9. Access to solid waste disposal, i.e. refuse containers or clearly marked and fenced refuse pits, etc.</td>
</tr>
<tr>
<td>10. Shelters, paths and water and sanitation facilities are not flooded</td>
</tr>
</tbody>
</table>

7. Just as in school classrooms, temporary learning spaces should adhere to the principles of child friendly classrooms. Ask participants if they know what these are. Take responses and then review the principles below and on the accompanying slide:

**Principles of child friendly spaces:**
- Provide access to all-inclusive, integrated basic services that help ensure children’s right to survival, development, participation and protection.
- Focus on children’s overall wellbeing including their education, health, and protection, social and emotional wellbeing.
- Creates a network and harnesses local capacity that promotes psychosocial wellbeing
- Aims to provide a secure environment that is family focused and
2. Planning and designing temporary learning spaces

45 minutes

(35 minutes)

Exercise in Planning and Designing Temporary Learning Spaces

1. Tell participants that they will now engage in planning and designing temporary learning spaces for the displaced children in the Buildastan flood.

2. Ask 2 participants to play the roles of representatives from the WASH and Child Protection sectors/clusters (if actual experts have not been invited) and give them their role cards. Tell participants that these representatives will circulate to the groups to assist in cross-sector planning of TLS.

3. Participants are to work in their district teams and will only be responsible for planning and designing the TLS for their district.

4. Half of the groups (or half of the members within each team) will be assigned Task 1: Planning and the other half will be assigned Task 2: Designing.

1) Planning. Based on the data that has been collected from the rapid education assessment after 3 weeks, they are to make a plan that includes:
   - Locations needing TLS
   - Number of spaces needed
   - Type of structures to be established
   - Supply needs
   - Partners, roles and capacities for planning and installing the TLS
   - Estimated costs
   - Community participation

   Remind participants to not only address the needs of the displaced children, but also the needs of host community children who have been unable to attend school due to the IDP occupation of primary schools in every district.

2) Designing. Design a temporary learning space and make a large illustration, to be posted on the wall, which shows:
   - The structure, size and its boundaries
   - The building materials
   - The activities that are programmed and where they take place, including not only education but other activities from other sectors and perhaps agencies
   - Child friendly design and principles
   - How many children it serves
   - Materials and supplies used
   - Other facilities including water and sanitation
   - Education and other personnel required to implement the
5. Participants can use the handouts to assist them in their planning.
Handout 11.1: How to Set up a Child Friendly Space
Handout 11.2: Temporary Learning Space Planning

6. Remind participants to identify and apply the appropriate INEE MS for TLS:

   INEE MS Domain 1, Category Community Participation, Standard 1: Participation. Community members participate actively, transparently and without discrimination in analysis, planning, design, implementation, monitoring and evaluation of education responses.

   INEE MS Domain 2: Access and Learning Environment, Standard 2: Protection and Well-being. Learning environments are secure and safe, and promote the protection and the psychological well-being of learners, teacher and other education personnel. Standard 3: Facilities and Services. Education facilities promote the safety and well-being of learners, teachers and other education personnel and are linked to health, nutrition, psychosocial and protection services.

7. Allow 30 minutes to complete their planning. Ensure that the WASH and Protection representatives circulate amongst the groups and play the roles assigned to them on the role cards.

Have participants do a gallery walk and give them 10 minutes to review each others’ work.

8. In plenary raise some additional questions:
   - Can you use existing buildings (other than schools) or other shelters and materials available? Could you use these or some of the materials?
   - How did you address the specific needs of girls and other marginalised groups in your planning?
   - How effective was the coordination with the WASH and Child Protection sector representatives? Was there resistance from the WASH rep in meeting the needs of the education sector?
   - Did cross-sector planning with Child Protection make the response more effective? Why or why not?
   - What are some of the challenges you will face in making the TLS child-friendly? For example, gaps in information and/or coordination with partners? How could you overcome some of these? If supplies do not come immediately or are delayed, what alternatives do you have?
   - Which children / community members will most likely not be served effectively in establishing the TLS?
     - What would enhance your effectiveness?
     - Will you need to train people? If so, who and in what areas?

3. Preparedness reflection
5 minutes

1. Conclude by asking participants what the implications are for planning for temporary learning spaces in the preparedness phase. What would need to
be done in advance to ensure that learning spaces can be established quickly in the event of an emergency?

2. Ask participants to record ideas on VIPP cards and place them on the Preparedness wall under the Temporary Learning Spaces sign.

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**Minimum Standards for Child Friendly Spaces in Albania, 1999**

1. The CFS/E should have a total area of 1,700 square meters (sqm) for a population of 2,500 refugees; it should be clearly identified, separated and easily distinguished from other living and service areas in the camps and collective centres.

2. In a total refugee population of 2,500, it is estimated that 750 children will be of school age. The CFS/E should include 4 tents (70 to 75 sq m each) for pre-school and primary school grades 1-4. An additional 3 tents should be allocated to primary grades 5-8, preferably inside the CFS/E but outside if space is too limited.

3. The Well-Baby Centre should be organized in a separate tent of approximately 50 sq m, including a kitchen area. This area, especially designed for mothers, babies and young children will serve approximately 150-200 children daily.

4. The Adult Area should be devoted to mothers and children attending the Well-Baby Centre. The area should be an open space provided with tarpaulin of 50 sq m.

5. The playground should be on a level site of at least 50 sq m close to the Adult Area. The CFS/E should also include a water point close to the Well-Baby Centre and a bulletin board next to the water point.

6. There should be a Human Rights Information and Referral Centre on-site.

*From Child Friendly Spaces and Environments: An Integrated Service Response for Emergencies and Their Aftermath, Radhika Chalasani, UNICEF EMOPS/University of Pittsburg, 2004*
### HANDOUT 11.1: How to Set Up a Temporary Learning Space

| Coordination | • Coordinate with local education authorities, other education partners and the WASH and protection sectors (and if necessary, camp management and shelter sectors)  
• If appropriate meet with community, parents and leaders to determine location and issues of safety  
• Coordinate with appropriate partners to ensure that children’s nutritional needs are addressed in the temporary learning spaces |
| --- | --- |
| Selection of physical space | • Ensure that the site is  
  o cleared of harmful objects, such as UXO’s, sharp metals and glass, shade and protection against wind, rain and dust  
  o away from main roads and distribution points  
  o away from stagnant water, polluted drainage sites  
  o away from military zones  
  o close to majority of children, especially girls / disabled children  
• Provide access to sanitation and safe water services  
• Storage space for school supplies, food (if school feeding programme)  
• Climate and geographical constraints (regarding reconstruction logistics)  
• Ensure safe access to learning space if children need to travel from home |
| Provision of tents and other structures | • If no suitable structures or buildings are available, consider prefabricated tents or other materials to create temporary structures  
• This essentially involves the supplies and logistics division and involves considerations such as local procurement and staff to install tents versus external expertise.  
• Advantages of ‘tent schools’ are that they can be stockpiled and re-used. They can also be set up quickly. Only the minimum necessary time, effort and resources should be committed to temporary emergency learning spaces.  
• Usage of local materials or materials that can be retrieved from damaged buildings  
• Ensure heating and adequate light if needed  
• Demarcate safety boundary with locally available materials |
| Supplies | • Determine essential education and recreation supplies  
• Order and pre-position to start activities as soon as possible  
• Ensure all materials are culturally appropriate and relevant for both boys and girls |
| Staff preparation and support | • Recruit volunteers and provide training in play, recreation, psychosocial classroom activities, and aspects of child rights  
• Ensure communication channels are established and accessible  
• Provide security briefing to staff and ensure that staff know and adhere to code of conduct |
| Provision of child-friendly activities | • Conduct a variety of programs for children that are locally appropriate, gender appropriate, planned and provided for all age groups, and allow girls and boys to play separately as well as together.  
• Ensure a reasonable ratio of children to facilitator. Implement double shifting if necessary to reduce ratio. If possible, aim for 1 facilitator to
20 or 30 (although it could be 40-50). Add more facilitators with younger age groups.
- Organise structured daily schedules with a variety of play activities, including arts, recreation and learning activities. Ensure that both active play and quiet times are scheduled.
- If appropriate organise separate activity stations for a variety of experiences. Children can engage in self-directed learning and play activities. Ensure that the activities meet the psychosocial needs of children.

### Programming for Adolescents

- Ensure access to safe spaces for adolescent activities
- Recruit and train adolescents to supervise and lead recreational and other learning activities
- Facilitate the formation of youth clubs for sports, health and safety, music, and drama activities
- Coordinate adolescent activities with education authorities

### Sphere Standards for Water and Sanitation – Some Key Points

- Access to water to wash hands after defecation and before eating or preparing food
- Access to safe drinking water
- Water point drainage is well planned built and maintained
- Separate toilets latrines for girls and boys and sited to minimise threats to users and offer a degree of privacy
- For schools 1 latrine to 30 girls and 1 latrine to 80 boys including urinals
- Toilets are no more than 50 metres from dwellings and where possible provision is made for one toilet per 20 people
- Pit latrines are at least 30 metres from any groundwater source that is used and should be built downhill from any water supply
- In malarial environments mosquito control is undertaken such as good drainage, covering latrines, covering open wells i.e. refuse containers or clearly marked and fenced refuse pits etc
- Shelters, paths and water and sanitation facilities are not flooded
## HANDOUT 11.2: Temporary/Safe Space Planning

<table>
<thead>
<tr>
<th>Locations Needing Spaces</th>
<th># of Spaces Needed</th>
<th>Types of Structures Suitable</th>
<th>Supplies Needed to Build TLS</th>
<th>Education Supplies Needed</th>
<th>Partners, Roles and Capacities</th>
<th>Estimated Costs</th>
</tr>
</thead>
</table>
ROLE CARDS FOR WASH AND PROTECTION SECTOR/ CLUSTER

WASH Sector Representative

- You represent the WASH Cluster for the three affected districts and have agreed to do cross-cluster planning with the education cluster
- Provide the appropriate information to D1, D2 and D3 sector/cluster planning groups:
  - Majority of bore holes destroyed and not usable and those existing are not likely to be repaired for another week.
  - It will take another 2 weeks for the drilling rig to reach D3 and then at least a month to drill holes for the community in more remote locations.
  - All pipe networks have collapsed although the spring water source is OK. However, the water is only potable at source and if used from the source stream is not safe to drink (water contamination happens very quickly).
  - The river water is not safe to drink.
  - Supplies of water purification tabs (chlorine and pur/water maker) will need to be used, otherwise water-borne diseases such as cholera will mostly likely occur.
  - Health and hygiene basic training manuals are available and WASH has started training some community members in Districts 1 and 2 only.

Child Protection Sector Representative

- You represent the child protection sector for the three affected districts and have agreed to do cross-cluster planning with the education sector.
- You have access to community facilitators in all three districts to provide psychosocial support to children and are interested in coordinating on this, as well as providing other services to vulnerable and separated children who will be placed in temporary learning spaces.
- Share the following information:
  - Number of orphans or unaccompanied children under 18 in the three districts has been estimated at approx. 2,000 but this is still difficult to confirm. Child protection teams are trying to reunite the children with their parents and would like to work with the education sector in coordinating efforts in temporary learning spaces.
  - Separated and other vulnerable children in temporary ‘safe areas’ are dealing with not knowing where their family members are. Due to de-prioritisation of ‘child protection’, limited resources have yet to be supplied to these children or their carers.
  - The management in temporary make-shift camps is questionable – whether supplies actually get to all community members is difficult to ascertain. The camps and general supply distribution locations are being run by men, and women and children are not necessarily prioritised to receive food and other supplies. There have also been reports from D1 and D2 of distribution of food and other supplies to women and girls, in return for ‘sexual favours.’
  - Existing situation of high malnutrition rates, especially of children under 5 years, have escalated as a result of the flooding. General sickness has increased and there is limited access to sufficient food and other basic services.
  - Many men as well as women are now left to care for children as ‘single parents’ – there is potential for gender-based incidents and violence to escalate, particularly in male-headed families under stressful and traumatic conditions.
Session 12: Psychosocial Support and Strategies

Time: 1 hour 25 minutes

Learning Objectives

At the end of this session participants will be able to:
1. Identify the social, emotional and physical impacts of an emergency on children and adults, including teachers.
2. Explain the role of play, recreation and formal and non-formal education in reducing and mitigating the impact.
3. Outline the role that the local community and care systems have in supporting children’s recovery.
4. Identify a range of classroom activities that help children cope with trauma and reduce the emotional and social affects of an emergency experience.
5. Design a set of activities appropriate for children from ages 3-5 to adolescents.

Key Messages and Learning Points

- Nearly all children and adolescents who have experienced catastrophic situations will initially display symptoms of psychological distress, including intrusive flashbacks of the stress event, nightmares, withdrawal, inability to concentrate, and others.
- The degree of children’s reaction to emergencies is linked to the nature of the traumatic event and to the resilience of the individual child.
- Most children and adolescents will regain normal functioning once basic survival needs are met, safety and security have returned and developmental opportunities are restored, within the social, family and community context.
- Educational and/or recreational activities have proven to be successful in helping children in difficult circumstances.

Session Outline

<table>
<thead>
<tr>
<th>Content</th>
<th>Timing</th>
<th>Instructional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Psychosocial Impact of war on children in Beslan</td>
<td>10 minutes</td>
<td>Presentation and discussion</td>
</tr>
<tr>
<td>2. Recognising symptoms of stress in adults and children and strategies to meet needs.</td>
<td>45 minutes</td>
<td>Exercise, Gallery Walk, Plenary discussion</td>
</tr>
<tr>
<td>3. Psychosocial support classroom materials for ECD, 6-12, and adolescents</td>
<td>15 minutes</td>
<td>Presentation and discussion</td>
</tr>
<tr>
<td>4. Regional Psychosocial support activities</td>
<td>10 minutes</td>
<td>Presentation and discussion</td>
</tr>
<tr>
<td>5. Preparedness reflection</td>
<td>5 minutes</td>
<td>Individual reflection</td>
</tr>
<tr>
<td>Total Time</td>
<td>85 minutes</td>
<td></td>
</tr>
</tbody>
</table>

Preparation, Resources and Support Material

Resources / Materials needed:
- Flipcharts, markers
- Handouts 12.1, 12.2, 12.3, 12.4, 12.5
- CD of psychosocial and play activities and curricula for children in emergencies: Psychosocial Teacher Training Guide (IRC) and Psychosocial Play and Activity Book for Children and Youth Exposed to Difficult Circumstances (UNICEF/MENA)
Preparation for this session:
- Review Session slide presentation
- Make sure the internet is working to show the photos of Beslan.
- Printed out 2 copies each of the IRC and UNICEF MENA guides for participants to look at.

1. Psychosocial Impact of War on Children in Beslan
10 minutes

1. Explain that participants are about to see the perspectives of children who experienced the Beslan crisis. Open the link [http://www.unicef.org/photoessays/28073.html](http://www.unicef.org/photoessays/28073.html) and show the photographs. Tell people about Soslan.

Soslan’s Story:
- Soslan, 13, survived the 3-day ordeal in School No.1 in Beslan, North Ossetia
- He was tall and so was taken out of the gym, where others remained, and was forced to move large, heavy furniture to barricade the school. When he could not move certain furniture, his feet were shot at to force him to keep working.
- On the 2nd day of the siege, Soslan was asked to carry a video camera to document the terrorists’ actions.

Afterwards, ask the participants to comment on the children’s reactions as evident from the photos. Ask participants:
  - What might be the emotional and social impacts of the experience on these children?
  - How long do you think these impacts might last in a child’s life?
  - Have you worked with children who have had similar experiences?

2. Explain that children and adults who experience war or natural disasters may initially display symptoms of psychological distress. Children will react differently to traumatic events. The degree of their trauma is linked to the nature of the traumatic event and to the resilience of the individual child.

3. Show slide and refer to the diagram in Handout 12.1: Psychological Support Needs, on the needs of children. Point out that:
  - 70% of children are resilient and will recover from the impacts of a disaster
  - 20 – 25% of children are vulnerable
  - 3 – 5% of children will need special interventions
2. Recognising the symptoms of stress in adults and children
and adults and strategies to meet needs

45 minutes

1. Ask the group to think about the symptoms that children who have experienced a disaster might manifest. Have participants think about social, emotional and physical symptoms. Call on 3-4 of people and ask for brief responses.

2. Tell participants that they will now do an exercise in identifying the symptoms of stress and identifying strategies that will address these needs. Show the slide with the instructions for the exercise.

**Exercise in Identifying Symptoms of Psychosocial Stress and Strategies to Meet Needs**


2) Support participants to identify and apply the appropriate INEE Minimum Standards, such as:

   > **INEE MS Domain 2: Access and Learning Environment: Standard 2: Protection and Well-being.** Learning environments are secure and safe, and promote the protection and the psychosocial well-being of learners, teachers and other education personnel.

3) Divide the group into 4 groups and assign the following ages to each group: 0-5; 6-12; 13-18; and 18+ adult.

4) Have each group place large pieces of chart paper on the floor and ask them to trace the outline of a body of the size appropriate for their assigned age group. They can trace the outline of one of the participants or draw an appropriately sized outline.

5) Group members will then write a range of symptoms that would characterise their assigned age group on the body. They should do this as a group brainstorm.

6) Then, group members list possible education interventions to meet the needs of their age group.

7) When they are finished, they should tape the body to the wall.

8) Do a Gallery Walk and review each group’s response. Compare their responses to those on the handout.

3. Ask participants:

   - "What are the differences/similarities in symptoms across age groups?"
   - "How do adults respond? How would teachers respond? What would be their particular burdens in an emergency?"

4. Summarise the needs of children and show the accompanying slide #12

   - A sense of belonging
   - A safe place to be
• Relationship with peers
• Personal attachments
• Intellectual stimulation
• Normal routine/daily life
• Sense of control over one’s life
• Opportunity to express grief and other emotions

5. Summarise the types of psychosocial interventions and show the accompanying:
   ▪ Establish education structure where children feel included
   ▪ Promote restoration of traditional practices of childcare
   ▪ Provide dependable, interactive routine through school or other organised educational activity
   ▪ Offer group and team activities (i.e. sports, drama, etc.) that require cooperation
   ▪ Enlist teachers that can form appropriate caring relationships with children
   ▪ Provide opportunities for social integration and unity

6. Stress the following points and show remaining slides:
   ▪ The children worst affected by the disaster may also be among the hardest to reach with an education intervention.
   ▪ Strategies for reaching children may include: community referral systems, links to health and child protection interventions, asking children about their peers, encouraging child-to-child approaches and counselling, promote the need for strong community participation in establishing education interventions

Ensure that participants note the IASC recommendations in Handout 12.3 to build local capacities, supporting self-help and strengthening the resources already present. Externally driven and implemented programs often lead to inappropriate mental health and psychosocial support and frequently have limited sustainability.

3. Regional Psychosocial support activities
10 minutes

1. Show slide and summarise in greater detail the UNICEF Photography project and UNICEF Art Therapy project for the children of Beslan.

2. Ask 1-2 participants to quickly share their psychosocial support projects that others could learn from.

4. Psychosocial support classroom materials for ECD, 6-12, and adolescents
15 minutes

1. Tell participants that one of the most frequent requests from the education sector immediately after emergencies are classroom lessons that will provide psychosocial support.

2. Emphasise the importance for the education sector of becoming
familiar with psychosocial classroom materials well in advance of an emergency in order to prepare appropriate materials in advance.

3. While there are many excellent materials, two documents are included on the accompanying CD as examples of teacher training and classroom activities developed to meet the psychosocial needs of children. These are:
   - IRC’s Psychosocial Teacher Training Guide
   - UNICEF- MENA 2002 Psychosocial Play and Activity Book For Children and Youth Exposed to Difficult Circumstances

4. Give them about 5 minutes to review the materials at their tables.

5. Refer participants to Handout 12.5, Tool for Designing a Two Week Programme in Psychosocial Support. Tell participants that these are critical tools for providing the necessary classroom activities that should be programmed in the early weeks after an emergency.

6. Conclude by asking the following questions:
   - What kinds of activities might be appropriate for different age groups?
   - How did you balance recreation, play and creative arts activities?
   - How will these activities assist children in working through their feelings and loss associated with the disaster?
   - What kind of training might be required of the people who facilitate these sessions with children?

5. Preparedness Reflection

5 minutes

1. Conclude by asking participants what preparedness actions they would need to take to respond effectively in the provision of psychosocial support to children in emergencies in their particular country. Write them on small cards and place on the Preparedness wall under the Psychosocial Support sign. Make sure that the actions include adaptation, translation, and safeguarding of psychosocial play and recreation materials that are ready for duplication and distribution.
Three to 5% of the children may require specialised intervention due to losses, trauma, or unresolved grief.

What to do? - Teachers and other adults need to know how to recognise these most vulnerable (least resilient) children, and refer them for special help (i.e. medical doctors, traditional healers, mental health professionals, or other appropriate service providers.) These children should be included in all of the structured, normalising activities and education opportunities organised for the other children as much as possible.

It is important for the Education sector to work closely with the Child Protection sector in establishing referral mechanisms and then referring children when necessary.

Interventions need to:
- Reconnect children with family members, friends and neighbours
- Foster social connections and interactions
- Normalise daily life
- Promote a sense of competence and restore a person’s control over their life
- Allow for expression of grief within a trusted environment, when the child is ready and follow up is guaranteed

<table>
<thead>
<tr>
<th>Children’s Needs</th>
<th>Possible Psychosocial Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Sense of Belonging</td>
<td>• Establish an education structure where children feel included</td>
</tr>
<tr>
<td></td>
<td>• Promote the restoration of cultural, traditional practices of childcare, whenever possible</td>
</tr>
<tr>
<td>Relationships with Peers</td>
<td>• Provide a dependable, interactive routine through school or other organised educational activity</td>
</tr>
<tr>
<td></td>
<td>• Offer group and team activities (i.e. sports, drama, etc.) that requires cooperation and dependence on one another</td>
</tr>
<tr>
<td>Personal Attachments</td>
<td>• Enlist teachers that can form appropriate caring relationships with children</td>
</tr>
<tr>
<td></td>
<td>• Provide opportunities for social integration and unity by teaching and showing respect for all cultural values, regardless of differing backgrounds</td>
</tr>
<tr>
<td>Intellectual Stimulation</td>
<td>• Enhance child development by providing a variety of educational experiences</td>
</tr>
</tbody>
</table>
### HANDOUT 12.2: Tool for Recognising the Symptoms of Stress in Children in Emergencies

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Possible Symptoms</th>
</tr>
</thead>
</table>
| Very young children (0 – 5 years) | • Anxious clinging to caregivers  
• Temper tantrums  
• Regression, e.g. in speech development  
• Fear of going to sleep  
• Nightmares and night terrors  
• Excessive fear of real or imagined things, e.g. thunder, monsters |
| Young children (6 – 12 years) | • Poor concentration, restlessness or bad behaviour at school  
• Anxious behaviour including hyperactivity, stuttering and eating problems  
• Psychosomatic complaints, e.g. headache, stomach pains  
• Behavioural change, becoming aggressive or withdrawn and passive  
• Sleeping problems  
• Regression – acting like a younger child |
| Adolescents (13 – 16 years) | • Self-destructiveness and rebelliousness, e.g. drug taking, stealing  
• Withdrawal – cautious of others and fearful of the future  
• Anxiety, nervousness  
• Psychosomatic complaints, e.g. headaches, stomach pains |

Education Check List
- Promote safe learning environments
- Make formal and non-formal education more supportive and relevant
- Strengthen access to quality education for all
- Prepare and encourage educators to support learners’ psychosocial well-being
- Strengthen the capacity of the education system to support learner experiencing psychosocial and mental difficulties.

Core Principles
1. Human rights and equity
   Humanitarian actors should promote the human rights of all affected persons and protect individuals and groups who are at heightened risk of human rights violations. Humanitarian actors should also promote equity and non-discrimination.

2. Participation
   Humanitarian action should maximise the participation of local affected populations in the humanitarian response. In most emergency situations, significant numbers of people exhibit sufficient resilience to participate in relief and reconstruction efforts.

3. Do No Harm
   Work on mental health and psychosocial support has the potential to cause harm because it deals with highly sensitive issues. Humanitarian actors may reduce the risk of harm in various ways, such as:
   - Participating in coordination groups to learn from others and to minimise duplication and gaps in response
   - Designing interventions on the basis of sufficient information
   - Committing to evaluation, openness to scrutiny and external review
   - Developing cultural sensitivity and competence in the areas in which they intervene/work
   - Developing an understanding of, and consistently reflecting on, universal human rights, power relations between outsiders and emergency-affected people, and the value of participatory approaches

4. Building on available resources and capacities
   All affected groups have assets or resources that support mental health and psychosocial well-being. A key principle, even in the early stages of an emergency, is building local capacities, supporting self-help and strengthening the resources already present. Externally driven and implemented programs often lead to inappropriate mental health and psychosocial support and frequently have limited sustainability. Where possible, it is important to build both government and civil society capacities.

5. Integrated support systems
   Activities and programming should be integrated as far as possible. The proliferation of stand-alone services, such as those dealing only with rape survivors or only with people with a specific diagnosis, can create a highly fragmented care system.

6. Multilayered supports
   In emergencies, people are affected in different ways and require different kinds of supports. A key to organising mental health and psychosocial support is to develop a layered system of complementary supports that meets the needs of different groups.
<table>
<thead>
<tr>
<th>Preschoolers</th>
<th>Elementary (grades K-5)</th>
<th>Middle/Junior High to High School (grades 6-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw-a-picture</td>
<td>Draw-a-picture</td>
<td>Art, music, dance</td>
</tr>
<tr>
<td>Tell-a-story</td>
<td>Tell-a-story, photography</td>
<td>Stories, essays, poetry, video production, photography</td>
</tr>
<tr>
<td>Colouring books on disaster and loss</td>
<td>Books on friendship, families, animals, upbeat and joyful stories</td>
<td>Books on friendship, adventure, poetry</td>
</tr>
<tr>
<td>Doll, toy play</td>
<td>Create a play or puppet show about a disaster – but if it has a sad ending never let the child leave without further discussions and always end on a positive note</td>
<td>Create a play, puppet show - if it has a sad ending never let the child leave without further discussions and always end on a positive note</td>
</tr>
<tr>
<td>Group games</td>
<td>Create a game about disaster recovery, disaster preparedness, partnerships</td>
<td>Group discussions about disaster preparedness, or disaster recovery and partnerships</td>
</tr>
<tr>
<td>Talks about disaster safety and self-protection</td>
<td>School study or community service projects</td>
<td>School projects on health or natural and social sciences Community service projects</td>
</tr>
<tr>
<td>Colouring books on happy family times</td>
<td>Ask the children to create a play or puppet show about positive outcomes after a disaster – or simply “happy times” with friends and family.</td>
<td>Group discussions about what they would like to do/be when they grow up</td>
</tr>
</tbody>
</table>
**HANDOUT 12.5: Tool for Designing Two-Week Classroom Programme for Psychosocial Support**

Age Level ______________

<table>
<thead>
<tr>
<th>Activities</th>
<th>Materials Needed</th>
<th>Time</th>
<th>Venues</th>
<th>Education Personnel Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 2</td>
<td></td>
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<td>Day 3</td>
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<td>Day 4</td>
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<td>Day 6</td>
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<td>Day 7</td>
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<td>Day 14</td>
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Session 13: Emergency Education Curricula

Time: 1 hour 10 minutes

Learning Objectives

At the end of this session participants will be able to:

1. Identify the emotional, developmental, cognitive and survival skill needs of children in emergencies, from early childhood development to adolescents, including school-going and out-of-school children.
2. Evaluate a range of emergency education resources in terms of their appropriateness to emergency contexts and training required, namely materials that address specific emergency themes; these include life skills, health and hygiene issues, HIV/AIDS, safety and security, peace and conflict resolution.
3. Create a plan to deliver appropriate emergency education for psychosocial support, recreation/play, literacy/numeracy, and supplementary emergency themes/issues appropriate for the emergency context.

Key Messages and Learning Points

- Supplementary themes and materials can develop skills for coping with the current situation as well as developing preparedness for similar situations or consequences of disasters/conflicts.
- Facilitators using emergency materials do not have to be teachers, but should be identified through community-based processes where possible.
- Emergency themes should be relevant to the context and where possible, use existing materials and those approved by education authorities.

Session Outline

<table>
<thead>
<tr>
<th>Content</th>
<th>Timing</th>
<th>Instructional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Survival, emotional, developmental and</td>
<td>15 minutes</td>
<td>Presentation and discussion</td>
</tr>
<tr>
<td>learning skill needs of children in emergencies.</td>
<td></td>
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</tr>
<tr>
<td>2. Emergency education materials, including psychosocial, literacy,</td>
<td>10 minutes</td>
<td>Presentation</td>
</tr>
<tr>
<td>numeracy, life skills and emergency themes</td>
<td></td>
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<tr>
<td>3. Designing a curriculum plan for children from early childhood</td>
<td>40 minutes</td>
<td>Exercise</td>
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<tr>
<td>development through adolescents</td>
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<tr>
<td>4. Preparedness reflection</td>
<td>5 minutes</td>
<td>Individual reflection</td>
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<tr>
<td>Total Time</td>
<td>70 minutes</td>
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</tbody>
</table>

Preparation, Resources and Support Material

Resources / Materials needed:
- Flipcharts, markers
- Handout 13.1: Checklist of Emergency Education Content and Themes
- Handout 13.2: Tool for Planning Emergency Education Curricula
- Multiple hard copies of curricula in literacy, numeracy, life skills, emergency themes, and psychosocial support from CEE/CIS, displayed on a table
- Buildastan scenario materials
Preparation for this session:
- Review Session slide presentation
- Obtain copies of different emergency education materials available in the region and in the country

Additional Materials
- Early Childhood Development Kit: Guideline for Caregivers, UNICEF
- Youth Pack, Norwegian Refugee Council
- Activities for Alternative Schools, UNICEF
- Health Education Curriculum for Kindergarten, International Rescue Committee
- Child to Child Mine Risk Education
- Environmental Education Training of Trainers, UNESCO

1. Survival, emotional, developmental and learning needs of children in emergencies

15 minutes

1. Tell participants that they will now review emergency education materials and make a plan for the children in the Buildastan emergency.

2. Show Slide #3 and ask participants:
   - *In establishing and structuring emergency education, should children’s experience be exactly the same as in a pre-emergency classroom? Why or why not?*

   Points that might be made include:
   - Normality of daily school schedule is important but learning needs may be different
   - Children may not be ready for academic subjects immediately after an emergency
   - Children may be emotionally affected and may not be able to concentrate on “hard” subjects

3. Show Slide #4 and ask participants:
   - *Do the conditions exist to implement the formal curriculum? Are textbooks available and teachers ready to teach?*
   - *What might children need to learn that is different from their regular curriculum?*
   - *What might their learning needs be after an emergency?*

   Take responses, which may include:
   - Life skills
   - Play and recreation
   - Health and hygiene skills
   - Information on health risks, including water borne and other threatening diseases
   - Safety and security skills

4. Point out that Handout 13.1 has a full list of the types of skills and emergency themes that may be relevant to these skills. Participants can use this framework in the next set of activities.
2. Emergency education materials, including literacy, numeracy, life skills, and emergency themes

10 minutes

1. Tell participants that they will have an opportunity to review a number of emergency education materials that have been used in the CEE/CIS region and from other countries. Ask participants their experiences in using emergency education materials and packages.

2. Point out that there are many supplementary themes and packages including training guidelines, that have been developed by various governments, NGOs, etc. and for various countries.

3. Ask participants what factors would need to be considered when identifying and prioritising emergency curricula. Some possible responses include:
   - Existing materials
   - Appropriateness of materials
   - Target audience(s) – ensuring a range of community members such as out-of-school youth, young children, girls and other marginalised groups will have access
   - Language(s) spoken
   - Ministry of Education priorities and policies
   - Partners with experience, such as local and international NGOs, teachers etc.
   - Available trainers, teachers, paraprofessionals, youth
   - Type(s) of training to be undertaken, including peer-education approaches
   - Practical-based activities for illiterate or semi-literate groups

4. Ask participants to go to the display table and review the sample emergency education materials from the CEE/CIS region. Alternatively the facilitator can invite participants to the table and the facilitator can pick up each of the materials and briefly describe them.
3. Designing an emergency curriculum plan for children from ECD through adolescents

40 minutes

**Exercise in Designing Emergency Curriculum Plan**

Tell participants that they will now have an opportunity to design a plan to meet the education needs of the children of Buildastan who have been affected by the earthquake. Even if textbooks and return to the formal curriculum is possible, supplementary emergency education materials will be necessary to meet the needs of students.

1. Participants will work in their district teams.
2. Assign district teams to age groups as follows (repeat assignments for more than 3 groups):
   - D1: Ages 6-12
   - D2: Ages 13+
   - D3: Ages 3-5, both Builda and ethnic Hai

3. Teams will review the emergency themes/content on Handout 13.1 and determine which ones are appropriate for the Buildstan emergency. They should put a check mark (✔) next to the content areas appropriate for the needs of children in Buildastan.

4. Next district teams should review the sample teaching materials from CEE/CIS to determine which are appropriate in each of the 3 curricula areas:
   - Play and recreation and other psychosocial support activities
   - Literacy/numeracy/life skills
   - Supplementary emergency themes

Write materials in the first column. Ignore the other columns, which will be taken up in another session.

5. Remind participants to note the applicable INEE Minimum Standard such as:

   - INEE MS Domain 3: Teaching and Learning:
     - Standard 1: **Curricula.** Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of learners.

6. In plenary, ask groups:
   - What emergency themes did you prioritise to meet the needs of the affected children?
   - Did they meet the survival, developmental and learning needs of the children you were assigned? If so explain how.
   - Were the materials appropriate to the context and age groups
   - What did you think of the example supplementary materials and themes? How appropriate would they be for your own countries? Would they be culturally relevant?
4. Preparedness Reflection

5 minutes

1. Conclude by asking participants what the implications are for planning for emergency education curricula in the preparedness phase. What would need to be done in advance?
2. Ask participants to record ideas on VIPP cards and place them on the Preparedness wall under the Emergency Education Curricula sign.
Consider and prioritise based on the needs of learners and the emergency context.

<table>
<thead>
<tr>
<th></th>
<th>Theme</th>
<th>✔  Appropriate for emergency context</th>
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<tbody>
<tr>
<td>1</td>
<td>Hygiene and sanitation</td>
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<td>2</td>
<td>Nutrition</td>
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<td>3</td>
<td>Health threats in emergencies (water-borne or other diseases)</td>
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<td>4</td>
<td>Disaster Risk Reduction (DRR)</td>
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<td>5</td>
<td>Mine-risk awareness</td>
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<td>6</td>
<td>HIV/AIDS awareness</td>
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<td>7</td>
<td>Life skills</td>
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<td>8</td>
<td>Environmental awareness</td>
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<td>9</td>
<td>Play and recreation</td>
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<td>10</td>
<td>Creative expression, art, drama, music</td>
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<td>11</td>
<td>Peace and reconciliation education</td>
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<td>12</td>
<td>Vocational skill education</td>
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<td>13</td>
<td>Supporting children with trauma / psychosocial issues</td>
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<tr>
<td>14</td>
<td>Gender equity education</td>
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<td>15</td>
<td>Accelerated learning</td>
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<td>16</td>
<td>Civic participation, human rights education</td>
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<td>17</td>
<td>Mother tongue instruction</td>
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<tr>
<td>18</td>
<td>Other – specify</td>
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<tr>
<td>Curriculum Areas</td>
<td>Teaching/learning materials to be used/or appropriate</td>
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<tr>
<td>1. Psychosocial Support Materials (Recreation and play)</td>
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<td>Ages 13+</td>
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<td>2. Literacy and Numeracy</td>
<td>ECD Ages 3-5</td>
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<td>3. Supplementary Emergency Themes</td>
<td>ECD Ages 3-5</td>
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<td>Ages 6-12</td>
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Session 14: Mobilisation and Training of Teachers and Other Education Personnel

Time: 1 hour 20 minutes

Learning Objectives

At the end of this session participants will be able to:

1. Identify the types of teachers and teaching personnel required in an emergency response, based on the identified needs of affected learners and schools and agreement with the Ministry of Education
2. Identify the capacity of education partners to recruit teaching personnel and strategies to mobilise and recruit appropriate numbers to meet assessed needs
3. Determine the types of training approaches needed for deployment of teaching personnel
4. Design a plan for recruitment, training, deployment and monitoring of teaching personnel
5. Identify issues of teacher certification and compensation.

Key Messages and Learning Points

- In emergency situations qualified teachers are often unavailable or ill-prepared and need support.
- Teacher training activities need to address both paraprofessionals as well as existing professionals to face the demands of teaching in an emergency situation.
- Mobilisation and training of teachers involves close collaboration with community members, education authorities and other partners.
- It is necessary to address issues of compensation, certification and incentives to ensure that teachers will be motivated to teach during emergencies and to ensure that government policies will encourage further training and certification.

Session Outline

<table>
<thead>
<tr>
<th>Content</th>
<th>Timing</th>
<th>Instructional Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mobilisation and Training of Teachers and Other Education Personnel</td>
<td>65 minutes</td>
<td>Presentation and discussion</td>
</tr>
<tr>
<td>2. Policy Practices related to teacher certification, compensation, and incentive</td>
<td>10 minutes</td>
<td>Exercise, Gallery Walk, Plenary discussion</td>
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<tr>
<td>3. Preparedness reflection</td>
<td>5 minutes</td>
<td>Individual reflection</td>
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<tr>
<td>Total Time</td>
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Preparation, Resources and Support Material

Resources / Materials needed:
- Flipcharts, markers
- Handout 13.2 from Session 13: Emergency Education Curriculum Materials Matrix
- Handout 14.1: Key Steps in Teacher Mobilisation and Training
- Handout 14.2: Approaches to Teacher Training
- Handout 14.3: Designing a Plan for Teacher Mobilisation and Training
- Handout 14.4: Sample Terms of Reference for Volunteer Community Facilitator
- Handout 14.5: Sample Teacher's Code of Conduct
- Handout 14.6: Strategies for Teacher Compensation, Incentives and Certification
1. Mobilisation and Training of Teachers and Other Education Personnel

65 minutes

1. Slide #3. Ask participants what some of the challenges are in recruiting teachers and other education personnel after an emergency. Responses might include the following:
   - Teachers have been displaced, injured or even killed
   - IDP teachers may not have the capacity to teach given the conditions of their displacement
   - More teachers are needed than are available to meet the needs of displaced children
   - Teachers aren’t trained in providing psychosocial support or other emergency instructional needs
   - Teachers in affected communities may not be able to collect pay
   - Lack of policy may make it impossible to pay volunteer teachers
   - Teachers have no incentive to work during difficult times

2. Ask participants what needs to be considered in the mobilisation, identification and training process. Review the corresponding slides. Slides # 4-6: Basic key steps include:
   - Estimate number of teaching staff needed
   - Identify and mobilise any community members who are qualified or have experience in teaching, and other community members to act as teachers/facilitators – including older children/adolescents, (if necessary)
   - Use trained teachers and mobilise them as ‘leaders’ of paraprofessional teacher clusters.
   - Work with community to mobilise teachers and paraprofessionals
   - With education authorities, other partners and teachers, design a teacher training strategy, including curriculum and teacher guides to be used
   - Involve education authorities in the training if possible, especially those involved in supervisory roles
   - Work with education authorities and partners to ensure a consistent approach in qualifications, selection criteria, training, incentives, support and monitoring
   - Advocate to have teacher trainings validated and certified by the education authorities, so that this can be accredited to future national teacher training undertaken
   - Train teachers and supervisors to collect and update information on
all children’s access, attendance and educational progress

- Train teachers on:
  - Use of education kits if they are being used
  - Psychosocial support and gender sensitivity
  - Supplementary packages and emergency themes if being used
  - Literacy/numeracy and life skills materials

Tell participant that these steps are included in Handout 14.1 Key Steps in Teacher Mobilisation and Training

3. Emphasise that in emergency situations, qualified teachers are often unavailable, ill-prepared or are themselves suffering from the physical and psychological effects of the crisis. Show slides while explaining the following:

**Teacher training activities** must be organised to prepare both new paraprofessionals and existing professionals to face the demands of teaching in an emergency context. Adult leadership and support is very important, especially in the early stages of an emergency, and those selected as teachers/facilitators should also be mobilised and prepared to play a broader community leadership and support role.

4. Ask participants to identify some teacher training strategies that could be used to train qualified and paraprofessionals in an emergency context. Responses might include:
   - a cascade model
   - pre-service
   - in-service
   - distance learning
   - cluster groups
   - mentoring

5. Slide #7: Show the accompanying slide and ask participants if they have any experience in these approaches during emergencies. Refer participants to Handout 14.2: Approaches to Teacher Training for key elements on training approaches.

**Exercise in Mobilisation and Training of Teachers (40 minutes)**

*Note: This can be done as plenary discussion to save time.*

1. Ask participants to think about how they might develop a teacher training strategy for their districts in Buildastan that will train teachers in the teaching and learning materials identified earlier. Refer them to Handout 14.3: Designing a Plan for Teacher Mobilisation and Training.

They will need to use Handout 13.2 from Session 13

Assign groups:

- **D1:** Ages 6-12
- **D2:** Ages 13+
- **D3:** Ages 3-5, both Builda and ethnic Hai

**Tasks**

1) Determine how many teachers and paraprofessional teachers you will need to recruit in order to meet the needs of the children in your districts.
2) Identify recruitment strategies
3) Identify the agencies that have the capacity to mobilise and train teachers. (Based on capacity mapping)
4) Identify training approaches.
5) Identify a time line for conducting training.

Remind participants to apply the appropriate INEE MS:

- **INEE MS Domain: Teachers and Other Education Personnel Standard 1: Recruitment and selection.** A sufficient number of appropriately qualified teachers and other education personnel are recruited through a participatory and transparent process based on selection criteria that reflect diversity and equity.

- **INEE MS Domain: Community Participation, Standard 2: Resources.** Local community resources are identified, mobilised and used to implement education programmes and other learning activities

After 30 – 40 minutes conduct a gallery walk, asking a reporter from each group to describe the plan.
2. Policy and practices related to teacher certification, compensation and incentives

10 minutes

1. Slide #9: Ask participants to think about some of the issues related to teacher compensation, incentives and certification that they raised earlier in the session. These issues include:
   - Teachers in affected communities may not be able to collect pay
   - Lack of policy may make it impossible to pay volunteer teachers
   - Teachers have no incentive to work during difficult times

2. Slide #10: Have participants read the short case study about IDP teachers in Colombia and Indonesia on Handout 14.6: Strategies for Teacher Compensation, Incentives and Certification and refer them to the INEE Guidance Notes on Teacher Compensation on their CDs. Show the accompanying slide.
   *Ask participants the following questions:*
   - *How would you overcome the challenges of transfer of teachers’ salaries in both cases?*
   - *Are there policies in your country to do this?*

3. Preparedness Reflection

5 minutes

1. Conclude by asking participants what the implications are for teacher mobilisation and training and teacher certification/pay policies in the preparedness phase. What would need to be done? Ask participants to record ideas on small cards and place them on the Preparedness wall under the Teacher Mobilisation and Training sign.

2. Identify the Minimum Standards that apply to teacher mobilisation and training.
HANDOUT 14.1: Key Steps in Teacher Mobilisation and Training

Assess Availability
- Estimate number of teaching staff needed. Use a ratio of one teacher to 40 children (or 80 if double shifting)
- Assess the available teachers in the affected areas, host communities and areas of displacement
- Identify gaps in teacher/facilitator availability
- Assess educational needs in affected area

Mobilise Teachers and Volunteers
- Identify and mobilise any community members who are qualified or have experience in teaching and other community members to act as teachers/facilitators – including older children/adolescents, (if necessary)
- Use trained teachers and mobilise them as ‘leaders’ of paraprofessional teacher clusters
- Work with community to mobilise teachers and paraprofessionals
- Mobilise teachers and volunteers from other areas if necessary to fill the gaps
- Work with local NGOs, community organisations and school committees to identify potential teachers
- Create job descriptions and selection committees

Design Teacher Training
- With education authorities, other partners and teachers, design a teacher training strategy, including curriculum and teacher guides to be used
- Involve education authorities in the training if possible, especially those involved in supervisory roles
- Train teachers and supervisors to collect and update information on all children’s access, attendance and educational progress
- Train teachers on:
  - Use of education kits if they are being used
  - Psychosocial support and gender sensitivity
  - Supplementary packages and emergency themes if being used
  - Literacy/numeracy and life skills materials
  - Accelerated learning materials
  - Managing multi-grade and large classrooms
  - Child friendly methodology
  - Gender sensitivity and social inclusion

Create Selection Criteria, Incentives, and Certification Processes
- Work with education authorities and partners to ensure a consistent approach in qualifications, selection criteria, training, incentives, support and monitoring
- Advocate to have teacher trainings validated and certified by the education authorities for future accreditation
- Create a code of conduct for teachers
HANDOUT 14.2: Approaches to Teacher Training

APPROACHES

Pre-service
- Formal teacher training through institutes, training colleges, etc.
- Can be residential.
- Uses face-to-face lectures, activities.
- Usually over longer ‘blocks’ of time.
- Usually leads to certification of teachers.
- Dependent on existence of functioning institutes and systems.

In-service
- Teachers taught for a short period of days, or on weekends, after school and/or in vacation time.
- Trainers follow up with teachers when they are teaching.
- Process repeated for a ‘series’ of workshops or face-to-face training.
- More effective if there are good trained teachers to be trainers who can support ‘new’ teachers in their schools.

METHODS

Face-to-face workshops
- Allows direct interaction between teacher and trainer.
- Can be used in a number of ways, including longer-term pre-service; shorter regular contact for in-service; occasional or irregular workshops.

Distance learning
- Often combined with face-to-face workshops, where ‘new’ teachers are given some training and then have modules or assignments to do when they are back in their schools teaching.
- Regular on-going training of existing or new teachers to upgrade their skills and/or give basic training over a period of time.

Cluster groups
- Schools or learning spaces divided into ‘training clusters’, where one trained or experienced teacher mentors the ‘new’ teachers in the cluster.
- Short training sessions can also be held by the trainer on weekends, after school, etc.

Mentoring
- Used in the cluster group.
- Can be used as a 1 to 1 approach in individual schools, whereby the trained teacher(s) in the school work directly with their untrained teachers in the same school.
- Usually on a daily or regular weekly basis.

Cascade model
- An example of a diagram showing a cascade approach is as follows:
MoE Partners

10 National (Core) trainers train 40 trainers. Training course: 2 weeks

8 groups of 5 trainers (as teams), go to each village and train 160 qualified primary school teachers in a series of 4 courses. These 160 teachers are representatives of 80 primary schools (from 8 villages). Training course: 1 week.

160 primary teachers return to their respective 80 ‘schools’ and train/mentor paraprofessionals recruited as teachers in their schools. Each school has approx. 10 teaching staff. Therefore approx. 1600 teachers/paraprofessionals are trained/mentored.

Cascade Approach
## HANDOUT 14.3
Emergency Education Teacher Training Matrix

<table>
<thead>
<tr>
<th>Curriculum Areas</th>
<th># of teachers/ facilitators to be recruited to meet needs of district</th>
<th>Recruitment strategies</th>
<th>Responsible agencies</th>
<th>Training approaches</th>
<th>Time frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Psychosocial Support Materials (Recreation and play)</td>
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<tr>
<td>ECD Ages 3-5</td>
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<td>Ages 6-12</td>
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<td>2. Literacy and Numeracy</td>
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<td>3. Supplementary Emergency Themes</td>
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</table>
HANDOUT 14.4: Sample Terms of Reference for Volunteer Community Facilitator
(Adapted from IRC)

Responsibilities
- Facilitate activities for children in the “child friendly space” that meet the immediate psychosocial needs of displaced children
- Provide on-going cognitive learning opportunities crucial for healthy child development
- Protect children from risks such as violence and possible exploitation by 1) providing key life saving messages, 2) providing a safe forum where children can congregate and be observed to ensure physical and psychological health
- Advocate with the community on issues related to protecting and caring for children
- Facilitate sports and recreational activities on a daily basis for children participating in the child friendly space
- Foster leadership among youth and establish clubs and activities that further empower children and youth
- Encourage participation of children in all program related activities
- Involve children in psychosocial activities such as drawing, singing, reading, youth peer support groups, etc.
- Monitor any supplementary feeding provided within the child friendly space
- Monitor attendance, health issues related to children, current needs, and any related matters

Qualifications
- Post high school education preferred
- Experience with non-governmental agencies preferred
- Willingness to participate in trainings on psychosocial issues, the protection of children, and child centred education approaches
- Teaching and facilitation experience preferred
- Previous work with children required
- Willingness to commit to code of conduct and international laws/codes related to the rights of children
- Committed to implementing programs that involve children and youth at all levels of implementation
- Flexibility along with a team player attitude
- Local language skills required.

Facilitator Agreement
The facilitator ________ will work under the supervision of ________ with the technical support of the community emergency education/protection program. The facilitator will be based in ________ and the contract is for 3 months at a salary of ________ with an option to extend if additional funding is secured. The facilitator will work with the program staff in order to carry out his/her duties.
HANDOUT 14.5: Sample Community-Based Teacher’s Code of Conduct
(Adapted from INEE)

At all times, the teacher should:
- Act in a manner that maintains the honour and dignity of the teaching profession
- Protects the confidentiality of anything said by a student in confidence – action should be taken if information is about the safety and protection of the student
- Protects students from conditions which interfere with learning or are harmful to the students’ health and safety
- Does not take advantage of his or her position to profit in any way
- Does not sexually harass any student or have any manner of sexual relationship with a student
- Does not discriminate against gender, ethnicity, religion, culture

In the classroom, the teacher:
- Promotes a positive, friendly and safe learning environment (free from corporal punishment)
- Teaches in a manner that respects the dignity and rights of all students
- Promotes students’ self esteem, confidence and self-worth
- Has high expectations of students and helps each student to reach his/her potential
- Encourages students to develop as active, responsible and effective learners
- Creates an atmosphere of trust
- Promotes girls’ attendance and participation

In his/her professional life, the teacher:
- Displays a basic competence in educational methodology and his/her subject
- Shows an understanding in his/her teaching of how children learn
- Is always on time for class and prepared to teach
- Does not engage in activities that adversely affect the quality of his/her teaching
- Takes advantage of all professional development opportunities and uses modern, child-centred teaching methods
- Teaches principles of good citizenship, peace and social responsibility
- Honestly represents each student’s performance and examination results

With respect to the community the teacher:
- Encourages parents to support and participate in all their children’s learning
- Recognises the importance of family and community involvement in schools
- Supports and promotes a positive image of the school
HANDOUT 14.6: Strategies for Teacher Compensation, Incentives and Certification (Adapted from IIEP)

Strategies:

1. Conduct, co-ordinate or facilitate a survey of teacher remuneration and conditions of work in the emergency affected populations, prepare a budget for government teacher salaries and develop a policy on remuneration by other education providers.

2. Develop a plan for hiring teachers and education staff, including budgetary requirements.

3. Consider non-monetary forms of support that can be provided to increase teachers’ motivation, in addition to salaries/cash payments

4. Consider initiatives to encourage community support for teachers

5. Review financial control systems related to teacher payment

6. In situations where teachers or educated people have fled persecution, ensure that payroll lists cannot be used as a means of identifying and targeting individuals

7. In IDP situations, consider the development of flexible systems for redistributing government teachers within the government system and transfer teachers’ salaries to the districts they move to.

8. Government compensation scales should be shared to UN and NGO representatives to harmonise pay scales.

9. Advocate to have teacher trainings validated and certified by the education authorities for future accreditation for non-certified teachers.
Session 15: Recovery, Resumption of Formal Education

Time: 1 hour 20 minutes

Learning Objectives

At the end of this session participants will be able to:

1. Identify strategies for reintegrating students affected by the emergency, including back-to-school and go-to-school campaigns.
2. Identify strategies for reintegrating teachers and issues of accreditation and compensation.
3. Discuss needs related to post-emergency curriculum, including accelerated learning, vocational education, peace/conflict resolution education, and other appropriate teaching and learning needs and how they will be met.
4. Design a plan for resumption of formal education during the recovery phase.

Key Messages and Learning Points

- Teachers recruited, trained and employed during an emergency response need to be supported to access the formal teacher training and education system, and have their skills and experience recognised.
- Coordination within the education sector/cluster is important in all stages of emergency and recovery and reconstruction phases.
- Support to education authorities and systems may be necessary to ensure successful teacher and student reintegration during recovery.
- A gender and inclusion perspective needs to be part of any teacher training and reintegration strategies.
- Post-emergency curricular needs might include accelerated learning, vocational education, and other appropriate teaching and learning needs.

Time:
75 minutes

Method:
Presentation, case studies in resumption of formal education, group planning

Resources / Materials needed:
- Laptop, projector, screen, flipcharts, markers
- Handout 15.1: Case Studies in Back to School and Go to School Campaigns
- Handout 15.2: Student Reintegration: Policy Recommendations on Certification and Learning Attainments of IDP and Refugee Children
- Handout 15.3: Reintegration of Teachers
- Handout 15.4: Case Studies in Emergency and Post-Emergency Curricula
- Scenario: Resumption of Formal Education in Buildastan: Five Months after Onset
- Handout 15.5: Resumption of Formal Education Planning Matrix

Preparation for this session:
- Review this session and PowerPoint slides
- Duplicate Buildastan scenario Part 3
1. **Elements of the resumption of formal education**

30 minutes

*Note to facilitator: The needs of the target audience should be addressed to decide which of the four topics introduced in this session are relevant to the country. It is recommended that at least 1 and 3 be addressed since they are the most common issues during the recovery phase.*

1. Explain that in addition to the rehabilitation and construction of schools, the recovery phase of emergency education involves four interrelated elements that contribute to the resumption of formal education:
   1) Back-to-school and go-to-school campaigns
   2) Reintegration of students
   3) Reintegration of teachers
   4) Post-emergency curricula.

2. Tell participants that emergencies often provide opportunities to increase student enrolment, increase the teaching force, improve teaching and learning, and build more and better schools. This effort is referred to as “build back better.” Increased resources following an emergency often help create these opportunities.

3. Review the back-to-school campaign case studies briefly by showing the slides on the case studies and summarising them. Ask participants to look at Handout 15.1: Case Studies in Back-to-school and Go-to-school Programs. Ask participants to identify what is necessary to implement these campaigns. Responses might include:
   - Advocacy and coordination among education partners
   - Community involvement
   - Behaviour change communication strategies
   - Incentives for families to send children to school

4. Explain that another element of resumption of formal education is the reintegration of students into the system. Ask participants:
   - *What are some of the challenges in reintegrating students after emergencies?*
   - *What problems do many children face who have been displaced?*
   - *What groups might be especially vulnerable regarding access to education after emergencies?*
Responses to these questions might include the following:

- IDP students might not receive credit for their education while displaced, creating problems in returning to school
- Students may drop out-of-school to help with child care, chores or agricultural demands
- Youth may seek employment and migrate to urban centres
- Girls and vulnerable groups might not be prioritised for access to education either at the community or institutional level

5. Ask participants if they have encountered these issues and how they have dealt with them in their own countries.

6. Refer to Handout 15.2: Student Reintegration: Policy Recommendations on Certification and Learning Attainments of IDP and Refugee Children. Explain that these policy recommendations made at a recent global consultation were made to facilitate certification and credit for the educational experiences of IDP and refugee children during emergencies. These recommendations are meant to help in advocacy, policy and implementation strategies to enable children to reintegrate into the education system. Show the slide to highlight several of the recommendations:

- Where displaced students are integrating or reintegrating into education systems, MoEs should develop clear policy guidance related to the equivalency of curricula, programmes and examinations
- The most appropriate accreditation and certification options should be determined in partnership with affected communities
- ID cards or lack of them should not be a barrier to school entry, progression, formal evaluation, access to examination or educational progress
- Documents should be provided as soon as possible after the completion of a learning programme

7. Tell participants that they will now look at issues related to the **reintegration of teachers** after an emergency. Note that the reintegration of students into the formal education system also has implications for teacher reintegration and training. Ask participants what some of these might be?

Responses might include:

- Recruitment and training of thousands of new teachers
- Training teachers in new methodology or adult learning styles
- Introduction of different assessment methods
- Training in accelerated or multi-grade approaches

8. Explain that in addition to the need to train teachers in new methodologies and curricula, there will be a need for new strategies and policies to facilitate the reintegration of teachers. Show the corresponding slides and explain that these might include the following:

- Teachers recruited, trained and employed during an emergency response need to be provided with ways of accessing the formal teacher training and education system, and their skills and experience recognised.
Coordination with education authorities and partners is important in all stages of emergency and recovery and reconstruction phases.
- Support to education authorities and systems may be necessary to ensure successful teacher reintegration.
- A gender perspective needs to be part of any teacher training and reintegration strategies

9. Refer participants to Handout 15.3: Reintegration of Teachers for a list of issues and needs related to teacher reintegration.

10. Tell participants that you will now address post-emergency curricula which can include accelerated learning, vocational education, non-formal education, life skills, peace education, HIV and disease prevention, hygiene promotion and other relevant curricula, including mother tongue education.

Ask and discuss the following questions:
- Why might there be a need for new curriculum in the resumption to formal education period?
- Who should be involved in developing or adapting curricula and support materials?
- What should be considered before developing or adapting curricula?
- How can non-formal programmes (including curricula) be linked to the formal education system and programmes?
- What types of programmes and delivery systems need to be considered so that all learners can access appropriately relevant curricula?

Refer participants to Handout 15.4: Emergency and Post-Emergency Curricula using the examples of Georgia, Bosnia, Macedonia, and Kosovo of post-emergency curricula including accelerated learning and distance education programmes.

2. Developing a strategy for resumption of formal education in Buildastan

40 minutes

1. Explain that the district teams will now have an opportunity to develop a strategy for the resumption of formal education in Buildastan.

2. Distribute the Scenario: Resumption of Formal Education in Buildastan: Five Months after Onset. Review some of the essential facts of conditions five months after the onset:
- Nearly 70% of the displaced families are in the process of returning to their towns in D1, D2 and D3.
- Most of the damaged schools have been sufficiently repaired to restart formal schooling.
- Temporary classrooms have been established on the school grounds of destroyed schools which are expected to last about 9 months.
- 30% of families remain in camps in D1, D2 and D3.
- Some of the issues that have emerged are 1) insufficient teachers, 2) lack of access to education for girls and disabled children, 3) drop outs and lack of retention of pre-crisis enrolment levels.
Exercise in Resumption of Formal Education

Note: Select elements based on the needs of the target audience and country.

1. Districts are to work in their district teams to develop a plan for one element of resumption of formal education in Buildastan.

Assignments are as follows:
- Group 1: D1: Back-to-school campaign
- Group 2: D2: Post emergency curriculum
- Group 3: D3: Reintegrating students

Repeat groups if necessary.

Ask participants to identify and apply the appropriate INEE Minimum Standards, such as:

- **INEE MS Domain 3: Teaching and Learning**
  - **Standard 1: Curricula.** Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of learners.
  - **Standard 2: Training, Professional Development and Support...** Teachers and other education personnel receive periodic, relevant and structured training according to need and circumstances.
  - **Standard 3: Instruction and Learning Processes...** Instruction and learning processes are learner-centred, participatory and inclusive.
  - **Standard 4: Assessment of Learning Outcomes.** Appropriate methods are used to evaluate and validate learning outcomes.

- **INEE MS Domain 4: Teachers and Other Education Personnel**
  - **Standard 1: Recruitment and Selection.** A sufficient number of appropriately qualified teachers and other education personnel are recruited through a participatory and transparent process based on selection criteria that reflect diversity and equity.
  - **Standard 2: Conditions of Work.** Teachers and other education personnel have clearly defined conditions of work, and are appropriately compensated.
  - **Standard 3: Support and Supervision.** Support and supervision mechanisms for teachers and other education personnel function effectively.

- **INEE MS Domain 5: Education Policy.**
  - **Standard 1: Law and Policy Formulation.** Education authorities prioritise continuity and recovery of quality education, including free and inclusive access to schooling.

2. Using Handout 15.5: Planning Matrix, as a guide, ask participants to:
   1) Identify targets (making sure the target numbers conform to the new data in the Five Month Scenario) and activities and strategies they will undertake to achieve their targets
   2) Identify which partners in the education sector/cluster will take responsibility
   3) Identify a timeframe for the activities
   4) Use handouts, Minimum Standards Handbook as a resource
   5) Make a presentation in the form of a diagram or flow chart that illustrates key aspects of their plan. They can be as creative as they wish in the presentation of their diagram
   6) Groups may consult with the other district groups planning another
element of resumption to formal education activities to create consistency in approaches if they so wish.

After 30 minutes call time. Conduct a gallery walk and have reporters from each group explain their diagrams.

3. Preparedness reflection

5 minutes

1. Conclude by asking participants what the implications are for preparedness planning with respect to resumption of formal education and what activities should be implemented in advance.
2. Ask participants to record ideas on VIPP cards and place them on the Preparedness wall under the Resumption of Formal Education sign.
### Georgia: Back to School

In 2008 the war between Georgia and Russia led to massive destruction of physical and social infrastructure. More than 120,000 IDP’s were registered with the Georgian Ministry of Refugees and Accommodation (MRA), out of which approximately 40,000 were children. The majority of IDPs were placed in collective centers in Tbilisi and eastern Georgia. Families were occupying nearly 70% of the schools in Tbilisi and Gori, preventing the start of school. As a result of displacement and emotional stress, these children were not able to resume education and were not able to play in secure environments. UNICEF and MOES devised a rapid response to make sure that the conflict affected IDP and community children were able to return to school, benefit and enjoy equal access to quality and relevant education opportunities into schools where learning environments are safe, and promote the protection and mental and emotional well-being of learners. The elements of the strategy included: 1) Survey of school conditions conducted with help from UNICEF and materials and resources were supplied to repair and clean damaged schools; 2) School and recreational supplies were distributed, reaching tens of thousands of affected children; 3) Textbook drive in Tbilisi with a national campaign that resulted in nearly 10,000 new and used books donated to affected children; 4) Nearly 300 teachers were trained in teaching methods to recognize trauma in children and provide counseling or support for affected children.

### Liberia

Liberia’s fourteen years of conflict were marked by destruction of life and property, massive population displacement, and a collapse of basic social services. The education system was destroyed and large numbers of children were left without access to education. As Liberian refugees and IDPs returned to their homes, UNICEF continued to support the Liberian Ministry of Education in a Back to School Campaign (BTS). Launched in November of 2003, the BTS aimed to return an estimated one million children to their classrooms by the end of 2004. While missing the target, about 800,000 children were reached by December of 2004. A total of 7200 primary school teachers were oriented at a series of three-day workshops while a total of 3700 learning spaces (schools and other structures) were supported during the campaign.

### Nepal

During the height of the Maoist insurgency, when schools were targeted for political purposes, UNICEF in partnership with the Ministry of Education launched a Welcome-to-School Campaign to reach thousands of out-of-school children from rural communities and marginalised girls and groups. UNICEF’s cross-sectoral community-based strategy, the Decentralised Action for Children and Women, involves a community action process where community facilitators are trained to strengthen local involvement in the management of education and other programs. In 2004, in 15 districts, community based organisations reached out to Maoists to either support or at least not stand in the way of the campaign. WTS was taken up by the MOES/DoE for national level replication in the 2005 school year and continued to be launched in 2006 with close coordination with various partners including inter-ministerial representatives, media journalists and Global Campaign for Education (GCE) partners’ networking group. Sixty five out of 75 districts were targeted in 2005 and the remainder in 2006. The results included increased enrolment of disadvantaged groups; over 63,000 teachers mobilised in the campaign; 23,877 schools participated; and approximately 500,000 students were enrolled in 2005 (compared to government target of 116,000) at the primary level.
Advocacy and Coordination

- UN and humanitarian and INGO agencies should coordinate advocacy activities on accreditation and certification of learning attained by IDP and refugee children during emergencies. These accreditation and certification procedures should be undertaken in collaboration with relevant government departments so as to ensure their validity and acceptance in both host and neighbouring countries.
- ID cards or lack of them should not be a barrier to school entry, progression, formal evaluation, access to examination or educational progress.

Strategies and Implementation

- The most appropriate accreditation and certification options should be determined in partnership with affected communities.
- Documents should be provided as soon as possible after the completion of a learning programme and if relevant, provided in more than one language to facilitate smooth validation.
- Where displaced students are integrating or reintegrating into education systems, MoEs should develop clear policy guidance related to the equivalency of curricula, programmes, and examinations.
- Dissemination of policy guidance and procedures should be ensured to local levels to eliminate potentially exploitative, ad hoc decision-making by individual schools and authorities.
- Education policies and procedures for integration or reintegration should also be disseminated amongst refugee and IDP communities to ensure clarity on their rights and opportunities.
- Regional and cross border mechanisms, such as examination and syllabus boards and conventions in conflict affected/ conflict-prone regions, with explicit provision made for refugees and IDPs should be supported if possible.

Capacity Building

- Technical and capacity building support should be provided to refugee and IDP-receiving Ministries of Education and local education authorities to facilitate effective planning and policy development related to the effective reintegration of returnee students and teachers.
- Specific tools and instruments should be developed to support student movement from and into different education systems such as ‘certification supports’, grade conversion charts, and syllabus comparisons.
- Refugee and IDP teachers and education experts should be included in policy development related to accreditation and certification.
HANDOUT 15.3: Reintegration of Teachers

Certification Issues
- A major part of achieving sustainability of education programs is to ensure that the previous experience of teachers mobilised during an emergency is properly recognised. The education sector should work at the education policy level to ensure proper certification or accreditation of previous teacher training or orientation courses during the emergency.
- Ensure that an “emergency certification” process allows teachers or paraprofessionals to access the re-established or newly developed teacher training system.

Recruitment Needs
- Number of teachers required
- Recruitment, job descriptions and remuneration
- Code of conduct
- Recruitment of female teachers

Training Needs
- Training strategies to link with the formal education system – including methods and time-frame of training
- Identification of teacher trainers; follow-up; monitoring and supervision
- Training needs, including training on core subjects and supplementary topics
- Development of new materials if original teacher training materials are not available or appropriate
- Advocacy for teacher training to be validated and certified by education authorities
- Education sector coordination is essential – from the onset of the emergency to the recovery and development stages.

Compensation Issues
- Support government in developing a policy on teacher remuneration
- Consider non-monetary forms of support that can increase teachers’ motivation, including food or housing allowances, bicycles, in-service training and improvements in working conditions
- Consider initiatives to encourage support of teachers, including community payments, food, housing
- Review financial control systems related to teacher payment

(Adapted from IIEP)
Georgia: Post-Crisis Curricula and Teacher Training in UXO

For nearly 50,000 school children in Gori, Kareli, Kaspi and Khashuri, areas that saw heavy shelling during the war, the UXO from the bombings were the conflict’s longest lasting danger to children. These materials can remain dangerous for 50 years or more. UNICEF joined the Ministry of Education and Science and the HALO Trust to create an effective risk-awareness program in 180 schools of the conflict affected districts. The aim was to teach 46,000 children to avoid handling dangerous remnants. A comprehensive program was implemented with special lessons on the risks of unexploded ordnance (UXO). Educational materials were prepared and distributed in schools to increase awareness: posters, leaflets, memory and sequence cards, colouring books for younger children, and an instructional workbook. Trainers visited each school in the high-risk areas, holding information sessions for teachers. Inspired by educators, Georgian children have taken a leading role in peer awareness, creating posters, drawings, poems and stories about the risk of unexploded remnants of war. The best artworks were chosen for publication in calendars, distributed within the affected schools. A Gori-based drama club produced a thematic musical with a cast of lively pre-teens: a postwar fairytale about two backwoods yokels accidentally transported to the 21st century. In the course of their wanderings, they learn about the dangers of mines and explosive remnants of war.

Bosnia and Herzegovina: Peace Building and Conflict Resolution

In Bosnia and Herzegovina’s post-conflict society, cultural and ethnic isolation have been built into the education system, with dangerous results. In Central Bosnia’s segregated primary schools, children attend separate classes according to the Croatian or Bosnian curriculum, facing serious overcrowding, tension and conflicts. Through assistance from UNICEF and partners, in 20 per cent of municipalities, education policies, curricula and community programmes have increased inclusiveness and improved inter-cultural understanding. Safe school environments created in 12 segregated schools through the CFS approach include a social inclusion model to facilitate dialogue, communication and joint action among students, teachers, school management and parents.

In late 2009, 550 school administrators, teachers and auxiliary staff and 300 parents participated in 36 one-day training workshops on communication and conflict resolution skills. As a result, contact and dialogue activities are now taking place between the two ethnic groups. Already, the most striking results include: increased gender equality in enrolment, especially among minority groups, and the inclusion of children with special needs in regular classes; positive learning experiences, more freedom of expression in children communicating with their teachers and classmates and increased self-esteem; the establishment of local partnerships in education; girls and boys socializing in a non-violent environment; and increased children’s participation in school and community life.
Kosovo: Life Skills and Children’s Rights
UNICEF helped the MoEST to develop the LSBE curricula, a teachers’ guide and students’ handbook. Tolerance, peace building and reconciliation are priorities of the Life Skills Based Education (LSBE) piloted in over 500 primary schools. 150 teachers were certified as LSBE trainers and 249 8th grade LSBE teachers were trained in the topics of sexuality and sexually transmitted infections. 15 pilot schools in eight municipalities, the focus was on the high drop-out rates among Roma, Ashkalia and Egyptian children. For 2008-2009, over 100 children from these groups returned to primary school and 454 enrolled for the first time. Resource kits were distributed to schools throughout Kosovo, and UNICEF and MEST launched a ‘Week for Preventing Drop-outs.’ Preventing violence at school was scaled up in 164 schools in five municipalities. Children’s rights committees were established in each school, and a regional committee in each municipality. Children’s Rights Corners were set up to represent the work of the children’s rights committees. Complaint boxes and school registers were put in each pilot school to report complaints and cases of violence to the School Board. 15,000 children were issued identification.

Macedonia: Life Skills and Conflict Resolution
In Macedonia UNICEF has provided support for a programme responding to the inter-ethnic tensions in schools, addressing capacity gaps throughout the education system and contributing to awareness-raising, advocacy and evidence-based policy development to promote multiculturalism in education and inter-ethnic relations in the country. The programme succeeded in mainstreaming Life-Skills Based Education in the formal primary curriculum, enabling primary school students to learn about and respect different cultures, religions and ethnic groups and developing skills for conflict resolution. In areas with a history of ethnic-based conflicts, it enabled some 450 boys and girls in 10 ethnically-mixed primary schools to engage in joint extracurricular activities to improve inter-ethnic relations. The programme also improved access to education for the most marginalized children: Roma, children from low socio-economic backgrounds and children with disabilities.

Identifying curricular needs
- Local education authorities with support from education sector partners should involve the local community or IDP community members, teachers in the identification and development of appropriate curricular materials and guides.
- Check on the availability of existing curricular materials, textbooks, teachers guides and supplementary materials
- Assess whether textbooks and curricular materials are appropriate for post-crisis and transition situation
- Consider using or adapting curricula as appropriate, in accelerated learning, vocational education, non-formal education, life skills, HIV/AIDS, peace education and other appropriate curricula, including mother tongue education
<table>
<thead>
<tr>
<th>Element</th>
<th>Targets (# of students, teachers, etc)</th>
<th>Activities and strategies</th>
<th>Who is responsible</th>
<th>Timeframe</th>
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<tbody>
<tr>
<td>Back-to-school/ go-to-school campaign</td>
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<td>Reintegrating teachers</td>
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<td>Reintegrating students</td>
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<td>Post-emergency education curricula</td>
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It is 5 months after the earthquake. Rebuilding schools and homes has been slow due to logistical and funding challenges. In many of the affected areas, rubble is still being cleared. Only about 10% of destroyed schools have been rebuilt and only about 30% of damaged schools have been repaired to allow children to return.

- The school repair and construction program will take well over 2 years to implement.
- Only several destroyed schools have been rebuilt with local materials but more durable temporary classrooms have been established on the school grounds which are expected to last about 9 months.
- The remaining 30% of families who haven't returned to their villages due to total destruction of homes and livelihoods are in camps in D1, D2 and D3. Temporary classrooms have also been built for the displaced children. The following are challenges for resumption of formal education.

1. **Lack of sufficient teachers**
   There is a shortage of qualified teachers to teach in the camp schools and in D2 and D3. DEOs and NGOs are having a hard time recruiting enough teachers. Some of the IDP teachers are returning home and are beginning to work in their former schools. However, most teachers remain in the camps but don’t want to teach because they can’t collect salaries. No provision has been made for them to do so.

2. **Relevant education for youth**
   Little funding has been made available for the youth population from the affected areas. During the acute phase of the emergency response, some separate intensive classes were initiated and, for those attending with positive results. For these over-age students there is a need to enrol and stay in school, but many are not interested in attending with much younger children. In some primary schools where they have already been enrolled, teachers report that these youth seem to have no interest in the lessons, since they feel that they are irrelevant and not helpful in gaining future employment. The challenges are to (a) ensure education is relevant to youth and over-age students and addresses their current and future needs, and (b) increase access and support to out-of-school youth.

3. **Inclusive education**
   Limited attention has been paid to children with disabilities. The education system has an inclusion policy document for disabled children but it has never been implemented. The physical structures of the damaged schools and the temporary schools are not well suited for children with physical disabilities. There are a number of disabled students in D2 and D3 that were enrolled but most have dropped out. The challenge is to create physical access to schools for disabled children who have dropped out and for those who haven’t previously attended.

4. **Student dropouts and out-of-school children**
   Many youth, especially in D3, have dropped out of school due to pressures to earn money to help their families rebuild their homes and livelihoods. The challenge is to provide incentives to families to allow children who have dropped out to return to school and recruit non-school going children to attend for the first time.
Session 16: Monitoring and Evaluation of Education in Emergencies

**Time:** 1 hour 10 minutes

**Learning Objectives**

**At the end of this session participants will be able to:**

1. Define the purpose of monitoring and evaluation for education in emergencies.
2. Identify the role of the Ministry of Education and local education authorities in monitoring and how emergency education partners can support the monitoring process.
3. Identify monitoring indicators for the components of an education in emergencies response plan.
4. Design a monitoring plan, including who should monitor, training needed, data collection, and gaps.

**Key Messages and Learning Points**

- Monitoring is a process of gathering information to measure whether and to what extent an intervention has achieved its objectives.
- Evaluation is a process to systematically determine the merit or value of an intervention.
- Education indicators for the components of education in emergencies outline key quantitative measures of activities and programme initiatives.
- The education sector/cluster supports the Ministry of Education to ensure the collection of quality and reliable monitoring data and in adjusting emergency responses to address gaps and needs in education in emergency services.
- Monitoring is a critical component of the INEE minimum standards as it helps to measure progress towards attaining the standards themselves. Continuous monitoring also helps to improve the accountability and quality of education interventions in emergencies.

**Session Outline**

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<tr>
<th>Content</th>
<th>Timing</th>
<th>Instructional Activity</th>
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<tr>
<td>1. Definition and purpose of monitoring</td>
<td>5 minutes</td>
<td>Presentation and discussion</td>
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<td>2. Monitoring indicators for components of</td>
<td>30 minutes</td>
<td>Presentation and Exercise</td>
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<td>emergency response</td>
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<td>3. Monitoring tools and logistics</td>
<td>20 minutes</td>
<td>Exercise</td>
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<td>4. Evaluating the impact of emergency education</td>
<td>10 minutes</td>
<td>Presentation</td>
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<td>response</td>
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<td>5. Preparedness reflection</td>
<td>5 minutes</td>
<td>Individual reflection</td>
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<td><strong>Total Time</strong></td>
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**Preparation, Resources and Support Material**

**Resources / Materials needed:**

- Flipcharts, markers
- Handout 16.1: Tool for Developing Monitoring Indicators
- Handout 16.1a: Alternative Exercise in Writing Monitoring Indicators
- Handout 16.2: Monitoring Plan Template
- Handout 16.3: Questions to Consider in Developing a Monitoring Process
- Response Planning Tool from Response Planning session
Preparation for this session:
- Review Session slide presentation
- Review Sample Monitoring Tool and Monitoring Planning Tool

Additional Resources:
- Sample Monitoring Tool, Pakistan
- Sample Master Data Tool

1. Purpose of monitoring in Education in Emergencies
5 minutes

Ask participants what ‘monitoring’ means. Take several responses and show the slide and review:

**Monitoring** is a process a process of tracking or measuring what is happening in programmes or activities being conducted. It includes measuring progress of an intervention and measuring change.

As participants why it is important to monitor our emergency education activities. Show the accompanying slide after taking 2-3 responses.

Responses can include:
- Provide information for decision-making to improve programme performance
- Identify gaps in service delivery to reformulate strategies for achieving programme targets
- Provide accountability in terms of implementation according to plan
- To serve as an input to evaluation
- To aid broader advocacy efforts to strengthen policies and programmes aimed at the rights of children and women
- Key questions to ask when monitoring emergency interventions:
  - Are the initiated activities / interventions meeting children’s needs?
  - How has the situation changed from the prior assessment (or when interventions initiated)?

Show the flow chart, which shows education in emergencies monitoring.

- Ask participants:
  - **Who should be responsible for monitoring emergency education programming?**
  - **What is the Ministry of Education’s role? What is the role of other agencies?**

*What is the relationship between monitoring during emergencies and the national Education Management Information System (EMIS)?*
2. Monitoring indicators for education in emergency response

30 minutes

1. Explain that in order to implement the monitoring process; it is necessary to identify **Indicators**, which are measures that are used to demonstrate the change in a situation, or the progress in, or results of, an activity, project or programme. Show the accompanying slides defining **Indicators**.
   1. An indicator is an objective way of measuring that progress is being achieved, through collecting factual information.
   2. Data collected about the indicator tells us if the expected change is happening i.e. it indicates or shows if change has happened.

2. Explain that indicators can measure the following and show the accompanying slide:
   - **Output** - immediate result of the project or programme activities
   - **Outcome** - intermediate changes as a result of the project or programme activities
   - **Impact** - final or longer term changes as a result of project or programme activities (e.g. changes in children’s development, well-being, experience of violence, fulfilment of rights). They may sometimes only be realised after the lifetime of a project or programme.

3. Explain that groups will now be building upon their response plans that they began in Session 7 (Handout 7.3) in order to develop indicators that will help them measure their emergency response to the Buildastan earthquake. To simplify the task, each group will be allocated one of the components/activities to look at and to develop 1 – 3 monitoring indicators.
   [Note: If you allocated groups to specific components/activities in Session 7, then the groups should continue with this same component/activity and develop monitoring indicators accordingly.]

4. Give the following example of a possible activity from the Response Plan:
   *Deploy 200 Early Childhood Development (ECD) kits to D1 by week 4 under Education Supplies.*

   Ask participants to come up with an indicator for this emergency activity. Responses might include:
   - Number of ECD kits distributed in D1
   - Number of weeks/time for education supplies to targeted groups and locations
   - Estimated number of children benefiting from ECD kits

   Ask participants what kind of indicators these are, output, outcome, or impact?

**Exercise in Writing Indicators**

1. Refer participants to Handout 16.1a and allocate each group to look at 2 indicators under a different component (i.e. Education supplies and logistics, Temporary Learning Space, mobilisation and training of teachers, etc.) Ask groups to write monitoring indicators for the activities allocated. Tell participants to use Handout 16.1 to get some ideas.

2. Groups should use Handout 16.2 and fill in the first 2 columns for this exercise or represent on flipchart (show slide of template)
Take responses from each group on the indicators they developed.

3. Evaluating the impact of emergency education response

20 minutes

1. Now that groups have identified indicators, they will address the tools and logistics of monitoring. Show the accompanying slide. Ask participants if they are familiar with monitoring tools or have used them in an emergency response. Take 2-3 responses.

2. In plenary ask the participants:
   - What information do you need to collect on the tool?
   - How will a monitoring tool be structured?
   - What monitoring indicators will you use to give you the information you need?
   - How will you create a monitoring tool or tools that will track the information about planned results, actual results, and gaps?
   - What locations will you monitor?
   - Who will be responsible for monitoring?
   - How will the community and children be involved?
   - What will be the frequency of monitoring?

Exercise in Developing a Monitoring Plan

1. Tell participants that in the next exercise they will consider the above points and outline a monitoring plan for Buildastan.

Instructions

1) Continue to use Handout 16.2 as a template to record their responses (or on flipchart if used). Refer participants to Handout 16.3: Monitoring Planning Tool for ideas.

2) Develop a brief monitoring plan in relation to the components/activities and indicators they have just developed in the previous exercise.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Indicator</th>
<th>Agency</th>
<th>Monitoring team</th>
<th>Logs</th>
<th>Data collection &amp; tools</th>
<th>Gaps</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

3) Identify and apply the appropriate INEE Minimum Standard:

INEE Minimum Standard Domain 1: Category: Analysis Standard 3: Monitoring. Regular monitoring of education response activities and the evolving learning needs of the affected population is
4. Evaluating the impact of emergency education response

10 minutes

1. Explain that it is critical to evaluate the impact of an emergency response as well as monitor the process. Ask participants to define ‘evaluation’

2. Explain the following and show the corresponding slide:

   Evaluation is a process that attempts to determine, as systematically and objectively as possible, the merit or value of an intervention. It is necessary to conduct a balanced analysis, recognising possible biases and reconciling the perspectives of different stakeholders, through the use of different sources and different methods. The goal is to evaluate the progress of an intervention and plan future programs.

The purpose of evaluation is to analyse the value of the intervention based on the following criteria:

- **Relevance:** What is the value of the intervention in relation to other priority needs, issues and efforts?
- **Effectiveness:** Is the activity achieving satisfactory progress regarding stated objectives?
- **Efficiency:** Does the programme use the least costly resources to achieve its objectives in the given context?
- **Impact:** What are the results of the intervention, including the social, economic, environmental effects on individuals, communities and institutions both in the short and in the long term?
- **Sustainability:** Will the activity and its impact be likely to continue when external support is withdrawn, and will it be replicated/adapted?

3. Ask participants how they would evaluate their emergency response based on these criteria. How would they structure an evaluation? Who would they interview? What would be some of the indicators under each category?

   - Relevance
   - Effectiveness
   - Efficiency
   - Impact
   - Sustainability

Responses might include:

- Increased use of child friendly materials and approaches in education
- Increased number of teachers using children friendly approaches
- Improved building standards for disaster risk management
- Mitigation of long term psychosocial impacts
- Increased numbers of trained teachers
- Increased enrolment of non-school going children
- Increased enrolment in ECD classes
- Enhanced coordination of education sector
- Uniform tools, approaches and coordinated responses
- Reduced duplication of resources and efforts
- Increased community participation in response planning
- Increased participation of vulnerable groups

2. Refer participants to the INEE MS category of Analysis. Point out that the standard calls for a systematic and impartial evaluation.

   INEE Minimum Standard Domain 1, Category: Analysis

   Ask participants:
   - Have they ever been involved in evaluation of an emergency response?
   - What are the benefits?
   - What are the obstacles to having one implemented?

   Conclude with the following points:
   - Monitoring needs to be an on-going process so that change in context is noted and changes to activities made in order to ensure children's educational needs are met.
   - The Ministry of Education and local education authorities should take the lead in monitoring and evaluation supported by education sector partners.
   - Evaluation is critical to demonstrating that education in emergencies can make a difference in the lives of the children that our agencies services.

5. Preparedness reflection

5 minutes

1. Conclude by asking participants what actions they would take in the preparedness phase to ensure effective monitoring and evaluation.

2. Write on small cards and place on the Preparedness wall under the Monitoring and Evaluation sign.
<table>
<thead>
<tr>
<th>Components of Education Emergency Response</th>
<th>Sample Monitoring Indicators</th>
</tr>
</thead>
</table>
| Sector Coordination and Communication Mechanism | % of districts in the affected area with an education cluster / or similar mechanism  
Focal points identified for cluster/sector members  
Identification of capacities, roles and accountabilities of partners |
| Assessment | Uniform assessment tools developed by sector/cluster members and implemented  
Extent to which data from multi-sectoral assessment can be used by education sector to estimate numbers and locations of children in need of education services  
Number of assessment teams mobilised and trained in targeted locations  
Data collation completed and information transmittal |
| Human and Financial Resources | Deployment time for surge capacity staff  
Numbers of staff and consultants deployed  
Amount of financial resources mobilised to meet the needs of the education sector |
| Education Supplies and Logistics | Number of education materials (tents, learners' kits, teachers' kits, school-in-a-box, recreation kits, ECD kits, hygiene kits...etc.) distributed  
Number of weeks/time for education supplies to reach targeted groups and locations  
Number of children benefiting from temporary schools |
| Temporary Learning Spaces (TLS) | Number of tents set up as temporary learning centre  
Number of TLS set up with local materials  
Number of alternative shelters established as TLS  
Number of sites established as safe areas for school and recreation  
% of schools and or learning spaces with adequate learning materials |
| Psychosocial Support and Strategies | % of schools or TLS which have initiated self-expression activities (recreation, sports, music, dancing, drawing, story telling, play among other activities)  
Number of facilitators trained in psychosocial support activities for children |
| Emergency Education Curricula | Delivery time for teaching and learning materials  
% of schools which have implemented emergency-related curricula (HIV/AIDS, Mine Risk, water borne diseases, natural disaster preparedness, etc.)  
% of schools/learning spaces which have initiated reading, writing and arithmetic (3R) activities  
Number of children being covered by the textbooks |
<table>
<thead>
<tr>
<th>Components of Education Emergency Response</th>
<th>Sample Monitoring Indicators</th>
</tr>
</thead>
</table>
| Mobilisation and Training of Teachers and Education Personnel | • Number of teachers/head teachers/PTAs trained  
• # of teachers and para-professionals trained in teaching methods on literacy, numeracy  
• % of teachers trained/oriented, by gender  
• Number of teachers and para-professionals recruited |
| Rehabilitation and Construction of Schools | • Quantity of rehabilitation/construction materials distributed  
• Delivery time for classroom rehabilitation materials  
• Number of schools rehabilitated  
• Estimated # of pupils benefiting from improved water and sanitation in schools in affected areas |
| Resumption of Formal Education | • Number and % of children enrolled and attending classes from key identified disadvantaged groups, including girls, children with disabilities, former combatants, etc.  
• % of schools reopened  
• Number of students reintegrated into school through back-to-school campaign  
• Number of out-of-school children enrolled through go-to-school campaign |
| Monitoring and Evaluation | • Uniform monitoring tools developed by sector/cluster members and implemented  
• Number of monitoring teams mobilised and trained in targeted locations  
• Number and frequency of monitoring reports completed  
• Information management system established  
• Frequency of monitoring information transmittal between field and country levels and across sectors and agencies  
• Number of gap analyses and response plan reformulation as a result of monitoring data analysis |
**HANDOUT 16.1a: Writing Monitoring Indicators**

Write indicators for each of the activities in the response plan.

<table>
<thead>
<tr>
<th>Component</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education supplies and logistics</strong></td>
<td></td>
</tr>
<tr>
<td>1. Deploy xx school kits to serve xx children ages 6-12 in D1 Z1</td>
<td></td>
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<tr>
<td>2. Deploy xx ECD kits to serve xx children ages 3-5 in D2 Z1</td>
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<tr>
<td>3. Deploy xx learners kits (for individual student) to xx children ages 6-12 in D3 Z1</td>
<td></td>
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<tr>
<td>4. Order xx learner kits for deployment in D1 Z 1-5 for xx IDP children ages 6-17</td>
<td></td>
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<tr>
<td><strong>Temporary learning spaces</strong></td>
<td></td>
</tr>
<tr>
<td>1. Establish xx TLS for xx IDP children in D1 Z1</td>
<td></td>
</tr>
<tr>
<td>2. Establish xx TLS for xx host community children in D3 Z1 in xx primary schools</td>
<td></td>
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<tr>
<td><strong>Mobilisation and training of teachers and other education personnel</strong></td>
<td></td>
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<tr>
<td>1. Train xx facilitators to teach play and recreation activities in D1 Z2 in xx TLS for xx children 3-12</td>
<td></td>
</tr>
<tr>
<td>2. Recruit xx teachers to teach literacy and numeracy to xx IDP children 2-12 in D2 Z2</td>
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<tr>
<td><strong>Emergency curricula</strong></td>
<td></td>
</tr>
<tr>
<td>1. Deploy xx sets of accelerated learning materials to D3 Z2 for xx IDP children ages 12-17</td>
<td></td>
</tr>
<tr>
<td>2. Deploy xx curriculum guides on cholera and health and hygiene to D1 Z1-5 for xx IDP children and xx host community children ages 6-17</td>
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<tr>
<td><strong>Repair and construction of schools</strong></td>
<td></td>
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<tr>
<td>1. Repair xx primary schools in D1 in all zones adhering to flood resistant building standards</td>
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<tr>
<td>2. Construct xx destroyed schools in D2 adhering to flood resistant building standards by xx</td>
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<tr>
<td><strong>Resume formal education</strong></td>
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<tr>
<td>1. Conduct back to school campaign to ensure xx host community school going children ages 6-12 return to xx IDP occupied schools in D2 Z1-4</td>
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<tr>
<td>2. Reintegrate xx students ages 13-17 from xx IDP camps in D1 to xx schools in communities of origin in D2.</td>
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<tr>
<td>Activity/Component</td>
<td>Indicator (s)</td>
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</table>
### Monitoring tool
- What information do you need to collect?
- What monitoring indicators will you use to give you the information you need?
- How will you create a monitoring tool or tools that will track the information about planned results, actual results, and gaps?
- What locations will you monitor?
- What do you need to know to adjust the response activities to meet the needs of the target populations?

### Roles and responsibilities
- What will be the roles and responsibilities of the government and other education sector partners in data collection, collation, and sharing information? What are the capacities of partners?
- Who will take the lead on information management?
- How will tasks be divided?

### Monitoring team
- Who will participate on the monitoring team? What will be the role of the district education office?
- How will they be trained?
- How many people are needed?
- How long will the process take?

### Logistics
- What are the transportation needs? What vehicles or transport methods are available?
- What resources do you have? Mobile phones, computers, radios?
- Do you need logistical support? From whom?

### Community involvement
- Who will you interview? - Teachers, children, education officials, parents, community leaders, displaced people, women’s organisations, local organisations?
- How will you locate them?

### Data collection methods
- How will you get the information you need on numbers of teachers, students, etc.?
  - Classroom observation
  - Analysis of school enrolment register and policy documents.
  - Discussion with school head and committee.
  - Discussion with student representatives
  - Discussion with children who are out of school (and parents)
  - Observation in community
  - Meetings with key community groups/reps
  - How will you verify the accuracy of the information?

### Data collation, information sharing and reporting
- Will you collate data electronically? If not how?
- How will you create a database for the information?
- How will you train people to do the data entry, cross-check and analyse the data collected?
- How will you share data at different levels and with different agencies? Who should the information be disseminated to?

### Gap analysis and response planning
- How will the data be analysed and gaps determined?
- How will the gaps inform the ongoing emergency response planning?
- Programme adjustments are made, when necessary, as a result of monitoring.
| ▪ Who will be responsible for addressing gaps? |
### EXAMPLES: Education Activity Monitoring Tool from Pakistan Earthquake

<table>
<thead>
<tr>
<th>School No</th>
<th>Location</th>
<th>School Name</th>
<th>EMIS Code</th>
<th>Total no. Children</th>
<th>No. of Children With Disabilities</th>
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<td>Boys</td>
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### Teacher Training

<table>
<thead>
<tr>
<th>No. of Teachers</th>
<th>Teacher Training</th>
<th>Tent Erection</th>
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<tbody>
<tr>
<td>No. of Teachers Trained</td>
<td>Training Content</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Male</th>
<th>Female</th>
<th>Male</th>
<th>Female</th>
<th>Subject-related</th>
<th>Emergency theme, (e.g. psychosocial)</th>
<th>Methodology (e.g. teaching)</th>
<th>Other (e.g. gender)</th>
<th>Implementing Partner</th>
<th>Planned</th>
<th>In Progress</th>
<th>Completed</th>
<th>Implementing Partner</th>
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### School Feeding

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<thead>
<tr>
<th>School Feeding</th>
<th>Water Supply</th>
<th>Latrines</th>
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<tr>
<th>Yes</th>
<th>No</th>
<th>Primary (dates, biscuits)</th>
<th>Secondary (oil for girls)</th>
<th>Implementing Partner</th>
<th>Planned</th>
<th>In Progress</th>
<th>Completed</th>
<th>Implementing partner</th>
<th>Planned</th>
<th>In Progress</th>
<th>Completed</th>
<th>Implementing Partner</th>
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</table>
### School Management Committee/Parent Teacher Association

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<thead>
<tr>
<th>SMC/PTA Formed</th>
<th>Training Conducted</th>
<th>Training Content</th>
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<tr>
<td>Yes</td>
<td>Yes</td>
<td>Tent Erection</td>
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<td>No</td>
<td>No</td>
<td>School Improvement</td>
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<td>Yes</td>
<td>Yes</td>
<td>PTA/SMC Responsibilities</td>
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<td>No</td>
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<td>Other</td>
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### Materials Provided (Please indicate quantity)

<table>
<thead>
<tr>
<th>School Tent</th>
<th>SIB</th>
<th>Recreation Kit</th>
<th>Fire Extinguisher</th>
<th>Blackboard</th>
<th>Plastic Mat</th>
<th>Meena Teacher’s Guide</th>
<th>Meena Booklet</th>
<th>Textbook</th>
<th>Supplementary Reading Material</th>
<th>School Bag</th>
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Session 17: Disaster Risk Reduction and Education

Learning Objectives

At the end of this session participants will be able to:

1. Define disaster risk reduction and its implications in relation to disaster management.
2. Understand the priority actions identified as part of the Hyogo Framework for Action, and particularly those related to education.
3. Understand why disaster risk reduction and mitigation is increasingly critical.
4. Identify the critical components of school safety.
5. Design the DRR actions that the MoE and education actors can support to be practically implemented at school, community and sector levels.

Key Messages

- Disaster Risk Reduction (DRR) seeks to minimise vulnerabilities and disaster risks throughout a society, to avoid or to limit the adverse impacts of hazards on communities and their development.
- DRR activities include all sectors. Generally the poorest segments of society are affected by disasters the most and proportionally children are among the most vulnerable when disaster strikes.
- DRR is cost-effective - every $1 spent on DRR saves $4 spent on relief & rehabilitation.
- Integrating DRR into the curriculum, training teachers, constructing disaster-resistant schools, and development of DRR resources for children and teachers are practical examples of DRR activities which can be supported by the MoE and partners.
- Children are important agents for improving safety and resilience and should be involved in DRR efforts. Ensuring safety at school is paramount in order to save the lives of learners and teachers, prevent injuries and facilitate a culture of resilience.
- DRR is a development and a humanitarian concern. How we do development has a big impact on disaster risk (the badly built school for example) and through preparedness as well as through our response and recovery (e.g. "building back better") we have an opportunity to reduce disaster risk.

Time:
60 minutes

Method:
Plenary discussion, presentation, group work

Resources / Materials needed:
- Laptop, projector, screen, flipcharts, markers
- Film Clip from China
- Handout 17.1: School Disaster Reduction and Readiness Checklist
- Handout 17.2: DRR and Education – Examples of Good Practice

Preparation for this session:
- Review this session
Review Session 17 PowerPoint slides
Check internet connection for video clip

**CEE/CIS CD**
- Hyogo Framework for Action
- Child-led DRR Guidebook – Save the Children
- Disaster Resilient Education and Safe Schools: What Education Authorities Can Do
- Let’s Learn to Prevent Disasters – UNICEF
- Compendium. Good Practices and Tools on Disaster Risk Reduction in Education in Central Asia 2009 European Union, ISDR, UNICEF.

Session Outline

<table>
<thead>
<tr>
<th>Minutes</th>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>1. Video on earthquake-affected schools in China and brainstorming what DRR means in plenary</td>
</tr>
<tr>
<td>15</td>
<td>2. DRR and the Hyogo Framework for Action</td>
</tr>
<tr>
<td>30</td>
<td>3: Designing DRR interventions for education at school, community and sector levels</td>
</tr>
<tr>
<td>5</td>
<td>4. Preparedness reflection</td>
</tr>
<tr>
<td>60</td>
<td>TOTAL TIME</td>
</tr>
</tbody>
</table>

1. **What does Disaster Risk Reduction mean to you?**

10 minutes

1. Play the film clip from the China earthquake on the following link: [http://www.guardian.co.uk/world/video/2008/may/22/braniganschool?gusrc=rss &feed=worldnews](http://www.guardian.co.uk/world/video/2008/may/22/braniganschool?gusrc=rss &feed=worldnews)

2. Ask participants what they think were the most important messages from the film. Focus the responses on:
   - *The identification of the disaster and its impact on education*
   - *Why the parents and communities were so angry with the authorities*
   - *What could have been done to avoid or mitigate the tragic effects of the disaster*

3. Ask participants what Disaster Risk Reduction means to them. Write responses on a flip chart to record ideas.

2. **DRR, the Hyogo Framework for Action and DRR in the Education Sector**

15 minutes

1. Present the Session 19 slide show on DRR. Explain that the presentation will focus on practical DRR interventions in general and for education at key levels:
   - School level – to save lives and prevent injuries of learners and teachers due to disasters
   - Community level – strengthening early warning and risk assessment
systems and building long term resilience

- Government level – focusing on key policy, capacity building and design directives which can ensure strong institutional support and facilitate a culture of DRR

2. Disaster Risk Reduction seeks to minimise vulnerabilities and disaster risks throughout a society, to avoid (prevention) or to limit (mitigation and preparedness) the adverse impacts of hazards within the broad context of sustainable development.

3. In 2005, The **Hyogo Framework for Action** was signed by the international community outlining five goals and priorities for action on Disaster Risk Reduction over the next 10 years. These are to:
   - Ensure that disaster risk reduction is a national and a local priority with a strong institutional basis for implementation
   - Identify, assess and monitor disaster risks and enhance early warning
   - Use knowledge, innovation and education to build a culture of safety and resilience at all levels
   - Reduce the underlying risk factors
   - Strengthen disaster preparedness for effective response at all levels

4. Provide some examples of DRR activities in other sectors such as: livelihood support through cash transfers; building dams and flood levies; construction of disaster-resistant infrastructure such as hospitals; building houses on stilts; building capacity of Disaster Management Committees at district and community levels.

5. DRR is increasingly critical because:
   - **Disasters are increasing in frequency and impact**
     - Over 2.5 billion people affected by disasters over last decade; 250 million people affected annually by disasters; 98% of all disasters climate related and with climate change, some studies suggest, by 2015 as many as 375 million people will be affected by climate related disasters each year;
     - 40% more people are affected by disasters says IFRC 2008 World Disasters Report and disasters are wiping out years of development gains
   - **Least developed countries are the most affected**
     - 90% of disaster deaths occur in LDCs
     - 80% of disasters occur in LDCs and MDCs
     - Damage is a greater proportion of their GDP
   - **The poorest of any society are the most affected**
     - They live and work in marginal areas exposed to disasters
     - They have fragile livelihoods
     - Little or no influence on public policy
     - Children are proportionally the most vulnerable when disaster strikes
   - **Disasters make the poorest even poorer**
     - They suffer greater proportional loss of assets
     - They have weaker capacity to recover
     - They are indirectly affected by loss of productive and social infrastructure
   - **It's worth investing in...**
     - Every $1 spent on DRR saves $4 spent upon relief & rehabilitation.
6. **Disaster risk reduction education** is important at all ages, not just once during a child’s school career. It can be introduced even to preschoolers in age-appropriate ways, using songs, board games, puppets, role-play and performance activities. Such approaches do not produce anxiety and children happily transfer their learning to their families.

7. **School safety** is essential for saving lives and preventing injuries. The critical components of school safety are:
   1. Selecting appropriate school sites and building or retrofitting school structures to be disaster-resilient.
   2. Involving school communities in ongoing planning and action for disaster risk reduction, preparedness, response and school resumption. This includes sharing information about the potential effects of known hazards and the wide variety of measures to reduce these effects.
   3. Teaching school communities the skills and competencies for risk awareness, risk reduction and response preparedness. This includes understanding the essential principles of disaster-resilient design and construction, measures to reduce the risks of being injured or killed by building contents or building non-structural elements, skills for during a disaster (e.g. swimming or donning life jacket, drop cover and hold, evacuation) and response skills including fire suppression, first aid, communications and response organisation.

8. Some priority examples of **DRR and education** activities are:
   - Building a culture of resilience and safety through education
   - Incorporation of DRR in national school curricula
   - Teacher training on DRR
   - Training on school-level risk assessment
   - Development of DRR resources and guidelines
   - Building and retro-fitting school infrastructure to be disaster-resistant
   - Strengthening disaster preparedness in education

9. Draw participants attention to some key common elements such as the importance of community and child participation and that DRR is underpinned by preparedness planning which will be the focus of the following session.

### 3. Group work on designing DRR interventions for education at school, community and sector levels

30 minutes

**Exercise in Designing DRR Interventions**

1. Explain to participants that DRR activities are already being carried out through their work in many cases. In order to identify practical examples of DRR activities that they can support, the group work exercise will focus on designing DRR interventions for each of the following levels:
   1. For **children and teachers** at school level
   2. For **communities** in disaster-prone areas
   3. For the **Education Sector** as a whole and wider government

2. Divide participants into six groups. Assign two groups to each level. Ask
participants to work in their group to design DRR interventions for that level which can be supported in the immediate, medium and long-term.

4. Provide participants with Handout 17.1: School Disaster Reduction & Readiness Checklist and Handout 17.2: DRR and Education – Examples of Good Practice for additional ideas. Groups should record their plans on flip charts and be ready to present them back to plenary. Give the groups 15 minutes to list their plans based on their own country experiences and additional suggestions.

5. Ask one group from each level to present their DRR interventions. Give each group 3 minutes to report back. Allow a further 5 minutes for the other groups to add ideas which have not been mentioned.

6. Conclude with the following points:
   - Disaster Risk Reduction often begins at school. Children are among the most vulnerable to disasters but if given the opportunity, can play an active role in disaster reduction and preparedness for themselves, their communities, and future generations. Children are important agents for improving safety and resilience, as they will transmit their knowledge to future generations, as well as to older community members and other children who they are in contact with.
   - DRR is underpinned by strong preparedness planning. It is critical to begin with understanding & analysis of risks, hazards & vulnerabilities and then prepare accordingly in order to avoid and mitigate the impact of disasters. Preparedness planning is the focus on the subsequent session.

4. Preparedness reflection

5 minutes

1. Conclude by asking participants what actions they would take in the preparedness phase to ensure effective implementation of DRR activities.
2. Write them on VIPP cards and place them under appropriate posters on the Preparedness wall (can apply to all of the technical components)
### ACTION STEPS

1. Convene local school safety committee representing administration, faculty, staff, students and parents, and local community.
2. Study the school safety planning and action steps below together.
3. As needed assign sub-groups or individuals to be responsible for investigating and making recommendations for each task.
4. Create plan based on task group recommendations.
5. Implement the plan, involving the whole school community, setting milestones and taking action steps to achieve risk reduction and response preparedness.
6. Communicate and coordinate as needed with education authorities using the resources and support available, and advising them of resource and support needs.
7. Review and revise the plan as necessary, at least annually.
8. Be sure to keep all staff, parents/guardians, and students advised about the plan.

### ASSESSMENT & PLANNING

- An ongoing school safety committee has been established to lead disaster risk reduction and disaster response planning in our school. We hold regular meetings (including staff, parents/guardians, students and local community leaders) to develop and review our mitigation, preparedness and response plans.
- We have learned about local resources and assets (e.g., fire extinguishers, first aid kits, people with response skills, generator, ladder, search & rescue equipment) available in the community nearby from private and public sources, and discussed shared use of resources post-disaster.
- We have researched historical events and current scientific studies and considered all of the different hazards that could affect us. We are aware of the needs of vulnerable groups or individuals such as young children, students with disabilities, and language minorities, as well as the concerns of staff, students, parents and community.
- We have site and neighbourhood maps and have identified alternate staging and evacuation locations.
- We have assessed and are addressing physical risks posed by buildings, building non-structural elements and building contents, and hazards in our neighbourhood.
- We have evacuation plans, including safe assembly areas, evacuation routes, safe havens and alternatives, buddy system. Student transportation systems have plans to take students to nearest safe school in case of disaster during student commute. Parents/guardians are informed of location of all possible safe havens for reunification. The evacuation plan has been shared with the nearest police, fire and hospital officials and established communication in advance of emergency.
- We have established a communication system for emergencies, including a warning system wherever appropriate. All necessary contact information is available for emergency response and family reunification.
- We have established student release procedures to ensure that children are released only to adults approved by parents/guardians.
- If needed we have planned to provide emergency shelter for our local community.
- We have a plan for educational continuity for our students including alternate locations to continue classes, alternate schedules and methods of instruction as needed and secure back-up of educational records.
- We have plans and regular contact with local news media (radio, newspapers, television) to communicate planning and emergency messages to families, and to use our school-based activities to promote risk reduction community-wide.
- We provide significant practical local disaster risk awareness and reduction activity at all age levels, through school-based activities and projects and/or through the formal curriculum.
- We encourage staff and students to prepare for disasters at home and provide support material.
- We have insurance coverage to pool economic risks.

*Risk RED: Risk Reduction Education for Disasters*  
*www.riskred.org*
<table>
<thead>
<tr>
<th>PHYSICAL PROTECTION</th>
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<tbody>
<tr>
<td>□ Our building has been located appropriately, designed and built according to current building codes/safety standards for disaster safety, and inspected by a qualified structural engineer.</td>
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<tr>
<td>□ The building has been checked by local fire department for fire safety.</td>
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<tr>
<td>□ If our school required repair or retrofit, this has been completed without minimal disruption of education.</td>
</tr>
<tr>
<td>□ We practice preventative maintenance on our buildings, protecting them from damp and other damage, and repairing damage when it occurs.</td>
</tr>
<tr>
<td>□ Earthquake, windstorm: We have fastened tall and heavy furniture, secured computers, televisions and other electronic equipment, hazardous materials, supplies, propane gas tanks, water tanks, lighting fixtures, roof elements, railings and parapets, heating and cooling devices, storage tanks and other items that could kill, injure, or impair educational continuity. We have put latches on cabinets, and hung pictures securely on closed hooks to protect ourselves from injury and financial losses.</td>
</tr>
<tr>
<td>□ Flood, storm, tornado: We know about early warning systems in use in our community and have plans to respond to these in order to move people and assets to safety.</td>
</tr>
<tr>
<td>□ We have smoke detectors, fire alarms, automatic sprinkler systems, fire hoses, fire extinguishers, and automatic emergency lighting, and maintain these. Our building exit routes are marked.</td>
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<tr>
<td>□ We have limited, isolated, and secured any hazardous materials to prevent spill or release.</td>
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<tr>
<td>□ We have off-site back-up of critical information, including student emergency contacts and release permissions.</td>
</tr>
<tr>
<td>□ School transportation is inspected for safety and drivers and students are trained in respective safety skills. Seat belts, helmets and other transportation safety measures are advocated and promoted.</td>
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<tr>
<th>RESPONSE CAPACITY: SUPPLIES &amp; SKILLS</th>
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<tbody>
<tr>
<td>□ We have guidelines for and we hold post-disaster drills to practice safety skills with all staff and students at least twice a year. We have a buddy system for those needing help. We follow basic building evacuation rules: “Don’t talk. Don’t run. Don’t push. Don’t go back”. We hold simulation exercises at least once a year where operational teams practice response organisation as well as procedures and skills in damage assessment, information-sharing, light search and rescue, first aid, fire suppression and family reunification. We discuss and improve on our practice.</td>
</tr>
<tr>
<td>□ We have skills and practice building evacuation drills twice yearly as well as applicable drills for the threats faced (e.g. first aid skills for life safety, drop, cover, and hold for earthquakes, water safety and swimming skills for floods, shelter-in-place for violent threats).</td>
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<tr>
<td>□ We have access to reliable external information sources on disasters and to an internal communication system. We have practiced receiving updates on emergency situations, warning our community and informing the relevant authorities.</td>
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<tr>
<td>□ We have emergency supplies for students and staff to last for at least the first 72 hours including at least 12 litters of water per person, food, first aid supplies, emergency power, emergency lighting, alternate communications, alternate transportation, shelter and sanitation supplies. (Students can be asked to bring emergency supplies bag at the beginning of each year, and take it home again at the end of the school year).</td>
</tr>
<tr>
<td>□ School staff and older students have and learn response skills including: first aid, mass casualty triage, light search and rescue, fire suppression, wireless communication, psychological first aid, emergency power operation, student release procedures, shelter, nutrition and sanitation skills.</td>
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<tr>
<td>□ School staff know how to turn off our electricity, water and gas.</td>
</tr>
<tr>
<td>□ We have a standard organisational system and know the principles for organising post-disaster self-help.</td>
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<tr>
<td>□ We have identified resources for psychosocial support if needed.</td>
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<tr>
<td>□ We have plans to use our resources for mutual aid and to support local community response.</td>
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**Risk RED: Risk Reduction Education for Disasters**

[www.riskred.org](http://www.riskred.org)
Ahmedabad Action Agenda
for School Safety

The International Conference on School Safety held in January 2006 in Ahmedabad, Gujarat, India reaffirmed both the HFA Priority for Action 3 “Use knowledge, innovation and education to build a culture of safety and resilience at all levels” and the UN Millennium Development Goal 2 to “Achieve universal primary education” by year 2015. Recognising that every child has both the right to education and the right to safe and sustainable living, set the goal to achieve “Zero Mortality of Children in Schools from Preventable Disaster by the year 2015”. The Ahmedabad Action Agenda for school safety covers:

I. DISASTER REDUCTION EDUCATION IN SCHOOLS

Top Priority
• Include disaster risk reduction in the formal curriculum at both primary as well as secondary levels
• Promote disaster risk reduction through co-curricular activities in school acknowledging that children in schools need to develop “survival/life skills” first, along with “academic inputs”

By 2015
• Promote exclusive initiatives among children in schools that make them leaders in risk reduction in the community
• Ensure effective partnership among schools to share risk reduction education and achieve higher levels of school safety.

II. DISASTER RESISTANT SCHOOL INFRASTRUCTURE

Top Priority
• Complete risk assessment and safety measures must be undertaken to ensure zero potential damage to new school building
• Mandatory safety audit of all existing school buildings with respect to their location, design and quality of construction and prioritising them for demolition, retrofit or repair.

By 2015
• Develop, implement and enforce codes with the performance objective of making all new school buildings ready for immediate occupancy following any disaster to serve as shelters of safe havens for the community as well as to restore educational functions in the shortest possible time.

III. SAFE SCHOOL AND COMMUNITY ENVIRONMENT

Top Priority
• Mobilise parent, student, local community and school staff to champion school safety.

By 2015
• Schools to prepare and implement school safety plans including measures to be taken both within school premises and in the immediate neighbourhood. This must include regular safety drills.
• Promote active dialogue and exchange between schools and local leaders including police, civil defence, fire safety, search and rescue, medical and other emergency service providers.
• School children must practice safety measures in all aspects and places of their lives.

IV. ADVOCACY AND GOVERNMENT POLICY ON SCHOOL SAFETY

Top Priority
• A policy on school safety which would eventually be integrated with the existing policies on school education must be framed.

By 2015
• Enforce policy through budgetary allocation, strategic programs and effective monitoring.
### Teacher Training For DRR

**Iran:** Teacher guides are prepared to support teachers in the transfer of disaster risk reduction knowledge and teacher training is organised through continuing education courses designed to reach head teachers.

**Fiji:** The first ever 3-day disaster management training courses for teachers were held in Fiji in 2006, a collaboration between the South Pacific Applied Geo-science Commission, the Asia Foundation and the National Disaster Management Office.

**Sri Lanka:** Following the 2004 Tsunami under leadership of the Ministry of Education and the national Institute of Education and with support from German Technical Cooperation, Eco Education and India’s National Institute of Disaster Management, concerted effort was undertaken to integrate disaster risk reduction into the school curriculum and train teachers for its implementation. The development of a child-centred and practical skills curriculum and a strategy for reaching the faculty of the National College of Education, which will lead to 6,000 teachers being trained, has resulted in a model to be replicated in India, which provided initial expert support.

### DRR through Curriculum Integration or Curriculum Infusion

**Bangladesh:** Since 1997 children from grades 6-8 read a chapter on Disaster Management.

**Madagascar:** With 38 natural hazard events internationally recognised as disasters over 35 years, Madagascar began efforts to make school buildings cyclone resilient and has now successfully mainstreamed disaster risk reduction into school curricula with a students’ manual and teachers’ guide.

**Sierra Leone:** Preparation of state bodies and the public for inclusion of DRR into the school curriculum has begun with outreach to 2,500 students, teachers and staff members in four prominent primary schools in Freetown, during their morning assemblies. An inter-primary school quiz was broadcast on national TV and radio, raising public awareness.

**South Africa; East London, Eastern Cape Province:** A school competition that enables students to demonstrate their knowledge on disaster risk reduction through art, music and drama was singled out as a best practice for replication in two other provinces. Multi-stakeholder cooperation, local media interest supported the children in reaching the entire community.

**Vietnam:** The Red Cross Society has developed curriculum materials and trained trainers reaching more than 15,000 teachers and 500,000 children in 30 communes. Training to teachers and children continues in 8 coastal provinces. The program has led to successful massive typhoon evacuations and decrease in loss of life.
Disaster Risk Reduction through Informal Education

India, Uttar Pradesh: School communities in Uttar Pradesh have made extensive use of street theatre, magic shows and puppetry to convey disaster risk reduction messages. Collaboration between performing artists and disaster risk reduction experts has led to creative and engaging educational scripts.

Cape Verde, Praia & Santo Domingo: 7,000 students in two cities participated in a project of the National Civil Protection Service with the Ministry of Education and other governmental organisations, learning risk awareness and prevention and practicing evacuation drills.

Mali: The Ministry of Education and Directorate of Civil Defence planned a sure way to introduce disaster risk reduction messages to build resilience to drought, locust invasions and flood by introducing disaster prevention messages on the covers of children’s exercise books (providing a total of 8 sides of information). This simple, straightforward and cost-effective way of raising awareness in schools even before mainstreaming DRR into the curriculum has already reached more than 25,000 students with the help of the Young Business Owners' Federation.

Disaster Drills

Philippines: Using participatory risk assessments, parents and children in an urban neighbourhood began to think about flood risks. Parents made life vests for the children, and initiated drills at a nearby swimming pool.

Colombia, Bogotá: All schools in Bogotá carried out a simultaneous earthquake simulation drill on Disaster Prevention Day in early October, part of a strategy to promote the formulation of risk management plans in the cities 400 academic institutions. A teacher’s guide explains fundamental concepts, how to construct risk scenarios, tools for risk reduction and the application of protocols for a school risk management plan. The School Committee includes principal, teachers, students, and staff and organises and trains a recommended 10% of the school community in brigades focusing on response skill development.

Nepal, Malawi, Haiti, Ghana, Kenya, Bangladesh: International NGO Action Aid embarked on a 5-year project to reduce vulnerability to natural disasters by making schools in high-risk places safer. In the first year of the Bangladesh project, local NGO Sustainable Development Resource Centre worked with ten local non-governmental schools; students were trained, teachers participated in school contingency planning for disaster risk reduction and learning materials were tested.
School Retrofit

**Turkey, Istanbul:** Following the 1999 Kocaeli earthquake, schools 60km away in Istanbul were assessed; 820 of 1,651 schools had sustained damage. Thirteen were immediately identified for replacement. When retrofit proved too costly 22 more were added to this list. 59 schools were strengthened, and 59 repaired.

**Nepal, Kathmandu:** A vulnerability assessment of 1,100 buildings in 643 public schools revealed that an alarming 60% of buildings are highly vulnerable even under normal conditions. A rolling demonstration project is underway that undertakes retrofit of a school while simultaneously training local builders in techniques of disaster-resilient construction and training teachers, students and parents the basics of risk mitigation and preparedness. “Protection of Educational Buildings against Earthquakes.” Extensive public participation through a district level advisory committee, school management committee and school earthquake safety committee and student club, created a replicable model.

Communities Assess Hazards, Vulnerabilities, Capacities

**Nepal, Bhaktapur, Syangja & Chitwan:** The Nepali Red Crescent Society is working in more than 450 communities prone to earthquakes, floods and landslides. School students are involved in hazard mapping and vulnerability and capacity assessments in their communities. Using peer learning sessions and competitions, students have raised funds for awareness and mitigation work.

**Philippines, Banaba:** A regional NGO, the Centre for Disaster Preparedness, and local environmental coalition Buklod Tao (People Bonded Together) pioneered the development of Child Oriented Participatory Risk Assessment and Planning Tools, engaging children and parents in participatory hazards, vulnerability and capacity assessment. The resulting action plan led to mothers producing life vests for children, flood evacuation drills with children using life vests in local swimming pool, and disaster preparedness education messages conveyed through banners in each of 7 neighbourhoods.
Session 18: Country Team Planning: Capacity Building, Contingency Planning, DRR and EiE in Education Sector Policy

Time: 150 or more minutes

Learning Objectives
At the end of this session participants will begin to:
- Identify plans for rolling out Education in Emergencies Training at national or sub-national levels.
- Identify priority actions to create or strengthen preparedness or contingency plans at national and sub-national levels, including the implementation of action plans.
- Identify priority actions, including advocacy, for mainstreaming emergency education and disaster risk reduction into national education sector planning, policy, and budgeting so that education in emergencies is addressed in a more systematic and sustainable manner.
- Identify priority actions for strengthening education cluster/sector coordination mechanism.

Key Messages and Learning Points
- Preparedness actions coordinated and completed prior to an emergency are essential in order to enhance the effectiveness of the response.
- Contingency planning identifies vulnerabilities and likely emergencies in a geographic location and requires that the education sector prepare to respond with minimum levels of preparedness based on capacities of agencies and needs of the likely emergency.
- Capacity building at all levels – individual, agency and institutional – is the single most important preparedness measure.
- In the education sector, capacity building requires identification of partners, capacity mapping, training, and sector development and coordination at national and sub-national levels.
- An important goal of planning is to mainstream education in emergencies into the national education sector plan including policies and budget.

Preparation, Resources and Support Material

Resources / Materials needed:
- Flipcharts, markers
- Session 18 slide presentation
- Handout 18:1: Country Team Action Planning Template
- Handout 18.2: Planning of Roll out of Frontline Responders Training
- Handout 18.3: EiE Preparedness Planning Checklist
- Handout 18.4: Policy Advocacy Checklist
- Handout 18.5: Checklist of Sub-National Education in Emergencies Cluster/Sector Actions with Timeline

Preparation for this session:
- Prior to the session, take the small cards that have been submitted during the preparedness reflection time after each session, type and circulate them at the start of the session. Re-tape the small cards prior to the session.

Session Outline

<table>
<thead>
<tr>
<th>Content</th>
<th>Timing</th>
<th>Instructional Activity</th>
</tr>
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</table>

1. Introduction to country team planning

120 minutes

1. Tell participants that they now have an opportunity to develop action plans in one or more of the following areas, depending on their needs and priorities:
   1) Roll out of EiE Frontline Responders Training and/or DRR training at national or sub-national level
   2) Preparedness or Contingency Planning
   3) Advocacy for EiE and DRR policy

2. Ask country teams to identify one or more priority areas and use the planning templates provided to identify actions that need to be taken to implement their priorities.

3. Briefly review the planning templates.
   - Handout 18.1: Country Team Action Planning Template
     This is a summary planning template with different options.
   - Handout 18.2: Planning of Roll out of Frontline Responders Training
     This is a template for roll out training for both Frontline Responders and DRR
   - Handout: 18.3: Preparedness Planning Checklist
     This is a template for actions to be taken to strengthen preparedness planning
   - Handout: 18.4: Policy Advocacy Checklist
     This template identifies a range of policy goals for EiE and DRR that require advocacy and policy development.
   - Handout: 18.5: Checklist of National Sector/Cluster Coordination Actions with Timeline
     This template helps the education sector develop or strengthen a coordination mechanism for EiE

3. Give country teams 70-120 minutes or more as needed to identify their priority areas and identify actions. Country teams may want to develop plans on soft copies of the planning templates. Or they can write plans on chart paper/the templates provided. These can be collected by CEE/CIS Regional Office and serve as the basis for further country technical assistance and monitoring. Resource people should circulate among the country teams to assist in planning.

2. Country team reports

30 minutes
1. Ask country teams to present a brief report of their planned actions in the areas of priority they have identified.

2. After the reports ask teams to identify their technical assistance needs in order to implement their priorities.

3. Conclude with a statement from resource people and agencies represented about the types of resources and initiatives that countries can access when they return to their countries.
## Areas of Priority

<table>
<thead>
<tr>
<th>Status</th>
<th>Gaps</th>
<th>Planning Steps</th>
<th>Agencies/People Responsible</th>
<th>By When</th>
<th>Resources/Technical Assistance Needed</th>
</tr>
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</table>

### 1. Actions to roll out EiE Frontline Responders and DRR Training at national or sub-national levels

### 2. Actions to strengthen DRR, preparedness and/or contingency planning at national and sub-national levels, including action plans

### 3. Actions for mainstreaming EiE and DRR into education and other national policies

### 4. Actions to strengthen or create sector/cluster coordination mechanisms at national/sub-national level

### Other
**Handout 18.2: Planning Roll-Out of EiE Training/Capacity Building CEE/CIS Region**

Considerations for planning roll out training/capacity building in education in emergencies preparedness, response or disaster risk reduction

<table>
<thead>
<tr>
<th>Issues/needs to be addressed</th>
<th>Responses to issues/ needs</th>
<th>Needs for technical assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 <strong>Target geographic areas of country for EiE training</strong></td>
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<tr>
<td>What regions of the country are at risk of natural disaster or conflict that will affect education? What are priority regions?</td>
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<tr>
<td>What, if any, initiatives in emergency education preparedness/contingency planning, DRR, school safety, etc, exist? If they exist, what are the gaps that would be addressed with a workshop?</td>
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<tr>
<td>What institutional initiatives, policies and agencies will be partners in EiE training? DoE, national/regional disaster management agency, INGOs, NGOs, UNICEF, Red Cross, etc.</td>
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<td>2 <strong>Identify long term strategy for capacity development based on needs. Some options:</strong></td>
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<td>Education sector teams/working groups established and prepared to respond to emergencies at national/sub-national/district levels</td>
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<td>Development/refinement of contingency plans at national/sub-national levels for likely emergencies</td>
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<td>Implementation of action plans to prepare and respond to emergencies, e.g., stockpile materials, train teachers, establish guidelines for temporary learning spaces, etc.</td>
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<td>?-ring of trainers process for DRR at school and community level in place</td>
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<tr>
<td>3 <strong>Target group(s) to participate in workshop(s)</strong></td>
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<tr>
<td>Local education officials</td>
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<td>INGO and NGO representatives</td>
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<tr>
<td>UNICEF</td>
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<tr>
<td>Save the Children</td>
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<tr>
<td>Teachers</td>
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<tr>
<td>Community based organizations</td>
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<td>4 <strong>Learning outcomes – what do you want participants to be able to do as a result of the workshop?</strong></td>
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<td>1. Understand elements of EiE and disaster risk management, including EiE preparedness, EiE response, EiE recovery and</td>
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<tr>
<td>1.</td>
<td>reconstruction and education disaster risk reduction.</td>
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<tr>
<td>2.</td>
<td>Development of a disaster risk management/ contingency plan for education to incorporate at (national or regional or district) level.</td>
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<tr>
<td>3.</td>
<td>Train teams of district/regional education in emergency responders to conduct training at sub/national level in components of education sector preparedness and response.</td>
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<td></td>
<td>Train trainers to train teachers, PTAs and students in conducting school risk assessments and develop and implement school safety plans</td>
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<td>5</td>
<td><strong>National or sub-national workshop(s)</strong></td>
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<td></td>
<td>Do you want teams from regions be brought to central place for national level workshop?</td>
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<td></td>
<td>Do you want to hold several workshops at sub-national level?</td>
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<td></td>
<td>Do you want to train people to roll out training at sub-national level?</td>
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<tr>
<td>6</td>
<td><strong>Priority content for EiE/DRR training and capacity building?</strong> Identify priority content after reviewing Facilitators Guide and needs. Topic selection based on need, current capacity and country specific factors</td>
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<td>7</td>
<td>Determine length and timing of workshop(s)</td>
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<tr>
<td>8</td>
<td>Materials needed/what needs to be changed or adapted to country or local contexts?</td>
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<tr>
<td>9</td>
<td>Other issues/needs to be addressed</td>
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<tr>
<td>Components of Education in Emergencies</td>
<td>Preparedness Actions</td>
<td>Agency Responsible?</td>
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</tr>
<tr>
<td>1. Cluster/sector coordination mechanism at national and sub-national levels</td>
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<td>2. Education assessment including information management system</td>
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<td>3. Response planning</td>
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<tr>
<td>4. Human and financial resources</td>
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<td>5. Education Supplies</td>
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<tr>
<td>6. Temporary learning spaces</td>
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<td></td>
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<tr>
<td>7. Psychosocial support and strategies</td>
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<td>8. Emergency education curricula</td>
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<td>9. Mobilising and training teachers and education personnel</td>
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<tr>
<td>10. Rehabilitation and construction of schools</td>
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<tr>
<td>11. Resumption of formal education</td>
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<tr>
<td>12. Monitoring and evaluation</td>
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<tr>
<td>Options for EiE/DRR policy</td>
<td>Status</td>
<td>Advocacy actions needed</td>
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<tr>
<td>Permanent emergency education focal point in the Ministry of Education</td>
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<td>MoU or ToR between government, UNICEF and Save the Children on roles and responsibilities for emergency education</td>
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<tr>
<td>EiE and DRR part of education sector planning</td>
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<tr>
<td>Annual funding allocations for emergency education</td>
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<tr>
<td>Establishment of institutional linkages between MoE and national disaster management agency</td>
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<tr>
<td>EiE is part of national and/or regional disaster management /emergency contingency plans</td>
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<tr>
<td>Disaster risk reduction</td>
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<td>- National or provincial school building standards that are disaster resistant</td>
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<td>- Disaster risk reduction curricula mainstreamed in the national syllabus</td>
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<tr>
<td>- National policies on school safety planning</td>
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<tr>
<td>Certification and compensation policies for emergency teachers</td>
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<tr>
<td>Other</td>
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</tbody>
</table>
Supplemental Sessions

Session 19: Education Response for Early Childhood Development in Emergencies

Session 20: Education Response for Adolescents in Emergencies

Session 21: Gender and Inclusion in Education in Emergencies

Session 22: Rehabilitation and Construction of Schools

Session 23: Emergency Education Preparedness and Response during and after Armed Conflict

Session 24: Education Response to Health Emergencies

Session 25: Contingency Planning

Session 26: Advocacy and Policy

Session 27: Linkages with other Sectors
Session 19: Education Response Planning for Early Childhood Development*

Learning Objectives

At the end of this session participants will be able to:
1. Identify the life cycle of early childhood development and risks of emergencies to young children
2. Explain the rationale for proving programming for young children during emergencies
3. Describe ECD programming and principles
4. Explain the cross-sectoral approach to ECD programming in emergencies
5. Identify possible actions that countries can take in advocacy, capacity development and policy to mainstream ECD in emergencies

Key Messages

- In emergency settings, young children’s developmental needs are often neglected, with serious consequences for growth and survival.
- Ensuring that early childhood care and development (ECCD) activities are targeted for all girls and boys affected by emergencies provides a strong foundation for good health, growth and success in education and life.
- A cross-sectoral approach to programming is necessary to achieve results
- Principles of ECD programming include:
  - Program integration
  - Participation by individuals, families and communities
  - Child-focused partnerships
  - Use of inherent strengths of local child-rearing practices
  - Use of intergenerational perspectives
  - Incorporation of diversity
  - Cost-effectiveness
  - Use of monitoring and evaluation

Time:
75 – 90 minutes

Method:
Presentations, group work

Resources / Materials needed:
- Laptop, projector, screen, flipcharts, markers, VIPP cards in different colours, tape on each table
- Participant Workbook or Facilitators’ Guide if a TOT

* Content for this session was adapted from a range of sources, including: “The Path of Most Resilience: Early Childhood Care and Development in Emergencies Principles and Practice,” draft paper prepared by the Consultative Group on ECCD Working Group on Emergencies and the INEE Task Team on Early Childhood; Lisa Long, Save the Children - ECCD in Emergencies “Principles and Practice.” www.ineesite.org
Handout 19.1: Sectoral Mapping of ECD in Emergencies
Handout 19.2: Cross-Sectoral Programming for Integrated Responses to Young Children in Emergencies
Handout 19.3: Country Planning Template for ECD in Emergencies

**Preparation for this session:**
- Review this session.
- Review Session 19 PowerPoint slides.

**CEE/CIS CD**
- INEE Early Childhood Brief
- *The Path of Most Resilience: Early Childhood Care and Development in Emergencies Principles and Practice*, draft paper prepared by the Consultative Group on ECCD Working Group on Emergencies and the INEE Task Team on Early Childhood
- Contents of UNICEF ECD Kit for Emergencies

**Session Outline**

<table>
<thead>
<tr>
<th>Minutes</th>
<th>Contents</th>
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<tbody>
<tr>
<td>20</td>
<td>1. Introduction and Rationale for ECD in Emergencies</td>
</tr>
<tr>
<td>50</td>
<td>2. Cross Sectoral Approach to ECD in Emergencies</td>
</tr>
<tr>
<td>25</td>
<td>3. Country Planning (optional)</td>
</tr>
<tr>
<td>5</td>
<td>4. Preparedness reflections</td>
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<td><strong>75 - 100</strong></td>
<td><strong>TOTAL TIME</strong></td>
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</table>

**1. Introduction and Rationale for ECD in Emergencies**

**20 minutes**

1. After summarizing learning objectives, explain that capacity for providing early child development programming in emergencies is related to the existing capacity and programs in countries.

2. Review the status of ECD in the CEE/CIS region by showing Slide #3.
   - Coverage and quality of early childhood education in Central Asia deteriorated due to transition.
   - Infancy to 3 was considered responsibility of parents and health care systems.
   - Growing acknowledgement of need to develop comprehensive ECD systems for parents and children starting from the prenatal period.
   - By 2004, the preschool gross enrolment rate rose to 27%.
   - In CEE, gross preschool enrolments also dropped but recovered by 2004 with average gross enrolment rate of 57%.
   - Great variation among the countries.
   - Children from the poorest backgrounds who stand to benefit most from ECD services most likely to be excluded from preschools.

3. Ask participants to describe the period of early childhood in the life cycle and what the needs of children are at each stage. After taking responses, explain that early childhood covers the period from
pregnancy, through transition from home (or an early childhood program), to and through the first grades of primary school. This time, from prenatal to eight years, is considered the most sensitive developmental phase in an individual’s life cycle. Review Slide #4.

<table>
<thead>
<tr>
<th>Developmental Needs and Approaches</th>
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<tbody>
<tr>
<td><strong>0-3</strong></td>
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<tr>
<td>• Nurturing parently/care giving</td>
</tr>
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<td>• Clean/safe environments</td>
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<tr>
<td>• Early stimulation, etc.</td>
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<tr>
<td><strong>3-6</strong></td>
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<tr>
<td>• Opportunities for learning/education through plan and socialization</td>
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<tr>
<td>• ECD programs help children’s transition to school and promote school success, etc.</td>
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<tr>
<td><strong>6-8</strong></td>
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<tr>
<td>• Child “readiness” for learning and school</td>
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<tr>
<td>• Active learning opportunities, etc.</td>
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<tr>
<td>• Parental “readiness” to be involved and supportive, etc.</td>
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</tbody>
</table>

4. Explain that in emergencies, young children’s developmental needs are often neglected, with serious consequences for growth and survival. Show Slides #5-7 and review the risk factors and impacts of emergencies on the development of young children.

5. Explain that research shows that ECD interventions during emergencies or crises can make children more resilient to the impacts. Show the following slides:

- Slide #8: Study of children ages 3-6 in Ugandan IDP camps showed less emotional distress, hyperactivity and attention problems, less peer interaction difficulties and fighting, more pro-social and cooperative behaviour, etc.
- Slide #9: Longitudinal studies show that unmitigated stresses in young childhood can have lasting effects.
  - Infants who have suffered deprivations do less well in school, have less chance of doing productive work and forming healthy relationships, and are more vulnerable to morbidity and mental illness.
  - Deprivations (nutritional, health related and psychosocial) in early childhood affect long-term growth and mental development including cognitive, emotional and psychomotor development.
  - Elevated stress hormones and altered key brain chemicals disrupt brain development and affect immune system, metabolic regulatory functions, and general mental health.
- Slide #10: Explain that the main finding of the research to date is that:
  - Child centered spaces in emergencies which support care givers and are nested in community are seen to increase cognitive functioning and socio-emotional competence of
children and to enhance well being of caregivers – with many overflow effects.

6. Review guidelines for ECD Programs and Principles
   • Design programs for all young children starting with prenatal
   • Seek program integration across sectors
   • Include participation by individuals, families, and communities; build caregivers’ capacities through support and training
   • Build on inherent strengths of local child-rearing practices
   • Utilize an intergenerational perspectives
   • Embrace diversity
   • Strive for quality programs
   • Incorporate monitoring and evaluation into programs
   • Develop early children education policies and programs prior to emergencies

2. Cross-Sectoral Approach for ECD Programming

50 minutes

1. Explain that the needs of young children in emergencies are holistic and can only be fully met through an integrated approach. Ask participants: *What sectors besides education need to be involved in programming for young children?*
   - Health (including maternal)
   - Nutrition
   - Protection
   - Water and sanitation

Exercise in Identifying Sectoral Responses for Young Children
1) Divide the participants into 5 groups.
   - Group 1: Education
   - Group 2: Health
   - Group 3: Nutrition
   - Group 4: Protection
   - Group 5: Water and Sanitation
2) Ask each group to brainstorm priority programmatic responses they would recommend for each sector. Ask them to put responses on individual VVIP cards. Give them 10 minutes.
3) Have each group post their cards under a sign for each sector on the wall.
4) Distribute Handout 19.1: Sectoral Mapping of ECD in Emergencies, and have participants do a gallery walk and compare their responses to those on the sector mapping matrix.

2. Ask Participants: *Why is it important to have cross-sectoral planning and implementation for ECD in emergencies?*

3. Show Slide #13, Cross Sectoral Approaches and review contents of slide:
   - The physical, intellectual, social and emotional aspects of a child’s development are interrelated and interdependent
   - Intervention in a single sector will provide only limited results
   - Requires coordination and communication between national authority departments or ministries; UN; NGOs; communities; and families
• Should be informed by a needs assessment
• Channeled through various clusters/sector - various entry points into which ECD can and should be mainstreamed.

4. Regroup the participants in new groups of 5, made up of one person from each of the sector groups for an exercise in cross-sectoral analysis and planning. Show exercise Slide #14.

   **Exercise in identifying cross-sectoral programming and planning**

1) Ask the new groups to respond to the following questions and give them 20 minutes to answer the questions:
    
   (1) *What are the points of overlapping programming for all sectors? Identify ECD entry points for collaborative planning and programming across all sectors.*

   (2) *How can sectors/clusters provide a holistic approach to meeting young children’s needs in emergencies? How can sectors provide effective joint programming? Identify what steps must be taken to implement cross-sectoral response planning in emergencies*

2) Have groups use Handout 19.2 to guide the discussion. Ask groups to prepare responses in diagram/chart format.

3) Ask groups to post their responses and appoint a reporter to share their work.

5. Show slide #15 and review child friendly spaces as entry point for cross-sectoral programs:
   • Safe, physical spaces for children to gather for protection and psychosocial support
   • A structured environment, predictable daily activities, and reestablishment of existing educational programs
   • A place where children can play, find creative expression and learn, surrounded by caring adults
   • Health promotion for children and caregivers through the education of staff in hygiene and physical hazards as well as disease diagnosis, prevention, treatment, immunization
   • Nutrition and therapeutic feeding; breast feeding
   • Space for community involvement/engagement in humanitarian activity. Parents/community volunteers/care givers can gather to organize or conduct training and response planning for all sectors
   • Space for interaction of children and caregivers
   • WASH facilities nearby (within safe distances) for children and caregivers

6. Conclude with Slide #16: Challenges and Opportunities. Review the contents of the slide.

### 3. Ideas for country program planning (Optional)

**20 minutes**

1. If time permits and if participants come from multiple countries, ask participants to regroup in country teams. Distribute Handout 19.3: Country
Planning Template for ECD in Emergencies.

2. Explain that in order to plan effectively for ECD in emergencies, it is important to take action in 4 key areas:
   - Capacity development
   - Advocacy and communication
   - Networking
   - Policy and planning

Exercise in Country Planning
1) Ask teams to brainstorm actions they would take in order to prepare for and respond effectively in providing integrated ECD in emergencies.
2) Give teams 10 minutes to brainstorm.
3) In plenary, ask each team to respond to only one of the four areas.

4. Preparedness reflections

5 minutes

   a. Explain that in the previous exercises participants identified some actions for cross-sectoral planning for ECD programming. Now ask participants to address the education sector.
   b. Ask participants what preparedness actions the education sector should take and have them write down one idea on one VIPP card. Have them post them on the Preparedness Wall. Take a handful of responses.
## HANDOUT 19.1 Sectoral Mapping of ECD in Emergencies

<table>
<thead>
<tr>
<th>Sector</th>
<th>Activities</th>
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<tbody>
<tr>
<td><strong>Birth to One Year</strong></td>
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</table>
| **Education** | o Provide safe place for children to explore/play/establish CFS  
 o Locate qualified teachers/caregivers or train volunteers  
 o Plan awareness raising activities for parents/caregivers  
 o Provide safe, age appropriate play materials/ ECD kits  
 o Encourage parents/caregivers to stimulate children  
 o Encourage host families to provide safe space for children |
| **Health** | o Provide prenatal support to pregnant mothers (nutritious food, care, advice, birth plans, check ups, birth kits etc)  
 o Establish newborn care facilities  
 o Organize immunization program  
 o Provide basic health care information to mothers and caregivers on prevention and treatment of diarrheal and respiratory diseases |
| **Nutrition** | o Encourage exclusive breastfeeding  
 o Find surrogate mothers to breastfeed separated/orphaned babies  
 o Provide formula for the cases where no other options are feasible  
 o Provide sufficient infant formulae, clean water and guidelines  
 o Provide nutritious food to mothers and toddlers  
 o Raise awareness of parents and caregivers about nutrition  
 o Provide supplementary food where necessary |
| **WASH** | o Guarantee availability of adequate, safe water  
 o Install sufficient, accessible latrines and provide potties  
 o Develop awareness of importance of personal hygiene to mothers and caregivers and provide soap  
 o Distribute jerry cans and washing basins  
 o Establish baby bathing centers  
 o Ensure there is adequate monitoring and maintenance of latrines and water supplies |
| **Protection** | o Counselling and psychosocial support for caregivers and families  
 o Provide non discriminatory practices  
 o Create a close, safe environment for communities within the camp  
 o Support caregivers to create and develop attachment bonding with children and host families/caregivers  
 o Promote and encourage the older children to play and care for the younger ones |

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<thead>
<tr>
<th><strong>One Year to Three and a half years</strong></th>
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### Education
- Ensure ECD is part of education
- Assessment tool – children 0 to 8/preg and breastfeeding mothers
- Look for existing ECD systems, structures
- Identify trained/qualified adults/caregivers
- Train volunteers (adults and older children)
- Select and make appropriate materials
- Establish mother and childcare spaces
- Parent education – childcare, health, nutrition, hygiene, san, protection
- Organize play activities for children, parents, caregiver
- Establish process and outcome indicators and a monitoring system

### Health
- ECD part of needs assessment tool
- Arrange vaccination/immunization of young children
- De-worming, hygiene education, ORS
- Organize parenting health care orientation
- Establish referral based services – (HIV/AIDS)
- Set up baby clinics with ante-natal and post-natal services
- Establish growth monitoring facilities in clinics
- Organize periodic height/weight monitoring at clinics/CFS
- Longer term periodic visits from health workers/local government officials.
- Community health workers engaged and trained

### Nutrition
- ECD part of needs assessment tool
- Ensure appropriate food available for this age group AND for lactating mothers (coordinate feeding time with CFS)
- Secure space for mothers to breastfeed in CFS
- Include essential behavior in parenting programs.
- Regular visits to CFS to assess nutritional status of children, growth monitoring
- Referral system for undernourished cases, supplementary feeding/micronutrients
- Establish positive interaction between mothers and children

### WASH
- Ensure ECD part of needs assessment tool
- Safe water available in sufficient quantities in CFS
- Hand washing baby friendly (appropriate height etc)
- Children trained in hygiene behavior/toilet training
- Provision of sufficient functional toilets with water supply (app size etc)
- Set up baby bathing stations
- Arrange for safe disposal of faeces and hand washing (demonstrations)
- Hygiene kits

### Protection
- Ensure ECD part of assessment tool
- Ensure identification, reunification of separated children, make provisions if no family located
- Identification and referral system for children with disabilities
- Mental health and psychological support for children and caregivers
- Information campaign and preventive measures against trafficking (abuse)
- Ensure birth registration through awareness raising campaign
- Check safety in CFS (safe environment)
<table>
<thead>
<tr>
<th><strong>Three and a half to Five Years</strong></th>
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<tbody>
<tr>
<td><strong>Education</strong></td>
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<tr>
<td>- Establish temporary ECD centers/community pre-school and home-based ECCD</td>
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<td>- Recruit and train volunteers/core mothers and train them</td>
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<td>- Create safe places where children can play, involve community</td>
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<td>- Provide play materials/help community create their own</td>
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<td>- Mobile library</td>
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<td>- Establish management committee/network</td>
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<tr>
<td>- Training/orientation of caregivers/facilitators</td>
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<tr>
<td><strong>Health</strong></td>
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<tr>
<td>- General health checkups/screening, early identification of symptoms of illness (referral to mobile clinics)</td>
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<td>- Immunization</td>
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<tr>
<td>- Health education through parenting education and at CFS</td>
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<td>- Demonstrations of ORS preparation</td>
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<td>- Personal hygiene (health promotion)</td>
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<td>- Stimulation through education</td>
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<td>- Vitamin A through nutrition</td>
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<td>- De-worming/anti-helminth medicine distribution</td>
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<tr>
<td><strong>Nutrition</strong></td>
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<tr>
<td>- Training and orientation of caregivers</td>
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<tr>
<td>- Targeted feeding at CFS</td>
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<td>- Distribute essential vitamin supplements at centres (Vit A etc)</td>
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<tr>
<td><strong>WASH</strong></td>
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<tr>
<td>- Coordinate to ensure safe &amp; sufficient water supply for age group</td>
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<tr>
<td>- Ensure provision of child friendly latrine facilities at CFS and home (small sanpan/potty) and safe disposal of excreta with information dissemination of safe practices</td>
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<tr>
<td>- Facilitate hand washing practices in ECD centers, CFS and schools (child-to-child, parents)</td>
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<tr>
<td>- Introduce safe drinking practices (child-to-child, parents)</td>
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<tr>
<td><strong>Protection</strong></td>
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<tr>
<td>- Wherever possible keep children with their mothers and other caregivers</td>
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<tr>
<td>- When children are separated, identify orphans and vulnerable children</td>
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<tr>
<td>- Establish an identification and reunification system</td>
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<tr>
<td>- Support parents and caregivers with psychosocial services</td>
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<td>- Organize play facilities for vulnerable children</td>
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<tr>
<td>- CFS/FTR</td>
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<tr>
<td><strong>Five to Eight Years</strong></td>
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<tr>
<td><strong>Education</strong></td>
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<tr>
<td>o Form School Management Committee</td>
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<td>o Identify &amp; train facilitators</td>
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<tr>
<td>o Create safe spaces for play and recreation activities</td>
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<tr>
<td>o Provide temporary learning spaces for regularly scheduled education opportunities</td>
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<tr>
<td>o Provide learning materials (school-in-a-box, school supplies, books)</td>
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<tr>
<td>o Parenting/caregiver education</td>
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<td>o Provide information and skills in health, hygiene, sanitation,</td>
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<tr>
<td><strong>Health</strong></td>
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<tr>
<td>o Establish health check ups and follow ups (weekly for first 2 months, then twice a month)</td>
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<td>o Link up with mobile clinic, arrange regular visits to learning space</td>
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<td>o Set up immunization for all children at safe spaces</td>
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<td>o Provide a health record card for each child</td>
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<td>o Volunteer identification and training, teach prevention and first aid</td>
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<td>o Provide and display IEC material</td>
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<td>o Establish First Aid/ORS/basic medicines available at safe spaces</td>
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<tr>
<td><strong>Nutrition</strong></td>
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<tr>
<td>o Establish school feeding program</td>
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<tr>
<td>o Distribute micronutrients (x2) per child per week</td>
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<tr>
<td>o Provide meals in safe spaces</td>
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<tr>
<td>o De-worming</td>
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<td>o Monitor nutritional status in health check up and referral system, identify early warning signs for malnutrition</td>
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<tr>
<td><strong>WASH</strong></td>
</tr>
<tr>
<td>o Establish 2 toilets per safe space</td>
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<tr>
<td>o Provide water points for safe spaces</td>
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<tr>
<td>o Arrangement for regular maintenance</td>
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<tr>
<td>o Hygiene kits</td>
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<tr>
<td>o Vector control</td>
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<tr>
<td>o Appropriate tools for young children to wash hands/defecate etc</td>
</tr>
<tr>
<td><strong>Protection</strong></td>
</tr>
<tr>
<td>o Register children separated from parents.</td>
</tr>
<tr>
<td>o Set up child tracing and reunification system, coordinate with camp MTG committee &amp; facilitate reintegration</td>
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<tr>
<td>o Set up referral and counseling for children and caregivers</td>
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<tr>
<td>o Develop psychosocial activities</td>
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<tr>
<td>o Develop child-to-child self protection systems</td>
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<tr>
<td>o Organize home visits</td>
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<tr>
<td>o Register all children attending safe spaces, monitor attendance and provide follow up</td>
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</tbody>
</table>
1. What are the points of overlapping programming for all sectors? Identify ECD entry points and roles of each sector. Use the responses from the first exercise and those on the sector map in Handout 19.1.

<table>
<thead>
<tr>
<th>Overlapping Responses</th>
<th>Education Role</th>
<th>Protection Role</th>
<th>Health Role</th>
<th>Nutrition Role</th>
<th>WASH Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 1</td>
<td>Set up child friendly spaces</td>
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<td>Activity 2</td>
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<td>Activity 4</td>
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2. How can sectors/clusters use a holistic approach to meeting young children’s needs in emergencies? How can sectors provide effective joint programming? Identify what steps must be taken to implement cross-sectoral response planning in emergencies.

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Before an emergency</th>
<th>During an emergency</th>
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<tbody>
<tr>
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<tr>
<td>Step 2</td>
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<td>Step 3</td>
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</table>
### COUNTRY PLANNING TEMPLATE

<table>
<thead>
<tr>
<th>Objectives</th>
<th>To integrate ECD in Emergencies into National Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What</strong></td>
<td><strong>Who</strong></td>
</tr>
<tr>
<td>Capacity Development:</td>
<td></td>
</tr>
<tr>
<td>Advocacy &amp; Communication:</td>
<td></td>
</tr>
<tr>
<td>Networking:</td>
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<tr>
<td>Policy &amp; Planning:</td>
<td></td>
</tr>
</tbody>
</table>
## ECD Programmes: Checklist for Supporting Children, Parents, and Communities

### For Children:
- re-establish safety, security and protection
- secure their physical well-being through proper nutrition and health care
- encourage them to continue normal activities
- help them to understand their experiences by giving more information
- help them to process their sensory impressions and emotions

### For Parents:
- give them information about normal behavior problems of children exposed to violence
- provide information on appropriate methods of behavior management
- help them to overcome their own loss and grief
- support and guide them to provide their children with appropriate care and education
- give practical assistance in restoring basic household functions

### For Communities:
- maintain or restore basic public services
- include all members of the community in reconstruction activities
- offer community meetings and facilitate mutual support
- foster cultural traditions that strengthen people’s sense of identity and belonging
- promote communication between community groups
- facilitate political understanding
- encourage religious practice
Session 20: Education Response for Adolescents in Emergencies

Learning Objectives
As a result of this session participants will be able to:
1. Identify the needs, protective factors and rights of adolescents
2. Describe the impact of emergencies on adolescents and associated risks
3. Identify programmatic approaches to adolescents in emergencies and needs for inter-sector collaboration in design and implementation

At the end of this session participants will be able to:

Key Messages
- Adolescents have needs/protective factors that may be undermined during emergencies, exposing them to risks.
- Programming for adolescents in emergencies should take into account their needs, rights to maximize their opportunities for participation, education, access to health and safety information, social connection.
- Inter-sectoral collaboration is essential in adolescent programming in emergencies since adolescent needs cut across health, education, protection, and participation.

Time: 90 minutes

Method:
Presentation, group work, case studies

Resources / Materials needed:
- Laptop, projector, screen, flipcharts, markers, VIPP cards in different colours, chart paper, tape on each table
- Participant Workbook or Facilitators’ Guide if a TOT
- Handout 20.1 Key Needs/Protective Factors for Adolescent Development and Well-being
- Handout 20.2: Case Studies in Adolescent Programming
- Handout 20.3: Adolescent-friendly Programmes and Policies

Preparation for this session:
- Review this session.
- Review Session 20 PowerPoint slides.
- Prepare six signs on chart paper for needs of adolescents: safety, self-worth, self-efficacy, sense of purpose, social connection and place on the wall.

Resources on CEE/CIS CD
- “Adolescents in Emergencies” Background Paper, Dr. Helen Cahill, Sally Beadle and Johanna Mitch, Youth Research Centre, University of Melbourne, Parkville, Australia, 2010
Session Outline

<table>
<thead>
<tr>
<th>Minutes</th>
<th>Contents</th>
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<tr>
<td>25</td>
<td>1. Adolescent development, needs/protective factors and rights</td>
</tr>
<tr>
<td>25</td>
<td>2. Impacts of emergencies on adolescents and approaches to reducing impacts</td>
</tr>
<tr>
<td>35</td>
<td>3. Case studies in adolescent emergency programming and inter-sectoral approach (protection, UNFPA, health)</td>
</tr>
<tr>
<td>5</td>
<td>4. Preparedness reflections</td>
</tr>
<tr>
<td>90</td>
<td>TOTAL TIME</td>
</tr>
</tbody>
</table>

1. Adolescent development, needs/protective factors and rights

25 minutes

1. Tell participants that they will address programming for adolescents in emergencies. This has been a neglected area of emergency response programming until recently. In subsequent sessions in the training they will incorporate emergency response interventions for adolescents in the emergency scenario they are developing in other sessions.

2. Young people’s rights and constructive capacities are regularly overlooked in humanitarian and post-emergency development responses since the focus has been on primary school age children.

3. Show slide #3 and explain that the UN age-based definition of children and youth is as follows:
   - Children: Under age of 18 years
   - Adolescents: Age 10-19 years
   - Young people: Age 10-14 years
   - Youth: Age 15-24 years

4. Ask participants to define adolescence. Take responses and then make the following points, showing slide #4-5: Adolescence is described as a period of transition:
   - Physical, intellectual and social changes from childhood to adulthood
   - Cognitive thinking from the concrete operational towards the abstract
   - Sense of identity and self-awareness
   - Transformation of economic, legal and political status
   - Preparation for the adult roles of worker, citizen, community participant, spouse, parent, and household manager
   - Capacity development
   - Increased vulnerability and risk, especially for girls
   - Lack of power - legal, political, social and economic compared with adults

Point out that adolescence is culturally defined and different from country to country.
• Girls and boys may be expected to ‘grow up’ in different ways and at different speeds.
• Disadvantaged or poor young people may be expected to ‘grow up’ earlier than their wealthy peers who may go through a prolonged period of ‘adolescence’ with extended time energy invested into education as a preparation for their adulthood.
• Adolescence as a distinct phase began to be recognized in 19th century.

5. Ask participants what adolescents need for well being and development? What are the conditions that protect them from risks? Take a few responses.

6. Then show Slide #6, **Key needs/protective factors of adolescents**. Explain that the resilience approach to promoting adolescent wellbeing identifies five key needs/ protective factors which contribute to healthy adolescent development and the capacity to deal with adversity.
   - **Safety** – food, water, shelter and protection from pain or harm. I am safe.
   - **Self-worth** – feelings of dignity and respect, freedom from stigma or discrimination. I am respected and valued.
   - **Social connection** – feelings of belonging and acceptance from a social group, positive relationships with key adults, family and peers. I am wanted and needed. I can contribute and be contributed to.
   - **Self-efficacy** – feelings of control and agency, capacity to learn and to manage and shape aspects of their environment, capacity to manage and moderate the expression of their own emotions, capacity to do things to look after themselves. I can do things to look after myself and others. I can learn. I can control the way I behave.
   - **Sense of purpose, hope or meaning** – belief in a possible future, hope for future prospects and a capacity to de-personalise the experience of extreme adversity. Life is worth living. The future is worth striving for. I am not to blame for the things I cannot change in the world around me.

7. Explain that in addition to needs and protective factors, adolescents also have **rights**, which are stressed in a rights based model of adolescent development, regardless of their circumstances, emergency or non-emergency. **What are the rights of adolescents?**
   Take responses and show Slide #7.
   - To participate in matters that affect their lives
   - To be involved in family and community matters
   - To freely express their views and opinions
   - To access services and policies that promote their survival and personal development, including health care, education, skills and vocational training
   - To have protection against violence, discrimination, exploitation and abuse
2. Impacts of emergencies on adolescents and approaches to overcoming impacts and increasing resilience

30 minutes

1. In emergencies, adolescents are particularly vulnerable to the impacts of both natural disaster and conflict. Tell participants that they will look at the needs of adolescents just presented and examine the impacts of emergencies in each of these areas.

Exercise
1) Tell participants to use Handout 20.1 in their books. Divide participants into 5 groups and assign each group one of the needs/protective factors of adolescents:
   - Group 1: Safety
   - Group 2: Self-worth
   - Group 3: Social connection
   - Group 4: Self efficacy
   - Group 5: Sense of purpose
2) Ask groups to brainstorm a list of impacts of emergencies which will undermine the need/protective factor that they are asked to examine. Put one impact on one VIPP card and place the cards under the sign made of their assigned need. Give groups 10 minutes to complete their cards.
3) Invite participants to stand up and move to the wall with the signs and cards under them for a gallery walk.

2. Show Slide #10 as a summary of some of the key impacts.

3. Now ask groups to brainstorm a list of approaches that will reduce the impacts of emergencies in their assigned groups. Ask groups to put their lists on a piece of chart paper. Have each group report on 3 priority approaches. They can get ideas for the chart on Handout 20.1.

3. Case studies in adolescent emergency programming and inter-sectoral approaches

30 minutes

1. Explain that with greater focus on adolescent emergency programming, more documentation, case studies, and evaluations of programs have provided new understanding of promising approaches and programmes.

2. Explain that there are some key principles of effective adolescent programming drawn from best practice:
   - Context-appropriate. Relate realistically and responsively to the cultural, political, economic and social circumstances of the particular situation;
   - Rights based. Advance the rights of adolescents;
   - Participatory. Seek the active participation of adolescents (in needs
analysis, planning, design, implementation or evaluation phases);

- **Protective.** Promote protective factors associated with adolescent wellbeing and/or reduce risk factors associated with harmful outcomes for youth.

3. Tell participants that they will review country case studies of adolescent programming in emergencies in the CEE/CIS region. Groups will be assigned different case studies to analyze according to principles of effective adolescent programming and adolescent needs and rights in emergencies.

**Exercise**

1. Divide participants into 5 groups.
2. Use case studies on Handout 20.2. Assign case studies as follows:
   - Group 1: Case Study 1: Turkmenistan: Reproductive Health
   - Group 2: Case Study 2: Kosovo: Child Friendly Schools
   - Group 3: Case Study 3: Georgia Human Rights Youth Project
   - Group 4: Case Study 4: Georgia: Youth Houses
   - Group 5: Case Study 5: Ingushetia: Emergency Education
3. Review the assigned case study. Analyze it according to:
   - Principles of adolescent programming
   - Rights of adolescents in emergencies
   - Needs/protective factors in emergencies
4. Be prepared to give a brief report to the participants summarizing the program and describing how the programme adheres to principles, rights and needs.

4. Now ask participants
   - What sectors are involved in adolescent programming in emergencies?

Responses might include:
- Education
- Health
- Protection
- HIV/AIDS
- Water and Sanitation
- Shelter

When designing responses for adolescents in the education sector, it is crucial to collaborate with other sectors given the interconnected needs of adolescents.

5. Ask groups to name the different sectors involved in the programmes described in their case studies.

**4. Preparedness reflections**

**5 minutes**

1. Ask participants to think about what would need to be put in place prior to emergencies in order to respond with appropriate programmes during emergencies.
2. Ask participants to record their responses on VIPP cards. The cards should be added under the sign **Education Response Planning** on the
Preparedness Wall.

1 The content of this session was adapted from several sources: The participation of children and young people in emergencies, UNICEF EAPRO, October 2007 and “Adolescents in Emergencies Background Paper, Dr. Helen Cahill, Sally Beadle and Johanna Mitch, Youth Research Centre, University of Melbourne, Parkville, Australia, prepared for Workshop in Adolescents in Emergencies, UNICEF APSSC, May 2010. Background paper is included in the CEE/CIS CD in this training package.
<table>
<thead>
<tr>
<th>Key needs /protective factors for adolescent development and wellbeing</th>
<th>Enhance protective factors by ensuring:</th>
</tr>
</thead>
</table>
| **1. Sense of safety and security** – food, water, shelter, medicine and protection from pain or harm. *I am safe.* | • Systems in place to ensure adequate food, water, shelter, hygiene and protection  
• Family care and protection  
• Rights respected and protected |
| **2. Self-worth** – feelings of dignity and respect, freedom from stigma or discrimination, engagement in meaningful activity. *I am respected and valued.* | • Equitable treatment regardless of gender, ethnicity, religion, ideology  
• Rights respected and protected |
| **3. Social connection** – feelings of belonging and acceptance from a social group, positive relationships with key adults, family and peers. *I am wanted and needed. I can contribute and be contributed to. I can listen and be heard.* | • Schools / safe spaces for education available to all young people  
• Opportunities to participate |
| **4. Self-efficacy** – feelings of control and agency and autonomy; capacity to learn, to manage and shape aspects of their environment, to manage and moderate the expression of their own emotions, to take look after themselves. *I can do things to look after my self and others. I can learn. I can control the way I behave. I can influence my environment.* | • Life skills education  
• Peer education  
• Vocational skills  
• Opportunities to participate Contribution to care of family and community  
• Education is a right |
| **5. Sense of purpose, hope or meaning** – belief in a possible future; hope for future prospects; capacity to de-personalise the experience of extreme adversity. *Life* | • Education  
• Participation in community and family activity |
is worth living. The future is worth striving for. I am not to blame for the things I cannot change in the world.

Handout 20.2 Case Studies in Adolescent Programming

CASE STUDY 1: TURKMENISTAN: REPRODUCTIVE HEALTH

Peer Education Training of Trainers in Reproductive Health: Turkmenistan

With the support of UNFPA Country Office, Y-PEER Turkmenistan worked with national partners to organize a seven-day Training of Trainers (ToT) workshop entitled, “Basic Principles of Peer Education in Adolescent Reproductive Health”. The Turkmenistan Youth Union and the Ministry of Health & Medicine - Health Information Centre - are instrumental partners for Y-PEER Turkmenistan, and helped launch the training on 10th June 2010.

Immediately following this training, the four-day “Theatre-Based Peer Education (TBPE) Workshop” commenced, concluding on 21st June 2010. The ToT was organized to strengthen the capacity of 25 selected youth leaders and peer educators from each province in Turkmenistan on various social issues, and to design and deliver high-quality peer education training programmes at the national level. The ToT also aimed to establish national Y-PEER trainers throughout the country by building the capacity of peer educators to train other trainers in communicating reproductive health messages for adolescents and young people.

The participants of the TBPE training learned a more specific craft: communicating educational and life skills to their peers through ‘edutainment’, or educational entertainment. Y-PEER International Master Trainer and International Coordinator, Mr. Davron Mirsagatov, further explained, “This training is tailored for young peer educators so that they can learn new skills and techniques to deliver information and carry out peer-education activities for young people with the use of theatre performances. Through the training sessions, participants will learn how to develop a play from scratch and how to communicate sensitive and often taboo information relating to health to an audience.”
CASE STUDY 2: KOSOVO: CHILD FRIENDLY SCHOOLS

Child Friendly Schools: Kosovo

From May 2002 World Vision Kosovo has been implementing a 9-month Pilot School Project funded by UNICEF. The project aims to empower children, youth, local educators and local communities to be actively engaged in the establishment and maintenance of an innovative rights based, gender sensitive, child friendly education model. Participatory methodologies such as Participatory Rural Appraisal (PRA) and Participatory Learning and Action (PLA) are used, and community facilitators are trained to work with the entire community but with a special focus on children, youth, women and educators. The main activities include:

- Creation of a Healthy School Environment
- Various multiethnic interactive activities for children and youth
- Establishment of Parents and Teachers Associations (PTA)
- Participatory School-Assessment
- Child Rights Workshops for pupils, teachers and PTA members
- Study Tours
- Development of School Improvement Plans

During the first phase of the project, the initial child friendly pilot model promoting peaceful coexistence and tolerance, minority inclusion, quality education, equal educational opportunities for all, child rights, physical and mental wellbeing and development of sustainable life skills was established in all six targeted schools in both designated municipalities.

Challenges facing the project include the persistence of stereotypical mentalities resulting from the former socialist system, unwillingness of many teachers to accept innovative education ideas and methodologies, as well as set perceptions of roles and relationships in traditional Kosovo society where children and women’s voices are hardly heard. Each of these factors hamper a paradigm shift towards a contemporary quality educational system. In the environment of the ongoing school reform in Kosovo, the innovative rights based and child friendly pilot school model needs to be consolidated and expanded. An efficient education system can be a catalyst to break the vicious cycle of ethnic conflict and hostility among the various multi-ethnic communities, and the schools that promote multi-ethnic co-existence, tolerance, peace and inclusion for all will play an active role in attaining positive changes in the whole society. World Vision plans to implement a second phase of the project targeting the six initial pilot school communities as well as 12 respective peer school-communities in both designated municipalities. The main emphasis of the program is to enhance the community to mobilize its inner resources and networks, increase local participation in decision making, build awareness of human and civil rights, strengthen the community’s capability to make authorities accountable, establish the linkages between community and policy makers and intensify the leadership and organizational skills within various community groups with inclusion of the most marginalized groups.
## CASE STUDY 3: GEORGIA: HUMAN RIGHTS YOUTH PROJECT

### Human Rights Youth Project: Georgia

Violence, bloodshed, displacement and hate have characterized the last decade in Georgia and the Caucasus region. In the southern Georgian regions of Samtskhe-Javakheti and Kvemo Kartli, bordering Armenia and Azerbaijan, there is an urgent need for intervention in the lives of its minority youth, including minority ethnic groups to increase tolerance for difference and break the cycle of segregation, distrust and misunderstanding. World Vision International in Georgia, together with World Vision Germany have created a three year project to develop and implement effective national measures to combat discrimination on the grounds of racial or ethnic origins. The primary goal is to develop and implement effective national measures to combat discrimination on the grounds of racial or ethnic origins.

Other related goals include providing an opportunity for youth participation in discussion of these measures, so that policies may be created through the dialogue and involvement of the youth themselves. It is hoped that through communication and understanding, these youths will have the capacity to identify themselves with those from other backgrounds, be included as contributing members of society, experience a greater tolerance for difference, and even begin to celebrate it. By creating community centres where youth from various ethnic and religious backgrounds can interact and be participants in a structured environment, World Vision hopes to promote inclusion and combat the regional trend towards the ethnicization of socio-economic conflict.

The project will offer the following activities to youth, which will promote child/youth participation:
- Civic awareness classes, which may consist of discussion surrounding the plight of females living in villages, including kidnapping, forced marriage and women’s health education; arts and creativity classes to improve communication, enhance mutual understanding and provide an opportunity for self-expression and an environment of openness and freedom of speech; Georgian language courses and discussions about democracy, human rights & gender equality; sports programs, competitions and cultural festivals to promote a multi-ethnic Georgia; small business & computing training as required.

The three-year project will target the following groups: 900-1600 Georgian male & female nationals, from various ethnic backgrounds between the ages of 12-20, indirect beneficiaries which include the educators and sports trainers, police, local administrators & the Ministry of Education & Sport, and society at large through increased social harmony. The greatest anticipated challenge will be the coordination of so many youth groups from different backgrounds who come with varied expectations and perceptions of the problems and potential solutions.
Ongoing hostilities in Abkhazia (the north-western autonomous region of Georgia), following 18 months of armed ethnic conflict in Georgia, resulted in the destruction of homes and schools and shattered the lives of the region’s inhabitants. Ethnic Abkhaz remained in the territory (about 17 percent of the original population), while ethnic Georgians fled to Georgia. Abkhazia is now isolated, its borders closed to the world pending a political settlement of the conflict. Many Georgians who once lived a pleasant country life in the sub-tropical climate of Abkhazia are now living in cramped, dirty hotels in Tbilisi and other cities, away from the gardens they once tended. Friends and families have been separated and are living in an environment of hopelessness and poverty. The Youth Houses were created to give hope to the children, to build a better future for the region.

The Youth House project was designed to provide a safe environment for youth between the ages of 10 and 16, to enjoy extra-curricular and academic activities, to receive psychological assistance for post-war trauma, and to promote community relations, expanding possibilities for all youth in the region. There are now 4 youth houses: two youth houses in Abkhazia, one in Sukhumi (since 1998) and one in Ochamchira (2001); one in the Georgian capital of Tbilisi (1998); and one in Zugdidi (1999). The Youth Houses offer classes after school in English, computer training, art, music, journalism and dance. The Youth Houses each have teachers as well as psychologists on staff.

Psychologists work in close cooperation with the teachers to identify problems, track the progress of the youth, and offer psychosocial counseling on an individual and group basis, including play therapy. The Youth Houses assist the youth in creating and maintaining recreational clubs and activities. Different clubs have been created to accommodate the demands by the youth for increased activities. Young people enrolled in the journalism section, for example, work in cooperation with journalist consultants to publish their own monthly Youth House newspapers.

The participants are vulnerable youth from diverse categories – internally displaced persons, national/ethnic minorities, and orphans and youth from the public school system who do not normally have access to the opportunities offered at the Youth House. In this manner, the project avoids the “ghettoization” of any particular group of adolescents and also fosters understanding between diverse groups to eliminate stereotyping.

One of Youth House project’s key objectives has been to provide training to local managers to develop the Youth Houses into independent, local non-governmental organizations (NGOs). The registration of Tbilisi and Sukhumi Youth Houses as independent and self-sustaining local NGOs has been an indicator of the significant success of the Youth House project. Under the current sub-grant agreements with each of the four Youth House NGO partners, UMCOR continues to provide assistance to increase the internal and external capacity of each respective Youth House. The management staff of the Youth Houses are working with the respective communities to identify target beneficiaries, as well as to help establish links with local and international organizations. Community support is essential to the success of the project and participation is strongly encouraged. To date, parents and other adult volunteers have contributed their services to special events, and a Volunteer Parents Association has been established. United Methodist Church volunteer teams as well as individual volunteers from the USA spend a considerable amount of time at the Tbilisi and Zugdidi Youth Houses teaching classes, conducting seminars on health and other issues, helping club activities and leading field trips.
CASE STUDY 5: INGUSHETIA: EMERGENCY EDUCATION

Emergency Education: Russian Federation, Ingushetia

Since 2000, young people have played an essential role in the design of the emergency education programme for internally displaced persons from Chechnya, in 16 settlements throughout Ingushetia. Their biggest achievement is their ability to upgrade the nonformal education programme to a more formal system. Through community meetings and participatory research, as well as meetings between youth leaders and teachers, young people and their parents choose the format of the education program. Based on the need of the youth, some changes have been made to the programme. Young people carry out activities for children in classrooms during the academic year and during the summer programme.

Specific activities include:
- Education program in each settlement where children/youth study curriculum of the Russian Ministry of Education and receive grade and graduation certificates
- Vocational training for women from youth up to age 35
- General vocational training program for youth up to age 25 (skills include tailoring, culinary arts, electronics, and carpentry, accounting, computers, and English - all are 3 month courses and certificates are given at completion)
- Youth leaders who serve as teacher aides in formal classrooms and lead recreation activities for children
- Theme based youth clubs (run by teachers and youth leaders) in each school
- Summer recreational program (youth leaders/teachers organize activities and field trips for children)
- Sports centre (children and youth are bussed there during the week for phys. ed. classes)
Empowerment of adolescents as a force and resource for their own survival, development and protection
- Education and life skills
- Livelihood skills and opportunities
- Legal status of adolescents
- Access to information and knowledge about sexuality, HIV/AIDS, rights, protection, education and livelihood opportunities
- Adolescents express themselves and are being listened to
- Participation of adolescents in society
- Adolescent-led associations

Services and resources
- Adolescent-friendly services that provide access to adequate information, are confidential and affordable, involve adolescents in service planning and provision, and build trust between adolescents and service providers (e.g. health, reproductive health, counselling, protection and support during crises, reducing injuries, violence and substance use)
- Broader and more equitable education opportunities and a positive school environment
- Livelihood opportunities; active labour market measures for older adolescents and youth
- Access to protective resources, such as condoms, helmets, needles (needle exchange programmes rather than criminalization of drug users)

Supportive environment
Young people need positive support from families, communities, service providers and peers to live in a safe and supportive environment which reduces risky behaviour and supports adolescent development. Such an environment consists of:
- Positive community values and spiritual beliefs
- Positive relationships with adults and peers in the community
- Non-violent conflict resolution approaches
- Structure and boundaries for behaviours
- Encouragement of self-expression and opportunities for participation with their contributions being valued
- Minimal risk of injury, exploitation or disease
- Social support structures
Session 21: Gender and Inclusion in Education in Emergencies

Learning Objectives

At the end of this session participants will be able to:

1. Recognise that gender and other differences are socially constructed and that they may ultimately affect life opportunities and choices unequally
2. Identify the barriers that affect girls and other excluded and vulnerable groups’ access to education outside of emergency contexts, including community beliefs, economic, infrastructure, education and policy barriers
3. Recognise that the impact of emergencies on girls and other excluded groups such as Orphaned and Vulnerable Children and children with special needs can exacerbate these barriers
4. Develop strategies to support the MoE to promote more gender-equitable and inclusive practices in both emergency and recovery responses including for the prevention of gender based violence in schools in emergency contexts

Key Messages

- Education strategies should be responsive to gender and excluded groups and have equitable focus on all children.
- In an emergency situation, workloads and physical, emotional and psychological safety are often further compromised. In many cases, girls and other excluded groups are often the first to be deprived of their educational rights.
- Community beliefs and practices, together with economic, infrastructure, policy and educational barriers, are some of the obstacles that impact differently on girls and other excluded groups and their access to learning opportunities.
- Community-based and policy strategies and practices can be implemented to ensure access to education for girls and excluded groups in both emergency and recovery responses.

Time:
75 minutes

Method:
Presentation, role play, brainstorm, group work

Resources / Materials needed:
- Laptop, projector, screen, flipcharts, markers
- Role play cards
- Handout 21.1: Definitions and Key Concepts used in the Discussion of Gender
- Handout 21.2: Some Barriers to Access to Education Exacerbated in Emergencies
- Handout 21.3 Tool: Inclusion Strategies for Education in Emergencies
- Handout 21.4: Prevention Strategies in Schools for Sex and Gender Based Violence

Preparation for this session:
- Review this session
- Review Session 21 PowerPoint slides
CEE/CIS CD
- Guinea and Sierra Leone: Mitigation of Sexual Abuse in Guinea
- Central African Republic: Girls Participation and Hygiene Kits
- Democratic Republic of the Congo: Girls' Discussion Groups and Hygiene Kits
- Nepal: Integrated Former Girl Combatants
- Gender Teacher Training – NRC
- Pocket Guide on Inclusion – INEE
- Embracing Diversity Tool Kit – UNESCO
- IASC Guidelines for Gender Based Violence Interventions

Session Outline

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<thead>
<tr>
<th>Minutes</th>
<th>Contents</th>
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<td>1: What is a gender perspective?</td>
</tr>
<tr>
<td>30</td>
<td>2: Impact of emergencies on girls and other excluded groups – role play</td>
</tr>
<tr>
<td>30</td>
<td>3: Barriers to education and strategies for overcoming barriers for girls and other excluded groups</td>
</tr>
<tr>
<td>5</td>
<td>4: Slide show on case studies in programmatic responses to overcoming barriers</td>
</tr>
<tr>
<td>5</td>
<td>5: Preparedness reflection</td>
</tr>
<tr>
<td>75</td>
<td>TOTAL TIME</td>
</tr>
</tbody>
</table>

1. **What is a gender perspective?**

5 minutes

1. Explain that this session will explore the impact of emergencies on girls and other excluded groups, particularly related to access to education. But first it is important to review some concepts about gender and equity.

2. Ask participants what we mean by a gender perspective?
   Take 3 – 4 responses from the group.

3. Add/clarify the following points, referring participants to Handout 21.1: Definitions and Key Concepts used in the Discussion of Gender.

   **A gender perspective:**
   - Acknowledges that socially constructed roles and responsibilities are assigned to women and men in a given culture or location and that societal structures support them.
   - Promotes participation of men and women to have equal access to resources and equal opportunities to exercise control.
   - Assesses the implications for women and men, girls and boys of any planned actions, and makes the issues and experiences of both sexes an integral part of the development and implementation of policies and programmes.
   - Is critical to ensuring that all girls and boys are able to benefit equally from education in emergencies and beyond.

2. **Impact of emergencies on girls and other excluded groups – role play**

30 minutes
(10 minutes)
1. Remind participants that in Session 1, the group examined the impact of emergencies on girls and other excluded groups. Have the group list some of the impacts, especially as they relate to access to education.

2. Ask participations: 
   *In addition to girls, what other excluded groups experience barriers to access to education as a result of emergencies?*

   Ensure that the following groups are mentioned and show the accompanying slides of each of these groups:

   1. Girls/boys
   2. Children with disabilities
   3. Refugees and internally displaced children
   4. Ethnic or religious minority communities
   5. Former combatants
   6. Separated children / orphaned and vulnerable children (OVC)
   7. Rural children / children from pastoralist communities

**Note to Facilitator: If the trainees have a high level of understanding of gender and inclusion issues, the role play can be eliminated to save time. Role play cards can be distributed to groups for the next exercise.**

---

**Exercise: Role Play in Exclusion**

1. Tell participants that they will now be assigned to develop and perform a brief, 2 minute role play that illustrates the impact of emergencies and barriers to access to education on one of the groups identified.

2. Divide participants into 7 groups of 3-6 participants and assign one of the excluded groups to each role playing group.

3. Tell groups that they need to design a role play with all or some of the group members. On each role card there are several suggestions to get them thinking about a scenario they might play, but they are free to invent one from their own country experience that shows inequity for their group regarding access to education. Remind participants that they have to invent characters that will act out the scenario.

4. Tell groups that they have only 5 minutes to develop the role play.

5. Call time and have each group perform its role play. Tell the audience that while they are watching they should write down the type of inequity or barrier to education the role play is depicting. After each role play ask participants:
   - *What excluded group is being depicted?*
   - *What type of inequity or barrier is being depicted?*

   Wait until all role plays are completed before the plenary discussion.

5. In plenary, ask participants:
   - *What issues did the role-plays portray?*
   - *Were they reflective of what might happen in real life in their country?*
   - *Can you think of circumstances in which boys or men are discriminated against, in favour of girls and women?*
   - *What other role plays could they have performed to show relations between men and women in their local contexts?*
What impact do these situations have on girls’ and excluded groups’ education and development, compared to that of boys?

3. Barriers and strategies to education in and beyond emergency situations

30 minutes

(5 minutes)
1. Explain that participants will now have an opportunity to further explore the barriers to access to education for girls and other excluded groups in emergencies and brainstorm possible strategies to overcome those barriers.
2. In plenary, brainstorm with participants some of the barriers facing girls and others in education in emergencies. Write these on flipchart paper.
3. Explain that the barriers to education can be categorised into several areas. Refer participants to Handout 21.2. Barriers to education can be categorised as follows:
   - Community beliefs and practices
   - Economic barriers
   - Infrastructure barriers
   - Policy barriers
   - Educational barriers
4. Ask participants to give some examples in each of the categories

(25 minutes)

Exercise in Barriers to Inclusion and Strategies for Overcoming Them

1. Tell participants that they will continue to work in their 7 role play groups and will do the following:
   - On chart paper they will brainstorm a list of barriers to access to education for their assigned group. They should refer to the list of barriers and identify those most relevant to their assigned group.
   - They will then brainstorm a list of strategies to overcome these barriers. These can include programs, policies, community initiatives, etc. They can draw from their own experiences in their countries to improve access to education.
   - When they have finished they should tape their lists of barriers and strategies to the wall.
   - For the group assigned to GIRLS, it should also incorporate strategies to protect against sex and gender based violence. They should refer to Handout 21.4 Prevention Strategies in Schools for Sex and Gender Based Violence, for ideas.
2. Participants should identify the appropriate INEE MS, such as:

   INEE MS Domain 2: Access and Learning Environment
   Standard 1: Equal access. All individuals have access to quality and relevant education opportunities.

   INEE MS Domain 5: Education Policy
   Standard 1: Law and Policy Formulation. Education authorities prioritise
continuity and recovery of quality education, including free and inclusive access to schooling.

3. When groups have finished, do a plenary gallery walk and have group reporters highlight 3 barriers and strategies. Ask for comments from the other participants.

4. Case studies in programmatic responses to overcoming barriers to inequities (Optional)

15 minutes

Note to facilitators: If time permits refer participants to the case studies in the APSSC CD to read on their own. Either duplicate the case studies or have them read them on computers if they are available.

1. Have participants review the four case studies to improve access to education for girls and other excluded groups in emergencies.
   - Guinea and Sierra Leone: Mitigation of Sexual Abuse in Guinea
   - Central African Republic: Girls Participation and Hygiene Kits
   - Democratic Republic of the Congo: Girls’ Discussion Groups and Hygiene Kits
   - Nepal: Integrated Former Girl Combatants

2. Ask participants if they have tried the strategies in their own countries. Could they be adapted and used? If so who could take leadership?

5. Preparedness reflection

5 minutes

1. Conclude by asking participants what the implications are for establishing inclusive policies and practices for girls and other excluded groups during the preparedness phase and what action can be taken.

2. Write suggestions on VIPP cards and put them on the Preparedness wall under the Gender and Inclusion sign.
ROLE PLAY CARDS ON GENDER AND EXCLUDED GROUPS

SEPARATED CHILDREN
- Parents died in the emergency and children left on their own
- Parent left child to work in the city after emergency and child left with relatives
- Parent died in emergency and child had to drop out of school and go to work

GIRLS
- Forced to drop out of school to care for other siblings
- Trafficked by ring of traffickers from an IDP camp after an emergency
- Family can’t afford to send both boy and girl children to school after emergency so girls forced to drop out
- Forced into an early marriage by parents after emergency

CHILD COMBATANT / FORMER CHILD COMBATANT
- (Girl) Recruited by armed group during conflict to cook and provide comfort to men
- (Boy) Recruited by armed group, forced to leave school and can’t return
- Former combatant who is discriminated against in his/her community upon return and isn’t accepted into school

CHILD DISABLED BY THE EMERGENCY OR DISABLED PRIOR TO THE EMERGENCY
- Child lost a leg in the emergency and can’t get to the temporary school since it’s too far away
- Child has learning disabilities and the temporary school set up after the emergency doesn’t have a program for him/her

REFUGEES AND INTERNALLY DISPLACED CHILDREN
- Children crossed the border from their country due to emergency but host country is not allowing them to participate in emergency education classes

ETHNIC OR RELIGIOUS MINORITY COMMUNITIES
- Religious minority group is placed in a separate IDP camp after an emergency and aid agencies are slow to provide assistance, including temporary education facilities
- Language of instruction of emergency education classes are not in ethnic group’s mother tongue

RURAL CHILDREN / CHILDREN FROM PASTORALIST COMMUNITIES
- Children from remote rural areas cannot access the temporary education services that the education sector has established
- Children from pastoralist families must help their families tend to their animals and their schedules and movements don’t permit easy access to education in emergencies
- Children whose fields were damaged in the emergency must help their families replant and cannot afford to return to school
Gender – determined by cultural and social expectations of what it is to be masculine or feminine in a particular cultural or social setting.

Sex - the biological and physiological characteristics of females and males, and the differences between them based on the female and male reproductive systems. These are universal and fixed before birth; they are more or less unchangeable.

Gender analysis – systematically gathering and examining information on differences between girls and boys, men and women and the social relations between them to identify, understand and address inequalities that affect their ability to develop and enjoy their rights.

Gender-aware – the ability to understand that differences between girls and boys, men and women are constructed on the basis of everyday learned behaviour and values, and that they may ultimately affect life opportunities and choices unequally. Being gender-aware implies a continuous process of reflection on the impact of activities on gender relations and seeking to actively engage girls and boys, men and women in this process.

Gender equality – the absence of discrimination on the basis of sex, when girls and boys, men and women have equal rights, responsibilities and opportunities in all spheres. This includes security, health, livelihoods, the care of home and dependents, taking part in public and political life and individuals being recognised, respected and valued for their capacities and potential as members of society.

Gender equity - ensuring justice in the distribution of resources, benefits and responsibilities between girls and boys, men and women. Recognising that power relations between them are not equal and that such inequalities should be addressed.
## HANDOUT 21.2: Some Barriers to Access to Education Exacerbated in Emergencies

<table>
<thead>
<tr>
<th>Category</th>
<th>Barriers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic and family resource barriers</td>
<td>• School tuition fees, clothing, books, supplies</td>
</tr>
<tr>
<td></td>
<td>• Clothing and shoes</td>
</tr>
<tr>
<td></td>
<td>• School books/supplies</td>
</tr>
<tr>
<td></td>
<td>• Household girls'/boys' work</td>
</tr>
<tr>
<td></td>
<td>• Childcare and domestic duties</td>
</tr>
<tr>
<td></td>
<td>• Agricultural and market duties</td>
</tr>
<tr>
<td></td>
<td>• Fetching wood, fodder and water</td>
</tr>
<tr>
<td></td>
<td>• Girls'/child malnutrition</td>
</tr>
<tr>
<td></td>
<td>• Disabilities</td>
</tr>
<tr>
<td></td>
<td>• Poverty</td>
</tr>
<tr>
<td></td>
<td>• Low status for women/other groups</td>
</tr>
<tr>
<td></td>
<td>• Parental illiteracy/lack of awareness about education</td>
</tr>
<tr>
<td></td>
<td>• Early marriage</td>
</tr>
<tr>
<td></td>
<td>• Family values</td>
</tr>
<tr>
<td>Policy barriers</td>
<td>• Insufficient national budget for primary/secondary education</td>
</tr>
<tr>
<td></td>
<td>• Absence of policies to address dropout caused by emergencies, pregnancy, displacement</td>
</tr>
<tr>
<td></td>
<td>• Absence of child labour laws</td>
</tr>
<tr>
<td></td>
<td>• Lack of enforcement of compulsory education policies</td>
</tr>
<tr>
<td></td>
<td>• Policy favouring boys/males as workers</td>
</tr>
<tr>
<td></td>
<td>• Fees policy</td>
</tr>
<tr>
<td></td>
<td>• The policy of free education is weak or not implemented</td>
</tr>
<tr>
<td></td>
<td>• Formulation of curricula</td>
</tr>
<tr>
<td></td>
<td>• Support of conventional role for women</td>
</tr>
<tr>
<td></td>
<td>• Education policy against married students</td>
</tr>
<tr>
<td>Infrastructure barriers</td>
<td>• Distance to school</td>
</tr>
<tr>
<td></td>
<td>• Absence of roads/transport</td>
</tr>
<tr>
<td></td>
<td>• Inadequate basic services in communities (e.g. water, electricity, fuel)</td>
</tr>
<tr>
<td></td>
<td>• Inadequate basic services in schools (e.g. separate, clean latrines)</td>
</tr>
<tr>
<td></td>
<td>• Absence of/poor facilities</td>
</tr>
<tr>
<td></td>
<td>• Poor design, not meeting pedagogical and cultural requirements</td>
</tr>
<tr>
<td>Community beliefs and practices</td>
<td>• Lack of knowledge of the social and private benefits of education</td>
</tr>
<tr>
<td></td>
<td>• Gender, cultural and other stereotypes</td>
</tr>
<tr>
<td></td>
<td>• Perceptions of insecurity</td>
</tr>
<tr>
<td></td>
<td>• Limited roles for girls, women and other disadvantaged groups</td>
</tr>
<tr>
<td></td>
<td>• Differential treatment of girls (e.g. poor nutrition and health care)</td>
</tr>
<tr>
<td></td>
<td>• Lack of economic and social opportunities for educated girls and other disadvantaged groups</td>
</tr>
<tr>
<td></td>
<td>• Early marriage</td>
</tr>
<tr>
<td></td>
<td>• Glorification of ‘motherhood’</td>
</tr>
<tr>
<td></td>
<td>• Female seclusion</td>
</tr>
</tbody>
</table>
- Sexual abuse/harassment
- Domestic violence

- Belief that girls should leave school as soon as they have enough education to make money
- Men viewed as breadwinners
- Inheritance patterns
- Male-dominated / majority group–dominated education system
- Gender differentiated child rearing practices

**Educational/school-based barriers**

- Lack of gender-sensitive and exclusion sensitive teachers, curriculum, materials
- Lack of role models
- School calendar/schedule in conflict with girls’ or rural children’s domestic or livelihood responsibilities
- Curriculum and instructional strategies not relevant to girls’ learning needs
- Language of instruction barriers for second language learners
- Threatening/non-supportive learning environment
- Expensive books/school costs/budgets/ school uniforms
- Teacher quality
- Poor management
- Lack of confidence in girls/other disadvantaged children as learners
- Unfair, corrupt or discriminatory scholarship practices at local or community level
**GROUPS**

<table>
<thead>
<tr>
<th>Group</th>
<th>Create access to education</th>
<th>Once there, aid learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>• Involve communities and local authorities in designing strategies to bring girls to school  &lt;br&gt;• Offer reduced or flexible hours in the classroom  &lt;br&gt;• Assess ways of ensuring safe routes to school  &lt;br&gt;• Install water points at schools  &lt;br&gt;• Improve the school environment to make it more accessible for girls, i.e. separate latrines for boys and girls  &lt;br&gt;• Engage women as members of school management committees  &lt;br&gt;• Identify the presence of women’s groups, which can encourage girls’ schooling  &lt;br&gt;• Support the formation of children’s advocacy groups in communities to encourage out-of-school children to attend  &lt;br&gt;• Provide training for female teachers and recruit them  &lt;br&gt;• Adopt appropriate targets for girls’ education in line with international goals (Millennium Development Goals, Education for All, etc.)  &lt;br&gt;• Waive school fees  &lt;br&gt;• Providing sanitary materials and facilities for girls and women teachers  &lt;br&gt;• Involving community members to ensure safe travel to and from school, particularly for girls</td>
<td>• Include gender issues in teacher training and training programs with education authority personnel  &lt;br&gt;• Ensure the physical environment is inviting for girls – safety, clothing, sanitary supplies  &lt;br&gt;• Review the curriculum for gender bias and adapt to combat stereotypes  &lt;br&gt;• Offer culturally appropriate sports and recreation activities for girls  &lt;br&gt;• Create mechanisms for girls to report sexual abuse (peer counsellor, trained teachers)  &lt;br&gt;• Disaggregate attendance by sex  &lt;br&gt;• Encourage the creation of a code of conduct for teachers if one does not already exist  &lt;br&gt;• Support children’s advocacy activities for girls’ education  &lt;br&gt;• Provide childcare for teenage mothers and for young mothers in teacher training programs  &lt;br&gt;• Provide school feeding programmes or take-home rations for girls (and for the babies of girl mothers)</td>
</tr>
</tbody>
</table>

| Children with disabilities | • Research government policy on children with disabilities and advocate at national and local level for inclusion  <br>• Outreach/sensitisation of community on importance of education for disabled children  <br>• Provide special transport when needed by bicycle, vehicle or wheelbarrow  <br>• Encourage teachers to meet with students individually to find out access needs  <br>• Identify numbers of disabled children and where possible numbers of children infected with HIV and children living with AIDS and insist on budget to support accessibility | • Hire and train teachers with disabilities  <br>• Provide awareness training on disability issues for teachers and students  <br>• Work with teachers to identify and cope with “hidden” disabilities, e.g. learning  <br>• Encourage teachers to profile students with special needs and track their progress  <br>• Adapt classroom and other school facilities where possible – seating arrangements, limit background noise, ensure good lighting, accessible latrines  <br>• Support development of a non-discriminatory curriculum and learning materials  <br>• Encourage teachers to use body language clearly to support learning for hearing-impaired children |
Refugees and internally displaced children
- Establish primary schools using curriculum from place of origin
- Build capacity of local schools to admit IDP children by upgrading facilities and furniture
- Provide supplies to children to encourage attendance
- Initiate school feeding programs if needed and agree as key strategy with education cluster
- Provide scholarships for children to attend secondary and higher education
- Create space within learning structures to focus on psychosocial support and healing
- Offer teacher training on managing large class sizes and psychosocial support
- Hire teachers form among refugees or IDPs
- Involve community members as volunteers as appropriate
- Offer out-of-school school activities for host and displaced children to interact informally
- Review teaching materials to ensure that they contain positive images of minority groups
- Hire and train teachers from minority groups
- Allow space in schedule for religious practices if necessary
- Promote a children’s group that focuses on learning and teaching about human rights and citizenship
- Use sport and recreation opportunities to assist integration of all children

Ethnic or religious minority communities
- Introduce bilingual teaching for children by making use of mother tongue
- Advocate for non-discrimination in education policy and practice
- Develop school policies that stress the importance of equal treatment with sanctions for discriminatory practices
- Include representatives of minority groups on school management committees
- Support development of learning materials to represent minority perspective/language
- Encourage adults from minority groups to take part in learning activities and work with teachers
- Introduce flexible hours in schools to allow for some income-generation needs
- Include skills training in schools
- Offer out-of-school activities for informal interaction with community children
- Create links to secondary and tertiary education
- Include life skills programs as appropriate – peace, health, HIV and AIDS education

Former combatants
- Review any education programs that may have been developed for former child soldiers in-country and build on these
- Offer accelerated learning programs to prepare children to return to school and re-enter the formal curriculum
- Work with transit centres to provide education either linked to the state system or focused on skills training
- Integrate education for ex-combatant children with provision for other children
- Locating schools and learning spaces close to the learners’ homes and away from different kinds of dangers, such as soldiers’ quarters and dense bush
- Train teachers on issues of former combatants and mechanisms of support
- Introduce flexible hours in schools to allow for some income-generation needs
- Include skills training in schools
- Offer out-of-school activities for informal interaction with community children
- Create links to secondary and tertiary education
- Include life skills programs as appropriate – peace, health, HIV and AIDS education

Separated children / orphaned and vulnerable children (OVC)
- Children should attend community schools and not “institutional” schools
- Individual children could be supported with school fees, uniforms and supplies
- Centres may need to provide skills training for adolescents
- Work closely with agencies responsible for reunification and tracing
- Train teachers on issues of former combatants and mechanisms of support
- Prepare teachers for greater importance of teacher-child relationship
- Regular contacts for children who live away from families should be supported
- Teachers should contact officials if they
Rural children

- Support alternative schooling for rural children such as radio or distance learning
- Make physical access to schools safe
- Prioritise teacher recruitment in rural areas
- Advocate for free education in rural areas
- Engaging girls and boys in the preparation of a ‘missing-out map’ — that is, a map of the children in the community who are currently not in school

- Ensure that rural children receive a quality education that is relevant to their needs
HANDOUT 21.4: Prevention Strategies in Schools for Sex and Gender Based Violence

From IASC Guidelines for Gender Based Violence Interventions in Humanitarian Settings (2005)

- Support the collaboration and combined efforts of relevant ministries in formalising protective mechanisms and standardised regulatory frameworks, which when in place are functioning and recognised by the highest level of community leaders
- Establish prevention and monitoring systems to identify risks in schools and prevent opportunities for teachers to sexually exploit or abuse students
- Include discussion of sexual violence in life-skills training for teachers, girls and boys in educational settings
- Provide materials to assist teachers that include information on sex or gender based violence and care for survivors (school kits)
- Ensure all teachers sign and understand a code of conduct
- Provide psychosocial support to teachers who are coping with their own problems as well as their students’
- Support the establishment of a mechanism for children that provides support and enables them to report sex or gender based violence
- Establish community based protection activities and mechanism in places where children gather for education
- Actively recruit female teachers
- Work with local authorities to develop and disseminate a code of conduct for teachers
Session 22: School Rehabilitation and Construction

Learning Objectives

At the end of this session participants will be able to:

1. Discuss roles of government and education partners in school rehabilitation/construction in emergencies
2. Identify appropriate design and building standards for school repair and construction, including community involvement, use of local materials, application of child friendly principles, cost effectiveness, application of disaster risk reduction principles
3. Identify the purpose of a school damage assessment and roles of agencies in supporting MoE to conduct assessments

Key Messages

- Governments should take a lead role in school repair and construction, with education partner agencies coordinating and supporting government.
- Communities and local education authorities should play a key role in the design and implementation of repair and construction programs.
- Repair and construction programmes should apply appropriate standards, including community involvement, use of local materials, child friendly principles, cost effectiveness, and disaster risk reduction or mitigation principles.

Time:

70 minutes

Method:

Presentation, case study, group work

Resources / Materials needed:

- Laptop, projector, screen, flipcharts, markers
- Handout 22.1: Roles of Stakeholders in School Repair and Construction
- Handout 22.2: School Design and Building Standards
- Handout 22.3: Sample Flow Chart in Prioritising and Assessing School Retrofit Projects
- Handout 22.4: Developing a Plan to Implement School Repair and Construction

Preparation for this session:

- Review this session
- Review the PowerPoint slides

CEE/CIS

- Guidance notes on Safer School Construction – INEE
- Child Friendly Hygiene and Sanitation Facilities in Schools

Session Outline

<table>
<thead>
<tr>
<th>Minutes</th>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>1. Key elements of school rehabilitation and construction</td>
</tr>
</tbody>
</table>
1. **Key elements of school rehabilitation and construction**

   **30 minutes**

   1. Open the session by saying that in the wake of an emergency, communities usually want damaged schools to be repaired as soon as possible, and in the transition to recovery, semi-permanent or permanent reconstruction should be planned and implemented efficiently.

   2. Show Slides #3-13, the slide presentation of the case study of school repair and construction in Afghanistan.

   3. In plenary, ask participants the following questions about roles of stakeholders in school repair and construction, drawing from information and best practices of the case study:
      1) **What is the role of government in school repair and construction?**
      2) **What is the role of donor agencies like the Agha Khan Foundation, World Bank, Asia Development Bank, etc?**
      3) **What is the role of UNICEF, Save the Children and other international agencies?**
      4) **What is the role of local communities? What are the benefits of community involvement?**

         Take 2-3 responses and then show slide #14 and review the benefits listed.

   4. Explain that while UNICEF played a major role in the Afghanistan project, it does not always become directly involved in large-scale reconstruction activities. Increasingly funds are flowing through the government if it has the capacity to manage large-scale repair and reconstruction. Ask the following questions of participants as representatives of government, and education partner agencies:
      - **In your experience what role has your agency played in school repair and reconstruction?**
      - **Does the government of your country have the capacity to receive donor funding directly and manage large scale construction projects?**

   5. Show Slide #15 and explain that education partners can serve in a supportive role in:
      - Providing limited funding for school damage assessments and minor rehabilitation of schools
      - Advocating for and providing technical assistance for child friendly designs in school rehabilitation
      - Assisting in coordinating of stakeholders at the local level, including local NGOs

         Point out that Handout 22.1: Roles of Stakeholders in School Repair and Construction lists a range of roles that government and partners can plan in the process.
6. Ask participants the following questions about building standards and design
   • What building standards and design elements were implemented in the Afghanistan case?
   • Do you have anything to add from your own experiences?
   Take 3-4 responses and then show slides #16-19. Tell participants to look at Handout 22.2: School Design and Building Standards. Ask them if they have anything to add to the list of standards and design elements.

2. Damage assessments and school retrofitting

10 minutes

1. Tell participants that they will now briefly address school damage assessments and school repair and retrofitting.

2. Explain that donors are often involved in conducting damage assessments in order to initiate the process of repair. Give the example of the Pakistan earthquake and show the accompanying Slide #20. Explain that after the Pakistan earthquake, the World Bank conducted a damage assessment and was involved in decisions about placement of new schools, to ensure that safety standards and hazards were taken into account.

3. Tell participants that it is critical to incorporate a human needs assessment and community involvement into these assessments in addition to structural damage assessment. Ask:
   • Why is this important?

4. UNICEF was involved in a human needs assessment, which addressed:
   o Child focused needs
   o Community needs, including decisions about school placement
   o Needs for physically disabled
   o Local culture and practices

5. Refer participants to Handout 22.3: Sample Flow Chart in Prioritising and Assessing School Retrofit Projects and show the corresponding Slide #21 of the chart.

6. Explain that it is necessary to assess whether damaged schools can be repaired. In addition, it is essential to consider the technical requirements of retrofitting the damaged schools to reduce the risk of damage in similar disaster events in the future – the concept of ‘building back better’.

7. Ask participants the following questions while viewing the flow chart:
   • Which agencies are responsible for conducting the assessment?
• How can they prioritise which schools get repaired first?
• What will determine whether schools are repaired and retrofitted against similar disasters – ‘building back better’?
• What is the role of the community in the assessment process and in the decision to repair or rebuild?

3. Planning school repair and construction

25 minutes

Plenary discussion of school rehabilitation and construction in Bangastan

1. Explain that participants will address the planning process for repair and construction of schools in the Bangastan scenario.
2. Refer participants to Handout 22.4: Developing a Plan to Implement School Repair and Construction. Ask the following questions regarding the process of school repair and construction for Districts 1, 2 and 3 of Buildastan.
   1) What activities would need to be undertaken to implement a repair and construction program?
   2) What agencies would be involved?
   3) What would be the roles and responsibilities of the agencies?
   4) How could they ensure community participation?
   5) What would be the greatest challenges in retrofitting schools to reduce future damage by likely subsequent flooding?
   6) Assuming it will take some time to complete the process, how can your districts begin formal education activities during construction?

4. Preparedness reflection

5 minutes

1. Conclude by asking participants what the implications are for preparedness planning with respect to school rehabilitation and construction?
2. Ask participants to record ideas on VIPP cards and place them on the Preparedness wall under the School Rehabilitation and Construction sign.
## HANDOUT 22.1: Roles of Stakeholders in School Repair and Construction
(Adapted from INEE Draft Guidance Notes)

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Example governmental bodies</th>
<th>Other stakeholders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hazard assessment</td>
<td>National or local emergency or disaster management agency</td>
<td>Scientific and technical research institutes</td>
</tr>
<tr>
<td>Building code enactment</td>
<td>National and/or state/provincial ministry and/or department(s) of public works, architecture and construction, municipal affairs and housing</td>
<td>Building industry entities, building product manufacturers</td>
</tr>
<tr>
<td>Building code enforcement</td>
<td>National, regional or district, or local government</td>
<td>Contract code enforcement, testing laboratories</td>
</tr>
<tr>
<td>Design and construction of schools</td>
<td>Ministry or department of education, public works; regional or local government</td>
<td>Private school owners, Materials suppliers, Construction companies, Professional engineering, architecture, and building associations, community</td>
</tr>
<tr>
<td>Maintenance</td>
<td>School district, Local school</td>
<td>Community</td>
</tr>
<tr>
<td>Provision or acquisition of school site</td>
<td>District or local government</td>
<td>Community</td>
</tr>
<tr>
<td>Land use planning</td>
<td>Ministry or department of planning or urban and rural development</td>
<td>Urban and rural planning organisations, Planning professional associations</td>
</tr>
<tr>
<td>Training provision and certification of contractors and construction workers</td>
<td>Ministry or department of vocational and technical training</td>
<td>Trade unions/associations, technical/vocational schools</td>
</tr>
<tr>
<td>Training provision and certification of engineers and architects</td>
<td>Ministry or department of education,</td>
<td>University degree programs, Professional associations, Private sector companies</td>
</tr>
<tr>
<td>Financing</td>
<td>Ministry or department of education or finance, Planning Commission, Program coordination unit</td>
<td>Donor organisations, Non-governmental organisations, INGOs, regional banks and other lenders</td>
</tr>
<tr>
<td>School administration</td>
<td>Ministry or department of education, school boards or districts,</td>
<td>School administrators associations</td>
</tr>
<tr>
<td>School–Community relations</td>
<td>Ministry or department of education, school boards or districts</td>
<td>Local schools, community-based organisations, non-governmental organisations</td>
</tr>
</tbody>
</table>
HANDOUT 22.2: School Design and Building Standards

- Community involvement in design, construction, maintenance
- Use of local materials and knowledge
- Application of child friendly principles
- Sufficient number of water points and latrines with gender separation and safety standards
- Access to solid waste disposal
- School locations adhere to standards for distances from home at primary and secondary level
- Cost effectiveness
- Application of disaster risk reduction/mitigation principles
- Location and design use hazard assessment data to reduce risks of future damage
- Students / classroom ratio
- Light / ventilation
- Design to accommodate needs of disabled students
- Special subject rooms
- Climate sensitive design
- Special geographical conditions
- Design for easy maintenance and repair
- Adapted to local conditions e.g. heat reduction or retention
- Design adjusted to locally available materials e.g. bricks, wood, bamboo
- Design adjusted to locally known construction methods e.g. bricklaying and carpentry
Other factors which may influence prioritisation:

- Disruption of school operations
- Availability of hazard data
- Accessible engineering analysis, design and construction expertise
- Resource mobilisation
- Political pressure
- Type of school (public, private, etc.)
- School calendar, occupancy
- Number of buildings and rooms
- Age of children
HANDOUT 22.4: Developing a Plan to Implement School Repair and Construction

District:
No of Schools to Repair
No of Schools to Build

<table>
<thead>
<tr>
<th>Activity</th>
<th>Who is responsible</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOU with implementing agencies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agreements at district level with implementing agencies</td>
<td></td>
<td></td>
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<tr>
<td>Coordination of community involvement</td>
<td></td>
<td></td>
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<tr>
<td>Communication/coordination plan</td>
<td></td>
<td></td>
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<tr>
<td>Damage and hazard assessments of damaged schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building code and standards enactment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Land acquisition for new schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contracting with construction firms and other organisations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procurement of materials</td>
<td></td>
<td></td>
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<tr>
<td>Training of workers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation</td>
<td></td>
<td></td>
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<tr>
<td>Quality assurance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintenance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assumptions:**
8. There is sufficient funding from donors to repair and rebuild.
9. The education authorities will lead.
10. Communities will play a key role.
Session 23: Emergency Education Preparedness and Response during Armed Conflict

Learning Objectives

At the end of the session participants will be able to:

1. Explain the impact of armed conflict on children and education systems
2. Identify international policies and decisions designed to safeguard children and education in armed conflict
3. Describe programmatic approaches to guaranteeing access to education during and after armed conflict
4. Describe peace education approaches to developing skills in peace building and democratic citizenship
5. Explain how education can be a strategy for reducing conflict and building peace

Key Messages

- International policy documents endorse the rights of children to education during armed conflict and stipulate that refusal of access to health, education and survival is a violation of children’s rights.
- Educational programming during armed conflict requires creative and flexible strategies, including distance learning, home and satellite schooling, and paraprofessional training, and may require negotiation with non-state entities.
- Other strategies to prevent attacks on schools may include community defence and negotiation with stakeholders to support children’s right to education.
- Peace education and education for peace are approaches to building institutions that promote democratic values and tolerance.

Time:
70 minute

Method:
Plenary session, case studies, group work

Resources / Materials needed:
- Flipcharts, markers
- Handout 23.1: The Impact of Armed Conflict on Children’s Right to Education
- Handout 23.2: Policies and Decisions for Safeguarding Children Affected by Armed Conflict
- Handout 23.3: Case Studies in Education Programming During and After Armed Conflict
- Handout 23.4: Approaches to Ensuring Access to Education During and After Armed Conflict
- Handout 23.5: Exercise in Preparedness and Response Planning for Education in Armed Conflict

Preparation for this session:
- Review the session
- Review the slide presentation
1. **Impact of armed conflict on access and policies and decisions for safeguarding children in conflict**

15 minutes

1. Ask participants to identify some of the impacts of armed conflict on children and the education system. Show corresponding slide and review the following points:
   - 50 per cent of the world’s 100 million out-of-school children are living in crisis or post-crisis countries
   - Schools are closed because of insecurity or destroyed during the fighting
   - Without education, children face a severely limited future and will lack the more complex skills needed to contribute to their society’s peaceful reconstruction and development
   - Without the stability and structure of education children are more vulnerable to exploitation and harm, including abduction, child soldiering and sexual and gender-based violence
   - During conflicts, children lose the sense of what it means to be a good citizen and how to live in a non-confrontational way

2. Tell participants that these key points are included in Handout 20.1, which they will use later in the session.

3. Ask participants if they know what policy documents are intended to safeguard children in conflict situations. Take 2-3 responses. Then review the following policy milestones from among those listed on Handout 23.2: Policies and Decisions for Safeguarding Children Affected by Armed Conflict and show the corresponding slide:
   - **1995**: UNICEF’s *The State of the World’s Children* on children in war, with the first child-based anti-war agenda
   - **1996**: Graca Machel’s report on the *Impact of Armed Conflict on Children* at the 51st session of UN General Assembly
   - **1998**: Rome Statute for ICC to adjudicate crimes against humanity and war crimes against children
   - **2005**: UN Security Council Resolution 1612 monitoring and reporting
4. Explain the particular importance of UN Security Council Resolution 1612 and show the corresponding slide. The Resolution:

- Identifies violations against children
  - Killing or maiming of children
  - Recruiting or using child soldiers
  - Attacks against schools or hospitals
  - Rape or other sexual violence against children
  - Abduction of children
  - Denial of humanitarian access for children
- Establishes monitoring and reporting mechanism on children affected by conflict
- Provides for action against parties that continue to violate children’s security and rights
- Calls for concrete, time-bound Action Plans for ending violations
- Provides for targeted measures against the offending parties if insufficient progress is not made

2. Programmatic responses to ensuring access to education during armed conflict

20 minutes

(15 minutes)
1. Show the accompanying slide and explain to participants that there are three main approaches to addressing education and conflict:
   - Programmatic approaches that try to ensure access to education during and after armed conflict
   - Peace building and peace education, which attempt to foster democratic values and processes, and peace building skills in school and community settings
   - Education for peace, which is based on the premise that universal free and compulsory education is the best way of ensuring more peaceful, tolerant and economically secure societies

2. Tell participants that they will examine case studies that address the first approach, programmatic responses that ensure access to education. Ask participants if they have been involved in education programming for children affected by armed conflict. Take a 3-4 responses.

3. Show the accompanying slides and briefly summarise the key points of the education programmes:

4. Ask participants the following:
   - What are the advantages and disadvantages of the distance learning approaches in the OPT? Has this approach been tried in your country?
   - What other approaches have been implemented in conflict affected areas? What are the challenges?
   - What are similarities and differences between educational programming during conflict and natural disasters?

3. Peace education and education for peace
1. Explain that the second approach to education in conflict and post-conflict situations is **peace education**. Many countries have initiated peace education in post conflict contexts, either through civil society or donor led programmes, or through government led efforts to integrated peace education into the national primary and secondary curriculum. These programs have the goals of:

- Teaching skills and values that promote a culture of peace;
- Fostering understanding of human rights, justice and tolerance;
- Promoting non-violent conflict resolution, reconciliation, and mediation and consensus building processes;
- Fostering a commitment to democratic values, processes, and citizen participation;
- Implementing participatory, learner-centred teaching methodology in the classroom;

2. Show the diagram of peace education with the four components:

- Interpersonal communication and conflict resolution skills
- Inter-group problem solving, consensus building, decision making
- Human rights, justice, tolerance
- Civic education, good governance, democratic participation

3. Non-formal and community peace education programme models are also widespread, with the goals of reaching youth and adults in community settings. This approach also focuses on promoting democratic processes and principles in community institutions.

4. Finally, explain the approach of **education for peace**. This approach, embraced by the global Save the Children Alliance and many other organisations, is based on the following principles:

- No country has reached sustained economic growth without achieving near universal education
- Education can break the lethal cycle of poverty and conflict
- Education can reduce inequality and lay the foundation for good governance and effective institutions

5. Conclude by telling participants that Education for All, and advocacy efforts to achieve EFA goals can be viewed through the perspective of education for peace. Show the final slide of the quote from the South Sudanese youth.

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**4. Preparedness and response planning for education during/after armed conflict**

15 minutes

1. Refer participants to Handout 23.4: Approaches to Ensuring Access to Education During and After Armed Conflict. Tell them that it summarises some of the approaches described in the case studies, and it also includes policy and advocacy approaches. Tell
participants that they will use this handout in the group exercise to follow.

2. Tell participants that they will now address preparedness or response planning to existing or potential conflict in their own countries.

*Note to facilitators: This exercise is optional and best suited for countries that are experiencing armed conflict or post-conflict contexts.*

### Exercise in Preparedness and Response to Armed Conflict

- Have participants work in their country teams. Use Handout 20.5: Exercise in Preparedness and Response Planning for Education in Armed Conflict
- Use information on Handout 23.4 as appropriate for country situations

#### Tasks

1) For participants whose countries are experiencing armed conflict or transition to peace:
   - What has been the **impact** of the conflict on children’s access to education? What have the challenges been?
   - What are the current **education responses**? What has been done to guarantee access to education for children during armed conflict? What kinds of educational materials and programmes are in place?
   - What are the **gaps** in response? What groups have not been reached?
   - What are **possible new approaches** that might be tried based on the information from this session?
   - What **preparedness measures** could have been taken beforehand?

2) For participants whose countries are not currently experiencing armed conflict but where there is a likelihood:
   - According to the emergency profile, is armed conflict or civil unrest a likely possibility? If so, what would be the **impact** of a conflict scenario?
   - Have any preparedness measures been taken to pre-position the education sector? If so, what are they?
   - Are preparedness measures adequate for likely armed conflict? What are the **gaps and needs**? What more could be done?
   - What are **possible new approaches** for preparedness measures based on the information from this session?

3) If countries are neither experiencing conflict nor have any likelihood of potential conflict, the participants can work with one of the country teams from countries in current conflict.

3. In plenary, ask the teams to report on their current and possible new approaches. Discuss the following questions:
   - What are the differences between education programming for conflict emergencies vs. natural disasters?
   - Can the INEE Minimum Standards be applied as during situations of natural disasters?
   - What are some differences in preparedness measures for each type of emergency?
   - Just as disaster risk reduction strategies can mitigate the impacts of natural disasters, could a similar approach in conflict risk reduction in the education sector help mitigate a likely conflict or reduce the impact of a current one? If so, what would such measures be?
• Many people assert that education itself is a conflict risk reduction strategy. A new term has been used, CRR, or conflict risk reduction, similar to DRR. Do you agree or disagree and why?

4. Preparedness reflection

5 minutes

1. Conclude by asking participants what the implications are for planning education responses in the preparedness phase. What might be different about preparing for possible armed conflict vs. preparing for natural disasters?
2. Ask participants to record ideas on VIPP cards and place them on the Preparedness wall under the appropriate technical component.
Wars deprive millions of children of education.

- Approximately 50 per cent of the world’s reported 100 million school-age children who are not enrolled in school are living in crisis or post-crisis countries. (ACR Training 2008)
- All children have a right to education, during a conflict or emergency as well as before and after. Conflicts destabilise government infrastructure, leaving gaps in the nation’s education system.
- Schools are closed because of insecurity or destroyed during the fighting. Simply walking to class may endanger a student’s life in conflict-prone areas (2003 EFA Global Monitoring Report 129).
- Without education, children face a severely limited future. Illiterate young people often face a future of poverty and violence and will lack the more complex skills needed to contribute to their society’s peaceful reconstruction and development.
- Schools can help children to learn democratic behaviours; to develop respect for others and gain a variety of conflict resolution strategies. About half of all conflicts relapse into renewed conflict after 8-10 years. Education can play a central role in peace building and development of democracy, and the interruption of a child’s education can have detrimental short and long-term consequences.
- Without the stability and structure of education, the impact of the conflict is intensified and children are more vulnerable to exploitation and harm, including abduction, child soldiering and sexual and gender-based violence.
- Learners may be suffering psychosocial trauma, yet sexual or gender-based violence and corporal punishment may be rife in schools. Youth who are out of school are increasingly vulnerable to prostitution and recruitment to armed forces.
- During conflicts, children lose the sense of what it means to be a good citizen and how to live in a non-confrontational way. In places where war has lasted for years, some children will never have seen how a stable family or community functions.
- In complex chronic emergencies, situations of cyclical conflict, chronic insecurity or conflict exacerbated by natural disaster, poverty becomes acute and the first casualty is often education, especially for girls. In addition neither the school itself nor the physical access to it may be secure.
- Some children are subjected to or are vulnerable to military recruitment, sexual or other exploitation. This in turn makes them very vulnerable to trauma, HIV/AIDS and drug abuse.
- Education authorities (including teachers) may not be able to access conflict areas to assess whether education programmes are being implemented
- According to the 4th Geneva Convention (1949), military occupation forces must facilitate institutions devoted to the care and education of children. Briefly this means that schools should be protected. But in most civil conflicts, schools are either destroyed or occupied by armed forces.

Finance

- There is a chronic shortfall of funding from donor governments earmarked for education in conflict affected countries, with the relief/development gap institutionalised in many bilateral and multilateral donor agencies and national governments (Sinclair 2002).
- There are few rapid funding mechanisms for service delivery in conflict-affected countries (FTI and Fragile States Task Team 2005).

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Adapted from ARC Training, 2008, and Education Under Attack, UNESCO, 2007

**August 1996:** Graca Machel’s report on the *Impact of Armed Conflict on Children* is introduced in the fifty-first session of the United Nation’s General Assembly.

**September 1996:** Olara Otunnu is appointed to the position of Special Representative of the Secretary-General for Children and Armed Conflict.

**July 1998:** Adoption of the Rome Statute for an International Criminal Court, to adjudicate, inter alia, crimes against humanity and war crimes against children and women.

**February 2000:** The Secretary-General releases child-focused guidelines on the *Role of the United Nations Peacekeeping in Disarmament, Demobilisation and Reintegration*.

**May 2000:** Adoption of an Optional Protocol to the Convention on the Rights of the Child establishing 18 as the minimum age for children’s participation in hostilities.

**February 2002:** The Optional Protocol to the Convention on the Rights of the Child on the Involvement of Children in Armed Conflict enters into force on 12 February 2002.

**May 2002:** Security Council meeting on children and armed conflict, on the occasion of the General Assembly special session on children.

### UN Security Council Resolution 1612

In July 2005, the United Nations Security Council (UNSC) established a comprehensive monitoring and reporting mechanism on children affected by conflict in Resolution 1612. The monitoring and reporting mechanism is coordinated by UNICEF in cooperation with the Office of the Special Representative to the Secretary General for Children and Armed Conflict (OSRSG). Violations to be monitored include:

- Killing or maiming of children
- Recruiting or using child soldiers
- Attacks against schools or hospitals
- Rape or other sexual violence against children
- Abduction of children
- Denial of humanitarian access for children

The resolution establishes a Security Council Working Group, mandated to review the data submitted through the monitoring and reporting mechanism and to make concrete recommendations for action against parties that continue to violate children’s security and rights. The monitoring and reporting mechanism is a formal, structured mechanism coordinated by UNICEF in cooperation with the Office of the Special Representative to the Secretary General for Children and Armed Conflict (OSRSG). The work is conducted at the country level to begin with and in coordination with NGO’s and other international organisations on the ground. The findings are then reported back to headquarters and on to the Security Council Working Group. The Resolution also includes continued naming and listing of all offending parties and directs UN country teams to enter into dialogue with the offending parties in order to implement concrete time-bound Action Plans for ending violations of SCR 1612. The Resolution also authorises the Security Council to consider targeted measures against the offending parties where insufficient progress has been made.
**Summer Camp Programme: Bosnia, Croatia and Serbia and Montenegro**

Global Children's Organization (GCO) brings together children who have suffered the horrors of war, community violence, hatred, or intolerance, and with the help of multinational volunteers, develops peace and reconciliation. Since 1992, GCO has reached out to children caught in the cross-fire of war and helped them to develop friendships and build trust across cultural boundaries. Even in the face of violence, children's spirits and hearts can be restored and they can again have hope. For the children who have suffered in the Balkans, GCO has regularly held peacebuilding summer camps since 1993. The camps incorporate educational activities and reinforce non-violent conflict resolution. Children of varying ethnic and religious backgrounds—Muslims, Catholics, Jews, and Orthodox - many refugees and orphans, have come from Bosnia, Serbia and Montenegro, Croatia, Kosovo, Republika Srpska and other regions to find refuge at GCO's island camp off the Adriatic coast of scenic Croatia. In 2002 there were approximately 120 children who took part in the summer camps. There were about 40 volunteers from Bosnia, Croatia, and Serbia and Montenegro, and 40 from the United States. Twenty-five of the in-country volunteers ranged in age from 14-22.


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**Welcome to School Program: Kyrgyzstan**

In June 2010, civil conflict broke out in Kyrgyzstan’s southern regions of Osh and Jalal-Abad. The fighting lasted only three days but the violence caused a mass displacement of almost 400,000 people; about 300,000 fled to other parts of Kyrgyzstan, 75,000 people fled to Uzbekistan, and many others fled elsewhere outside the country. The resulting distress to children, families and communities created real and long-term risks for children’s learning and long-term risks for education, starting with the return to school on 1 September 2010. The Ministry of Education and Science of Kyrgyzstan (MoES) developed a ‘Welcome to School’ Initiative. In collaboration with the MoES, UNICEF developed a one-year Education Strategy, including the following:

- **MoES’ ‘Pathways to Peace and Harmony’ programme**, which dedicated the first month of school to peace education, by providing teachers with a step-by-step package of *peace and tolerance lesson plans*. The package contains a guidebook of 20 peace education lessons targeting five age cohorts. The lessons are easy to follow, simply structured and low-cost;
- **Roll out of the Peace Education programme** nationwide, including in-service teacher support and initiating the integration of Peace Education into existing national pre-service teacher training programmes in collaboration with MOES;
- **School- and youth-led peace and tolerance activities** in schools and communities in collaboration with MoES;
- **Psychosocial training** for school administrators in Osh Oblast drawing on the model developed by QLP/Creative Associates and in partnership with government and NGO partners;
- **High-visibility community mobilization** programme to ensure children’s safety in and around schools. NGO projects targeting existing local government structures, communities, teachers, school administrators, parents and young people.
- ‘Welcome to School’ Initiative activities targeting adolescents and youth of school age and promoting the **participation of young people** in all partner activities.
- **Pedagogical Institute students** to compensate for the teacher shortage created by the mass displacement from the South; work through the Education Cluster to identify **accelerated teacher training** strategies.
Alternative Education Programme in Occupied Palestinian Territories

A **distance remedial education project** has been developed in Hebron and Khan Younis by Palestinian teachers and members of the community, with UNICEF support. The project was conceived in response to the curfew restrictions imposed during the second intifada. The project curriculum provides self-learning worksheets that enable primary and some secondary students to continue their lessons during all-day curfews. In Hebron it has enabled 12,000 children, whose education was disrupted, to continue with their curriculum. The activities have involved more than 600 teachers, 30 schools, local television networks and parents. This project involved teachers, parents, local TV producers and the district directorate. Catch up lessons are broadcast on local television stations so that students who are unable to reach school have access to education. In addition, remedial education is being provided to injured children who can’t reach school in Khan-Younis.

Another project to provide catch up education as well as psychosocial support is the **remedial summer camps/summer schools** project in the West Bank and Gaza. In partnership with the Ministry of Education UNICEF has enhanced its usual support to summer camps in order to ensure the promotion of the rights and participation of children and to increase their own capacity to develop even under very difficult circumstances. This year, summer camps have served 3 functions: 1) as a recreational outlet for children to get together in a non-formal setting and have fun, especially after living through psychological stress, violence and economic hardship as a result of the current Israeli-Palestinian crisis; 2) to provide psychosocial support to children; and 3) to provide compensatory education for students whose schooling suffered as a result of the crisis. The total number of summer camps which UNICEF will financially and materially support is 124 (47 fully supported and 77 partially supported) with a total number of beneficiaries of 24,800 children between 6-12 years of age. The average duration of the summer camps will be 2 weeks. UNICEF has also provided support to the Remedial Education Summer Camps Project by expanding and consolidating the distance learning experience in Hebron to provide compensatory and remedial education for children where schooling has been seriously disrupted. It will include Training of Trainers from MOE and NGOs on how to use the training materials for remedial education training; replicating worksheets and video lessons and distribution to 80 schools in the most affected areas of the West Bank and Gaza; central training of 20 trainers in Gaza and training of teachers in use of the materials.

Source: UNICEF OPT

Case Study: Former Yugoslavia

Education is almost always identified by refugees themselves as an urgent priority. “Since schools are likely to be targets, one of the elements of the planning process should be to establish alternative sites for classrooms, changing the venues regularly. Similar arrangements were made during the height of the fighting in the former Yugoslavia, where classes were held in the cellars of people’s homes, often by candlelight. During the field trip to Croatia and Bosnia and Herzegovina, many people stressed the importance of maintaining education, no matter how difficult the circumstances”.

Education Approaches

- **Distance learning programmes** use a variety of media, including print and radio, to provide education to a large number of students. In a refugee context, they are primarily used for secondary schooling and teacher training. During armed conflict they can ensure access to education during school closures.

- **Accelerated learning programmes and summer camps** condense the formal curriculum (e.g. from 6 years to 3) to accommodate children who have missed years of education due to chronic crises.

- **Open learning/individual learning programmes** do not require constructing schools or employing full time or highly skilled teachers. Sets of teaching materials can often be produced locally and replace the need for expensive text books. Students can enrol any time and study at their own pace.

- **Community involvement in curricula content and school governance** mobilises community members to defend children’s right to education by providing opportunities to be involved in school management and content. Religious leaders can participate in identifying and teaching religious curricula and thwarting opposition to education on ideological grounds.

- **Alternative venues for education** to reduce the risk of targeting schools. Taking education out of traditional buildings and moving to safe spaces such as homes, cellars, and other gathering places can reduce the threat of attacks.

- **Peace and reconciliation promotion.** Education can have a vital role in facilitating reconciliation between children with the potential of having a wider impact in the community. In Mozambique, teachers had an important role to play in working with parents and children to help reintegrate children who had been recruited into the guerrilla army. In the refugee camps for Somalis in Yemen, the camp schools worked effectively to promote reconciliation between people from different tribal groups, providing a “free zone” despite the existence of tribal conflicts within the community. (ARC Training 2008)

Other Approaches

- **Community engagement in protection and defence of schools.** Communities can be mobilised against attacks and organise positive responses in their aftermath. In Afghanistan religious and political leaders are trained to be vigilant against attacks, re-open schools and persuade parents to send their children to school. School protection committees have been created to be supported by the establishment of a national system for gathering information on security related incidents, supported by military and local leaders.

Information adapted from Education Under Attack, UNESCO, 2007
Engagement with non-state entities to pursue its humanitarian activities. UNICEF and other UN agencies need to engage and negotiate with non-state entities, typically insurgent groups, to ensure the provision of assistance and protection to children and security for humanitarian workers, and includes, inter alia, negotiations for access and advocacy for the respect of children’s rights. In some instances, ‘corridors’ of peace ‘and “days of tranquillity’ have been designated to allow the delivery of food, medicine and other supplies. These measures are limited and temporary in scope and cannot replace the broader protection, namely the end of conflict. The Schools as Zones of Peace initiative was able to prevent some attacks on school and students through negotiations with the army and insurgents.

Monitoring and reporting. The UN Resolution 1612 requires both governments and armed groups to use time-bound plans of action to end the use and recruitment of child soldiers and requires the UN system to monitor and report on six grave violations against children, including attacks against schools. Greater effort by the UN system and the human rights movements to press for the application of rights instruments to cases involving these particular groups might result in significant progress across the range of attacks on education. In Nepal, the Education Journalists Association had members in all conflict affected districts and regularly reported attacks by insurgents and the army on schools, teachers and students to UN agencies.

Advocacy and international pressure on the part of the international community.

- The UN should work with Member States to eradicate impunity in the case of attacks on education staff, students, trade unionists, officials and institutions.
- Greater resources should be given to the International Criminal Court to bring more cases to trial to widen its deterrent effect.
- Governments should use every opportunity to set conditions of adherence to human rights norms, with particular reference to the rights of children, the right to education and protection of both education institutions and the process of education when entering trade or aid agreements with parties in conflict. Special attention should be paid to the violation of girls’ right to education and women’s right to teach, given the increased targeting of girls’ education in some countries.
- UN agencies, NGOs and teachers unions should campaign for international solidarity with targeted groups and institutions to raise pressure for human rights instruments to be applied more widely to attacks on education and for impunity to be eradicated.
- The international community, UN agencies and NGOs should work with governments of conflict-affected states and governments that are assisting in preventing or limiting conflict to develop mechanism to protect threatened students, teachers, academics, education trade unionists, and officials and to assist them in relocating internally or externally where appropriate.
- The UN should demonstrate its commitment to the right to education by setting up a global system for monitoring violent attacks on education and support the establishment of a publicly accessible, global database to keep track of the sale of the attack, types of attack, perpetrators, motives, impact on education provision and the nature and impact of prevention and response strategies.
- The international media should recognise their critical role and responsibility in bringing to the world’s attention the targeting of education and its impact on children.
## Impact of current or likely conflict on education

<table>
<thead>
<tr>
<th>Impact of current or likely conflict on education</th>
<th>Current education responses</th>
<th>Gaps and needs</th>
<th>Possible new approaches</th>
<th>Preparedness measures</th>
</tr>
</thead>
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Session 24: Education Preparedness and Response to Health Emergencies

Learning Objectives

At the end of the session participants will be able to:

1. Identify programmatic approaches in the education sector to health threats that emerge as a result of natural and man-made disasters, including cholera, other water borne diseases, HIV/AIDS and other STDs, malaria and other health threats
2. Describe education prevention, preparedness and response strategies for health threats including epidemics and pandemics which ensure continuity of education
3. Recognise that HIV/AIDS is an emergency and identify its impacts on children, teachers and the education system
4. Describe programmatic and policy approaches in the education sector to managing the HIV/AIDS emergency and challenges in implementing these approaches
5. Outline how schools are critical platforms for HIV/AIDS prevention and other interventions in normal situations and particularly during emergencies
6. Identify preparedness actions for the education sector to enhance responses to health emergencies, including the creation or adaptation of curriculum materials, standby agreements with broadcast media, and plans for teacher or paraprofessional training.

Key Messages

- Education can be a critical agent in the prevention and mitigation of health threats in the aftermath of an emergency using schools as a platform for life-saving interventions
- Educational programming during health emergencies and pandemics requires creative and flexible approaches which may also include distance learning and home schooling to ensure access to and continuity of education
- HIV/AIDS has had devastating effects on education systems, teachers and learners including absenteeism and drop-out, decreased quality of education and the eradication of achievement towards Education for All and MDG targets
- Evidence has shown that school based interventions which focus on sexual health information and skills can lead to positive behavioural changes in HIV/AIDS prevention
- Successful programmatic interventions include HIV/AIDS curricula adapted to local culture and mainstreamed into national curriculum; teacher recruitment and training; financial and community support and access to education for AIDS affected children

Time:
70 minutes

Method:
Presentation, plenary discussion, group work

Resources / Materials needed:
- Flipcharts, makers
- Session 24 slide presentation
- Laptop, projector, screen, flipcharts, markers
- Handout 24.1: Education Impact of HIV/AIDS, Needs and Strategies
• Handout 24.2: Five Essential Components for a Comprehensive Education Sector Response to HIV/AIDS
• Handout 24.3: Education Sector Approaches to Epidemics and Pandemics
• Handout 24.4: Template for Education in Health Emergencies

Preparation for this session:
• Review the session
• Review Session 24 PowerPoint presentation

CEE/CIS CD
• Health Education Curriculum for Kindergarten, IRC
• UNICEF HIV/AIDS Prevention Education Teacher’s Guide
• Life Skills Based Hygiene Education
• Child Hygiene and Sanitation Training
• Children Living in Camps
• IEC Cholera Prevention Materials

Session Outline

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1. Introduction to education sector approach to health emergencies

5 minutes

1. Introduce the session by telling participants that this session will examine education sector preparedness and response to health emergencies, including:
   1) Health threats that arise during emergencies (natural and man-made)
   2) Epidemics and pandemics, including cholera and flu
   3) HIV/AIDS as an emergency in its own right

2. Tell participants that they will be looking at three levels of education sector management in health emergencies:
   1) Prevention
   2) Preparedness
   3) Response

3. Ensure that participants understand the difference between these terms vis a vis education strategies. Ask participants to define the terms.
   • Prevention – refers to educational activities that prevent the spread of a disease before or during the health emergency, and include life skills/health/hygiene education, whose goal is behaviour change
   • Preparedness – refers to activities in the education sector that take
place prior to the onset of a health emergency

- Response – can include prevention education activities to prevent the further spread of a disease

2. Education sector responses to health threats during emergencies

10 minutes

1. First address the topic of health threats to children during emergencies. Ask participants to identify health threats during emergencies, particularly threats to IDPs, which can occur during natural and man-made disasters. Responses may include:
   - diarrhoea
   - dehydration
   - cholera
   - HIV/AIDS and other STDs
   - malnutrition
   - malaria
   - flu and pneumonia
   - worms
   - accidents
   - UXOs

2. Ask participants what the effects of these health threats can be on education. Responses might include creating a health emergency on top of the existing emergency in which children can die or be un-well, prevention of children attending temporary schooling, further interruption to education and need for psychosocial support, etc.

3. In plenary, ask participants what interventions education partners can take to respond to these threats. What role can education play in prevention and response to these health threats as part of the emergency response? Remind them that Session 13, Emergency Education Curricula, addressed education responses. Ask the following while showing the slide:
   - What messages need to be taught in temporary learning spaces or other education sessions?
   - What delivery modalities may be appropriate?
   - What kinds of inter-sectoral coordination are necessary?
   - Who should be involved delivering the education interventions?
   - How can children and youth be involved?

3. Education preparedness and response to epidemics and pandemics

10 minutes

1. Tell participants that they will now look at epidemics and pandemics, their impacts on education, and education sector strategies.
2. Ask participants to define **epidemic** and **pandemic**
   - **Epidemic**: An outbreak of an infectious disease that spreads rapidly and widely from human to human
   - **Pandemic**: an epidemic of infectious disease that spreads through population across a large region, for instance, a continent or even worldwide.

3. Ask participants what some of the most dangerous epidemic threats are to their country/region. In southern and eastern Africa one of the most deadly threats outside of HIV/AIDS is **cholera**.
   - In many endemic countries, cholera is a seasonal disease, occurring every year usually during the rainy season.
   - It is usually transmitted through faecally contaminated water or food. Outbreaks can occur sporadically where water supply, sanitation, food safety and hygiene are inadequate.

4. Ask participants what the impact of cholera outbreaks are on:
   - Students
   - Orphaned and vulnerable children
   - Schools and education systems
   Reference should be made to Zimbabwe and other countries experiencing severe cholera epidemics during seasonal rains. Ask participants *What has been the impact of cholera in affected countries?*

5. Explain that another threat in many countries is **influenza**. Among the most deadly potential threats are influenzas like swine and avian flu, which have the potential of mutating into a human influenza virus and cause sustained human to human spread and become pandemics.

6. Ask participants what the impact of a human-to-human pandemic influenza might be on education systems.

7. Ask participants to suggest **prevention strategies at the school level for epidemics and pandemics.**

   WHO has identified the following strategies for cholera prevention:
   - Adoption of a coordinated multi-sectoral approach to prevention
   - Improvement in sanitation and sewage disposal
   - Health education aimed at behaviour change

   Containing the spread of influenza involves strategies such as:
   - Regular hand-washing
   - Avoiding close contact with others (such as hugging, kissing)
   - Avoiding contaminated food products (infected chickens, pigs)

   Refer participants to Handout 24.3: Education Sector Approaches to Epidemics and Pandemics for examples of prevention, preparedness and response strategies.

4. Education sector programmatic and policy responses to the HIV/AIDS emergency
Note to Facilitators: Comprehensive approaches to addressing HIV/AIDS in and through education go beyond the scope of these resources which deal predominantly with preparing for and responding to man-made and natural disasters - while ensuring inclusion of elements relating to HIV/AIDS programming. For countries dealing with HIV/AIDS emergencies, it is recommended that this session be adapted to the local context and policy environment for delivery in dedicated additional session(s).

Begin by reading the poem by Mukelabai Songiso, an AIDS orphan from Zambia, and show the accompanying slide:

**The Cry of a Child Orphaned by AIDS**

*My heart bleeds,*
*When I see an adult pass by,*
*I look in the face,*
*Hoping to see my lost father and mother,*
*Hoping to hear their comforting voices,*
*Hoping for a hug,*
*But nobody has time for me.*

*Since my parents died*
*I have become a scavenger,*
*I must roam the streets looking for food,*
*I have nowhere to sleep,*
*I cannot go to school*

*When my relatives take me in,*
*I must be beaten because I am naughty,*
*I must do all the work because I am lazy*
*I must be given little food because I eat too much,*
*If I laugh I am making noise,*
*If I cry, I am not grateful*

*When I become a parent*
*For the sake of my children*
*I will protect myself from AIDS*
*Oh God!*
*It is terrible to be an orphan!*

1. Ask participants: **What are the impacts of HIV/AIDS on children and the education system?** Responses should include the following:

   - **Children affected by HIV/AIDS**
     - Loss of home, parental care and love
     - Loss of economic support
     - Termination of education, loss of future opportunities
     - Hunger and malnutrition
     - Vulnerability to exploitation
     - Stigmatisation
     - Psychosocial burden

   - **Education system**
     - AIDS related deaths among teachers higher than the population in general; teacher absenteeism and shortage and chronic loss of human resources, erodes teacher workforce
     - Reduction in student enrolment
Regression in reaching Education for All targets
- Decrease in quality of education due to absenteeism and increased class size; increase of workload of healthy teachers
- Inability to complete school syllabus
- Student discipline can deteriorate due to lack of teacher supervision
- Resources and budget available for education decrease with lower economic productivity
- Teacher education may suffer through lack of human and financial resources

Refer participants to Handout 24.1: Impacts of HIV/AIDS on education

2. Ask participants to share some of the impacts of HIV/AIDS on the education system in their country/countries.

3. Explain that education systems have a critical role to play in fighting the HIV/AIDS crisis, because of their capacity to reach very large numbers of young people with life saving skills and information. Show the accompanying slide and point out that
   - A complete primary education can halve the risk of HIV infection.
   - Basic education has such a powerful preventative effect, especially for girls that it is called a “social vaccine”.

4. A systematic review by the World Health Organisation of media and education interventions in 2006 concluded the following:
   - Mass media/radio can increase knowledge and impact on social norms
   - School based interventions which focus on sexual health information and skills can lead to behavioural outcomes
   - Services can be made adolescent sensitive and demand creation can increase utilisation

5. Yet, according to a UN Education Sector Global HIV/AIDS Readiness Survey (by Global Campaign for Education/ActionAid):
   - Few countries have implemented coherent education sector AIDS strategic plans and policies
   - MoEs do not have access to the evidence base they need to formulate effective policies on HIV/AIDS
   - Insufficient action to prevent impact of teacher shortages
   - Few interventions to address needs of HIV affected children
   - Donor aid not helping to address needs in systematic way

6. Show slide and explain that there is a growing consensus on the components of an effective education sector response to HIV/AIDS from surveys and studies by UNAIDS, Human Rights Watch, and Global Campaign for Education, which include the following:
   - Ministries of Education should formulate **strategic planning** on HIV/AIDS integrated into education sector plans
   - MoE must put in place **policies** and regulations that affirm rights of HIV affected children to access to school and teachers to VCT services and treatment
   - Programming for HIV/AIDS affected children including **psychosocial support**
   - Strengthen **EMIS systems** to collect data on impact of HIV/AIDS on education system
   - Compulsory In-service and pre-service **teacher training** on HIV/AIDS
- HIV/AIDS education curriculum as part of wider reproductive health curriculum mainstreamed into national syllabus
- Strengthen linkages between MoE, civil society, teachers’ unions and health groups in programme implementation and monitoring
- Free, universal, compulsory primary education as a “social vaccine”
- Increase in financing for HIV/AIDS education sector programming

7. In plenary discussion, ask participants to reflect on their own country’s education sector responses. Ask the following:
   - Which of these recommendations have been implemented in your country?
   - Which have been successfully implemented?
   - How have they been measured?
   - What have been obstacles to their implementation?
   - What is your country doing to overcome the obstacles?
   - Is HIV/AIDS crisis being treated as an emergency in your country?
   - How do coordination mechanism for HIV/AIDS education correlate?

8. Explain that schools are important platforms for HIV prevention and life skills. Ask participants in what ways school level activities in HIV/AIDS prevention and mitigation can be critical to effective education programming. Responses should include the following:
   - Schools can ensure that HIV/AIDS prevention curriculum is taught, including life saving messages, life skills, nutrition education, and other critical messages
   - Schools can serve as information platforms through school management committees and parent/teacher organisations to reach the community
   - Schools can foster peer to peer education initiatives that have proven to be effective in prevention education
   - Schools can coordinate programmatic initiatives with NGOs and CBOs to ensure health care and services for affected students and teachers
   - Schools can be the first line of prevention efforts since they have close ties to community
   - Schools can model tolerance and acceptance to reduce stigmatisation of HIV/AIDS affected students and teachers

Show the slide on the School as a Platform for HIV/AIDS Prevention and Mitigation which summarises the above (acronyms are explained on notes page).

5. Planning a strategy for improving the education sector approach to health emergencies

25 minutes

Exercise in Education Sector Approaches to Health Emergencies

1. Tell participants that they will now have a chance to address prevention, preparedness and response approaches to the health emergencies that have been addressed.
2. Assign groups of 6 one of the health emergencies below:
   Group 1: Health threats arising in emergencies
   Group 2: HIV/AIDS emergency
   Group 3: Epidemics and pandemics

Tasks
1) Use Handout 24.4: Template for Education in Health Emergencies
2) Use Handouts 24.1 – 24.3 for ideas
3) Use IEC materials and curriculum materials on the CD as relevant
4) Develop strategies in prevention, preparedness and response according to the components of emergency response.
5) Groups may subdivide the work so that pairs are assigned prevention, preparedness and response areas.
6) Address only those components relevant to assigned health emergency.

2. After 20 minutes call time. Ask each group to report on one approach that is new to them in their assigned area.

3. Conclude with the following points and show the corresponding slides:
   1) Intersectoral, cross-sectoral and interagency collaboration are critical in all phases of response, particularly coordination between education and health sectors
   2) Health and hygiene education mainstreamed into the curriculum is an essential prevention strategy
   3) Ensuring continuity of education for students must be part of preparedness and response activities
   4) Involvement of local communities and children and youth is central to the success of all phases of health emergencies
   5) Education as entry point for outreach to OVC affected by HIV/AIDS to access other services, including treatment, and access schooling

6. Preparedness reflection

5 minutes

1. Explain that since the HIV/AIDS crisis is already underway, education response components must be addressed, in addition to prevention of further infection. Ask participants to reflect on what they can do to better prepare. Record the responses on VIPP cards and put them on the Preparedness wall.
2. Ask participants to identify some of the most important preparedness actions the education sector can take against pandemics and epidemics. Have them record their responses for placement on the Preparedness wall.
Impact of HIV/AIDS on the Education System

Systemic Impact
- AIDS related death rate among teachers is higher than the population in general.
- Teacher absenteeism/shortage and chronic loss of human resources erodes teacher workforce.
- Student enrolment decreases.
- Education for All and Millennium Development Goal targets are unlikely to be met.
- Quality of education decreases due to absenteeism, increased class size, and increased workload on healthy teachers.
- HIV/AIDS afflicted teachers are unable to deliver quality education due to inability to handle demands of the job when they do attend school.
- Inability to complete school syllabus can result from reduced class time.
- Student performance weakens due to lost lessons and lack of monitoring from teachers.
- Student discipline can deteriorate due to lack of teacher supervision.
- Resources and budget available for education decrease with lower economic productivity.
- Teacher education may suffer through lack of human and financial resources.

Teachers infected with HIV/AIDS:
- Weaken the capacity of the education system if they do not have a good knowledge about HIV/AIDS and its transmission
- May be unable to guide children in classes on vital questions of health and life skills as first defence against HIV/AIDS
- May lack knowledge of transmission routes and protective measures
- Suffer from stigma surrounding the disease
- Are not likely to be supported with health care, benefits and sick leave
- May be reluctant to be tested and can spread the infection to others, including students

Children infected by or have parents/family members with HIV/AIDS:
- Are more likely to fall behind or drop out of school or are less likely to advance in school
- Are forced to be caregivers to infected family members and siblings or breadwinners
- Cannot be provided with extended family safety net
- Suffer psychosocial burdens
- Have a hard time communicating the illness to teachers
- Have little support caring for sick parents or bereaving their parents’ death
- Are at higher risk of sexual exploitation, unemployment, hazardous labour, and other human rights abuses
- Experience prolonged absences from school due to ill health, poor access to essential medicines, and aids related discrimination
- Denied enrolment due to inability to pay school fees or other costs
- May have difficulty obtaining documents to pay school fees
- Are stigmatised, contributing to rejection and isolation by family members
- May experience de facto discrimination in access to government services
- May be victimised by property grabbing and other violations of AIDS affected children’s legal rights
- Are vulnerable to infection by infected teachers
- May work long hours to offset the loss of family income

Needs in Education Sector

Education can be a “social vaccine”. It can provide life skills that empower children to resist unwanted sex and early marriage; lower HIV rates exist among those with higher levels of education. Governments have not succeeded in adapting their education and protection systems to the unique challenges posed by HIV; governments must do far more to break the cycle of vulnerability that contributes to HIV. Needs include:

- Systematic planning on part of Ministry of Education and education partners, including data collection, funding, programmatic implementation, policy development and monitoring
- HIV/AIDS related structures within the Ministry of Education
- Effective decentralisation

Strategic Approaches for Education Sector in HIV/AIDS Education and Prevention

1. **Implement and monitor** national EFA Plans of Action developed in light of HIV/AIDS and its potential impact on the education system
2. Ensure access to high quality education for children and families affected by HIV/AIDS
3. Change patterns of provision, such as non-formal and community education, distance learning, to attendance, such as pattern time and block attendance, to maintain demand for education, especially in families and communities severely affected by HIV/AIDS.
4. Improve and accelerate teacher recruitment through new incentives to enter teacher training.
5. Review teacher education and training, both pre and in-service, to ensure that teachers are well prepared to meet the special needs of children living with and affected by AIDS
6. Reinforce cross-sectoral and interagency collaboration to assess needs more effectively and to plan, manage and monitor program implementation in a coordinated way.
7. Prioritise teachers’ access to health care to enable them to continue to work productively and to develop effective workplace policies on HIV/AIDS, including attendance, sick leave, and compassionate leave.

Examples of Approaches from East and Southern Africa

**Zambia: Teacher Policies**

MoE identified the problem of AIDS-related teacher shortages. MoE established a policy of non-discrimination against AIDS affected teachers. It appointed an HIV/AIDS technical adviser in the workplace. The HIV component of in-services training includes VCT services, and teachers are encouraged to be tested and seek help. MoE implemented accelerated teacher training which actually resulted in an oversupply of teachers.

**Tanzania: AIDS Curriculum**

The Ministry of Education and Culture developed a school based HIV/AIDS education programme with a holistic approach, consisting of four components: 1) life skills; 2) school guardians, -counselling to learners on growing up, sexual reproductive health, and other support; 3) peer education – peer educators trained in each class; and 4) school counselling and education committee – a subcommittee of school board. Some components are taken as curriculum subjects and others are extra curricular. The programme is being scaled up to reach all primary and secondary schools and all teachers in teacher training colleges.

**Zimbabwe: Bursary Programme for OVC**

The government instituted a programme that allocates bursaries to cover the school fees of OVC. The programme, Basic Education Assistance Module (BEAM) allocates the money directly to schools. It is housed in the Ministry of Public Services, Labour and Social Welfare.
1. **Quality education, including cross cutting principles**
   - Rights based proactive and inclusive
   - Gender responsive
   - Culturally sensitive
   - Age specific
   - Scientifically accurate

2. **Content, curriculum and learning materials**
   - Specifically adapted and appropriate for various levels – primary, secondary/tertiary, vocational, formal and non-formal
   - Focused and tailored to various groups including children/orphans and vulnerable children (OVC), young people out of school, people with HIV, minorities, refugees and internally displaced persons, men who have sex with men, sex workers, injecting drug users, prisoners
   - Prevention knowledge, attitudes, and behaviours covering sexual transmission, drug use including injecting, and other risk factors
   - Focused on stigma and discrimination as well as care, treatment and support

3. **Educator training and support**
   - Teacher education, pre-and in-service, including modern and interactive methods
   - Non-formal educators, including youth leaders, religious leaders, traditional healers
   - Support groups – mentoring, supervision, positive teachers, etc.
   - School and community linkages
   - Educational support materials

4. **Policy, management and systems**
   - Workplace policies
   - Situation analysis/needs assessment
   - Planning for human capacity, assessment and projection models
   - Strategic partnerships, including coordination, advocacy and resource mobilisation
   - Monitoring, evaluation and assessing outcomes

5. **Approaches and illustrative entry points**
   - School health
   - Life skills
   - Peer education
   - Counselling and referral
   - Communications and media
   - Community based learning and outreach
   - School feeding
   - Adult education and literacy
   - Greater involvement of people living with HIV and AIDS

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* from EDUCAIDS: Towards a Comprehensive Education Sector Response, UNAIDS/UNESCO, 2006
Facts about Epidemics and Pandemics

A **pandemic** is an **epidemic** of infectious disease that spreads through the population across a large region, for instance, a continent or even worldwide. According to WHO, a pandemic can start when 3 conditions are met: 1) emergence of a disease to a new population, 2) agents infect humans, causing serious illness, 3) agents spread easily and sustainable among humans.

**Influenza** is a viral airborne respiratory disease affecting humans and certain animals. Scientists warn that viruses such as swine flu and avian flu (H5N1) have many characteristics of a deadly virus that may easily recombine into a human influenza virus and cause sustained human to human spread. History suggests that there will be another pandemic some time in the future.

**Cholera**
In many endemic countries, cholera is a seasonal disease, occurring every year usually during the rainy season. It is usually transmitted through faecally contaminated water or food. Outbreaks can occur sporadically where water supply, sanitation, food safety and hygiene are inadequate. WHO recommends improvements in water supply and sanitation as the most sustainable approach for protecting against cholera and other waterborne epidemic diarrhoeal diseases. However such an approach is unrealistic for many impoverished populations affected by cholera.

Education Sector Strategies

### Some Prevention Strategies for Cholera

The importance of medium- and long-term prevention activities in cholera control should be emphasised. The capacity for disease prevention, epidemic preparedness, and emergency response varies greatly among countries. Regional strategies are needed to ensure that countries have the capacity to deal with these issues. Outbreaks can be mitigated and case-fatality rates reduced through several other measures, many of which are suitable for community participation. Human behaviours related to personal hygiene and food preparation contribute greatly to the occurrence and severity of outbreaks. Among the priorities:

- The need to obtain better data to ensure greater information sharing
- The adoption of coordinated multi-sectoral approach
- Efforts to improve sanitation and sewage disposal
- Health education aimed at behaviour change

### Response Strategies for Cholera

- Analysis and use of disaggregated (age, sex, vulnerability) statistics to inform and accelerate response at local level
- Addressing gender imbalances on village level cholera coordinating committees and ensuring involvement by adolescents, young people in education response
- Targeting children directly for awareness raising and involving them in information dissemination
- Development of pictorial IEC materials
- Incorporating psychosocial impact and support of cholera into disaster response processes

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8 World Health Organisation
9 Save the Children Alliance, Rapid Assessment, Zimbabwe’s Cholera Epidemic
Sample Checklist for School/Education Preparedness to Epidemics and Pandemics

**Planning and coordination**
- Identify all stakeholders for implementing community response plan
- Involve all relevant stakeholders including education and health officials, teachers, CBOs, local disaster management team, SMCs/PTA, youth clubs, students.
- Identify roles, responsibilities, and accountabilities.
- Incorporate age/sex/vulnerability considerations at planning stage to ensure needs of most vulnerable are addressed, such as OVCs
- Strengthen emergency and response capacity at village, ward, district and national levels and ensure involvement of women and children

**Continuity of student learning and instruction**
- Develop scenarios describing the potential impact of a pandemic on student learning (e.g., student and staff absences), school closings, based on having various levels of illness among students and teachers
- Develop alternative procedures to assure continuity of instruction in the event of school closures (e.g., distance learning via local radio or TV, mobile phone trees, home based learning materials)
- Develop a continuity of operations plan for essential central office functions including payroll and ongoing communication with students and parents

**Infection control policies**
- Work with the local health officials to implement effective infection prevention policies and procedures that help limit the spread of influenza at schools (e.g. promotion of hand hygiene, cough/sneeze practices). Teach good hygiene in the schools before health emergency
- Provide sufficient and accessible infection prevention supplies, such as soap, ash, alcohol-based/waterless hand hygiene products, tissues, hygiene kits
- Establish policies and procedures for students and staff sick leave absences unique to a pandemic influenza (e.g. non-punitive)

**Communications and IEC materials**
- Develop a dissemination plan for communication with staff, students, and families, including lead spokespersons and ensure strong community outreach strategies
- Develop health and hygiene IEC materials using schools as platforms for information and dissemination to homes and villages. Ensure materials are in local languages and include pictorial formats for illiterate adults and children.
- Ensure language, culture and reading level appropriateness in communications by including community leaders representing different language and/or ethnic groups on the planning committee, asking for their participation both in document planning and in the dissemination of public health messages
- Develop and test platforms (e.g., mobile phone trees, local radio or TV stations) for communicating pandemic status and actions to school district staff, students, families
Handout 24.4: Template for Education in Health Emergencies

Emergency:
- HIV/AIDS
- Health threats during emergencies (cholera, diarrhoea, STDs incl. HIV/AIDS)
- Epidemics and pandemics (cholera, avian flu, swine flu)

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Session 25: Contingency Planning

Time: 45 minutes

Learning Objectives

At the end of this session participants will:

1. Understand what is contingency planning and why it is important.
2. Understand the key components of the contingency planning process.
3. Understand how to develop a contingency planning document.
4. Begin the contingency planning process.

Key Messages and Learning Points

- Contingency planning is an on-going process to reflect upon and prepare for various emergency scenarios. The process occurs over a period of time with participation of key stakeholders.
- Developing a contingency plan for the education sector is a key preparedness activity.
- A contingency plan can be developed at the national and/or local levels with key stakeholders that may be involved in emergency response. For the education sector, this can include Education Cluster members, Ministry of Education staff at the national and local levels, community-based organisations, teachers, youth etc...
- Contingency planning should always include the Ministry of Education, preferably in a leadership role.
- A contingency plan document is one of the key results of the process. It is a living document whose activities should be implemented as part of emergency preparedness. The document’s plan should be reviewed and revised regularly, usually on an annual basis.
- It is important that even though contingency plans are developed for individual sectors, there needs to be coordination with other sectors to ensure there is not an overlap or gap in service provision.

Session Outline

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Total Time 45 minutes

Note to Facilitator: The first part of this module, which provides an introduction to Contingency planning provides an overview of the process and so can be relevant for all possible trainees (i.e. implementing agencies, UN, Ministry of Education, donors, students). The subsequent exercises should be conducted at the country or local level for key education stakeholders (i.e. Education Cluster, Ministry of Education). If the training is a regional training, it is recommended to only review the first part of the module and let participants know that the rest of the module would be most useful if conducted in their respective countries.

Resources/Materials needed:
- Handout 25.1: Preparedness Planning worksheet
- Handout 25.2: Contingency Planning Template
- INEE handbook - Minimum Standards for Education: Preparedness, Response and Recovery
Flip chart, markers

Additional Resources:
- Inter-Agency Contingency Planning Guidelines for Humanitarian Assistance, November 2007
- Nepal Education Cluster Contingency Plan, 2009

Preparation for this session:
- Review Session slide presentations
- Copies of Handouts 25.1 and 25.2; one per participant
1. Introduction to Contingency Planning

45 minutes
1. Ask participants if any of them have participated in contingency planning. If so ask “What is contingency planning?”

**Contingency Planning:** an on-going process led by key stakeholders to reflect upon and prepare for various emergency scenarios. A Contingency plan is often led by technical clusters and should include the active participation and leadership of the appropriate government ministry. One of the key outputs of the contingency planning process is the development of a contingency planning document, which should be reviewed and updated regularly, at least annually. The plan itself serves as a record of agreements reached during the contingency planning process, and can be used as a basis for managing follow-up actions and communicating results to others.

For the education sector, the Education cluster, including the Ministry of Education, have usually led this process.

2. Ask participants “Why should we do contingency planning?
- Experience shows that emergencies can be avoided or their effects can be mitigated when preparedness measures are taken. Contingency planning is a key to preparedness.
- Contingency planning provides an opportunity to identify constraints and focus on operational issues prior to the on-set of a crisis.
- An active, joint contingency planning process also enables involved actors to establish working relationships that can make a critical difference during a crisis.
- A shared understanding of common challenges and of each other’s capacities and organizational requirements helps to facilitate effective collaboration in a crisis and adds better predictability, coherence, coordination and professionalism to a response. It ensures there is no overlap or gaps in service provided.

3. Ask participants “Who should be involved in the contingency planning process?
- Contingency planning is most effective when it is a participatory process that includes all those that will be required to work together in the event of an emergency. Who depends on the level of the contingency planning, whether national, regional, local/school.
- Some examples include; Education cluster members, Ministry of Education staff from national and local levels, INGOs and United Nations agencies, NGOs and community-based organisations including parent-teacher associations, teachers, teachers’ unions, students.
- It is important to include experts at different stages in the planning process (i.e. engineers for safe school construction, national disaster management authorities to ensure coordination with other sectors).
4. Uses of Contingency Plans
   - Emergency risk reduction
     ✓ A framework for analyzing risks, vulnerability and response
capacity, as well as identifying preparedness measures to prevent
or alleviate the impact of emergencies
     ✓ Provides a joint platform for involved actors
   - Capacity development
     ✓ Contingency planning can be a helpful framework to increase
participants’ awareness of, access to, and use of existing tools,
e.g. best practices, templates, sample projects, multi sectoral
rapid assessment forms, agency specific toolkits etc.
   - Monitoring and review of preparedness measures
     ✓ Objectives and indicators, defined during the contingency planning
process, provide an effective framework for monitoring progress,
outcomes, and impact.
   - Communication and Advocacy
     ✓ A robust analysis of risks and hazards and appropriate strategies
to address them is a good basis for communication and advocacy
on the importance of education in emergency preparedness
initiatives
   - Mobilising resources
     ✓ The role of preparedness in becoming slowly, but increasingly,
recognized by donors. Donors will also expect to see coherent and
well informed plans;
     ✓ Inadequate analysis or documentation of needs and priorities can
lead to wasted investments as resources might be allocated in
ways that leave significant gaps unfilled.

5. Contingency planning process

1. Analyse potential emergencies and their impact: This should include
the possible emergency scenarios and the possible impact (i.e. number of
families and children affected, number of houses/schools affected). This
can be done as part of a workshop or at a meeting of key education
stakeholders. An example of this is provided in the sample contingency
plans provided.

2. Analyse existing capacities and strengths:
   a. Conduct a Who’s Doing What Where exercise to map the current
services provided by key education stakeholders. This will ensure that
during the contingency planning process, there is no overlap or gaps in
service provision. This can be done as part of a workshop, at a meeting of
key education stakeholders or through email. An example is provided.
   b. Lessons Learned exercise: This is a reflection exercise and can help
key education stakeholders understand what they did in a previous
emergency and what can be improved upon if another emergency occurs.
This ideally should be done as part of a workshop before the development
of a contingency plan.
3. **Develop a Contingency planning document**: This is a written plan that includes clear objectives and strategies for the sector, various emergency scenarios, capacity of key stakeholders, preparedness and response activities. This written document is important to ensure the implementation of preparedness activities and it provides a written agreement between key education stakeholders. This can be done through a multi-day workshop at the national and/or local levels. This process can be done instead of just doing contingency planning with education key stakeholders.

4. **Implement Contingency plan**: This is the most important part of the contingency planning process. If the plan is developed, but not implemented, there will be no emergency preparedness. This is often where follow-through does not happen. There has to be at least someone who can keep the process moving and hold members who are committed to certain work to get them done. Often this job falls to the Education Cluster Coordinator. A preparedness checklist can be used and a mid-term review of the implementation of this plan can be conducted.
Supplementary Exercise: Lessons Learned
90 minutes

Note: This exercise can be done if the participants have already responded to an emergency. If they have not responded to an emergency, this exercise will not be as useful. If the participants have responded to many emergencies, it is recommended to review the lessons learned from the most recent or largest emergency. This exercise is designed to be done over 90 minutes, but it can be reduced to 60 minutes or expanded to 120 minutes depending on how much time you have and would like to focus on this particular exercise.

1. Split the participants into 5 groups of approximately 5-6 people.

Note: The number in each group can change based on the total number of participants, but should not exceed 6 so there is greater opportunity for all members to actively participate.

2. Give each group flip chart paper, markers and ask them to take out Handout 2.1 from module 2 that summarises the INEE Minimum Standards for Education and the INEE Minimum Standards handbook.

3. Assign each group 2 of the INEE Minimum Standards domains so each group can reflect upon the emergency response in 2 different domains.
   Example:
   Group 1: Foundational Standards and Access and Learning Environment
   Group 2: Access and Learning Environment and Teaching and Learning
   Group 3: Teaching and Learning and Teachers and other Education Personnel
   Group 4: Teachers and other Educational Personnel and Education Policy
   Group 5: Education Policy and Foundational Standards

4. Each group should use the INEE Minimum Standards as a framework with which to reflect on lessons learned.
   a. Did the previous emergency response meet the standards in that domain?
   b. If yes, could this be improved upon? How?
   c. If no, do they think it is realistic in the context to reach the standard if there were another emergency? How?

The instructions and setting up the groups may take about 10 minutes.
So, the groups will have about 60 minutes to work in their group.

5. After each group is finished, they should put their flip chart paper on the wall for other groups to see and provide comments through a 20 minute Gallery Walk. The Gallery Walk is also an opportunity for people from other groups to add to any lessons learned that are not already reflected in the flip charts.

Supplementary Exercise: Developing a Contingency Plan
2 hours, 30 minutes

Note: This exercise should ideally be done for each of the possible emergency scenarios. However, if you have identified 4 emergency scenarios and do not have the time to develop a plan for each scenario or these emergencies are not very likely, you can start by doing this exercise for the most likely emergency scenario. Some of the preparedness and response activities will be the same for the various emergency scenarios so even developing a contingency plan for one scenario is taking steps toward preparing for other scenarios.

Note: This exercise can be done in two ways. If the group is large (such as for a national contingency planning process), you can split the participants into groups as shown below. If the group is small (such as for a local contingency planning process), they can all work together on all of the components.

1. Split the participants into 6 groups based on the following categories:
   - **Group 1:** Assessment, Monitoring, Evaluation and Information Management
   - **Group 2:** Cluster coordination/management and Human Resources
   - **Group 3:** Teacher Recruitment, Mobilisation, Training, Compensation
   - **Group 4:** Temporary Learning Spaces and Psychosocial support strategies
   - **Group 5:** Education supplies and logistics and Emergency Education Curricula (formal and non-formal education)
   - **Group 6:** Rehabilitation and Construction of schools and Resumption of formal education

   Each person can choose the group he/she wants to participate in based on his/her or the organisation’s area of expertise. It is important however to ensure there are not too many people in one group and too few people in another group.

   Note: The above-mentioned groups are examples of groupings based on the key education in emergencies technical components. You can change these groupings based on your specific context or if you anticipate a particular action that is not included above. The number of people per group will vary depending on the overall size of the group. If the contingency planning is happening at the national level, there may be 50-60 people, but if it is happening at the local level, there may be fewer people for the education sector.

2. Give each group flip chart paper and markers and the Contingency planning worksheet. They should use the format provided in the worksheet (handout 9.1) and write their ideas.
3. The groups will have 90 minutes to complete the Contingency plan worksheet for their group. This includes completing the plan for preparedness and response activities. If an agency is not able to give a firm commitment during this process, they can give a tentative commitment and then confirm as the plan is being finalised. The group should give as much detail as possible so the document can be used.

4. Large group presentation and discussions (60 minutes): Each group will then present their ideas to the rest of the group. This will provide a chance for the whole group to discuss the ideas the group came up with, add activities, commit to activities, take activities out etc. During this discussion, one person should be elected to type up all of the ideas and send them around to the whole group for feedback before finalising.  
(Note: Often a person from the cluster coordinating agencies will take on this task.)
<table>
<thead>
<tr>
<th>Activity Category</th>
<th>Response activity</th>
<th>Preparedness activity</th>
<th>Link with which INEE Minimum Standards domain and standard</th>
<th>By Whom</th>
<th>By When</th>
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<tbody>
<tr>
<td>1. Assessment, Monitoring, Evaluation and Information Management</td>
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<td>2. Cluster coordination /management and Human Resources</td>
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<td>3. Teacher Recruitment, Mobilisation, Training and Compensation</td>
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<td>4. Temporary Learning Spaces and Psychosocial support strategies</td>
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<td>5. Education supplies and logistics and Emergency Education Curricula (formal and non-formal) (i.e. school-in-a-box kits; photocopy textbooks)</td>
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<td>6. Rehabilitation and Construction of schools and Resumption of formal education</td>
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Handout 25.2 Education Cluster/Sector Contingency Plan Template

*(Disaster profiles to be attached)*

**Overall Objective**

**Specific objectives**

**Planning Assumptions**

**Requirements**

**Activities to be undertaken before an emergency**

<table>
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<tr>
<th>#</th>
<th>Activities</th>
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**Activities to be undertaken during an emergency**

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**Activities to be undertaken after an emergency**

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**Resources required**
Education materials/supplies:

Human resources:

Funding:

Disaster mitigation activities to be undertaken

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<th>Activities</th>
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EDUCATION CLUSTER MEMBER PROFILES

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<thead>
<tr>
<th>ROE/Organisation</th>
<th>Contact person and contact details</th>
<th>Education activities</th>
<th>Geographic coverage</th>
<th>Resources available</th>
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Session 26: Advocacy and Policy

Time: 1 hour

Learning Objectives

At the end of this session participants will:
1. Understand and be able to define what is advocacy, why it is important for education in emergencies, and who should be targeted.
2. Understand the importance of including education in emergencies as a component of national education policies and planning processes, and how to effectively do this.
3. Begin the process of developing a context specific action plan for change in education policy.

Key Messages and Learning Points for Advocacy

In order for the concerns of education in emergencies to be mainstreamed into ongoing education planning and policies, it is critical to advocate for it and to ensure inclusion in a country’s education policy.

- Advocating for an integration of education in emergencies into national education policies takes time. Conducting the exercises in this module alone will not mean that you see policy changes. It is important to continue advocacy and continue pushing for change in education policies.
- Advocacy can be done verbally or through written materials (i.e. advocacy brief, concept notes, presentations, proposals, articles).
- Targets for advocacy can include government officials (including the Ministry of Education), colleagues from other sectors, donors, the public, and the media.
- The INEE Minimum Standards provides guidance and key actions to consider when advocating for, developing and strengthening Education Policy.
- The Education cluster or Education in Emergencies working group provides an important structure for agreeing on priorities for advocacy and key advocacy points.

Session Outline

<table>
<thead>
<tr>
<th>Content</th>
<th>Timing</th>
<th>Instructional Activity</th>
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<tbody>
<tr>
<td>1. Introduction to the Session and Introduction to Advocacy</td>
<td>15 minutes</td>
<td>Presentation</td>
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<tr>
<td>2. Education Policy Gaps and Opportunities</td>
<td>45 minutes</td>
<td>Exercise</td>
</tr>
</tbody>
</table>

Total Time: 60 minutes

Note to Facilitator: The session includes both advocacy and policy. Based on what you want the participants to learn, you can do all or a few parts of this module. This module totals 3 hours and that can be reduced or increased based on how much time you want to devote to these issues. You can also do the sessions in the module at different days. Before doing this module, it is important that all participants are familiar with key education in emergencies concepts.
Preparation, Resources and Support Material

**Resources / Materials needed:**
- Flipcharts, markers
- Handout 26.1: Checklist for Education Policy

**Preparation for this session:**
- Review Session slide presentation
- Copy of Handouts 26.1 for participants

**Additional Resources:**
- Pakistan Floods Advocacy Brief, August 2010
- Bangladesh Case Study
- Nepal Case Study
- Afghanistan Case Study
1. Introduction to the session and to Advocacy
15 minutes

Ask participants the following questions:
- Who has experiences with carrying out advocacy?
- What was the purpose? To achieve what outcome?
- How did you convey your message: speech; press release; radio interview? (This will set the stage and see how much experience folks have.

In order to see the prioritisation of education in emergencies in a country, it is important that it be included in national education policies – within policy plans, budgets and contingency plans. This session goes through how to advocate for education in emergencies and how to start a process for incorporating key elements or strengthening existing ones in a country’s education policy. Both of these processes take time. Advocating once or conducting the exercise provided in this session will not change anything. It is important to continue advocacy and continue pushing for change in education policy.

Read the objectives of the session:

1. Advocacy and Public Information
Session covers:
- What is advocacy?
- Why is it important?
- How to do it?
This session is about having the skills to be a good advocate.

2. What is advocacy?
- Speaking up for your rights, or the rights of others
- Ensuring that important messages are heard
- Process of securing change
- Collective advocacy is ‘campaigning’
- A persuasive argument for a specific outcome
What do you want your audience to do as a result? It’s about creating political will to change; it has a specific purpose. It’s really another type of, different way of saying, communication.

3. Ways to Advocate
- Verbally when speaking with someone
- By writing press releases, concept notes, proposals, articles
(There is an example of an advocacy brief on the Pakistan floods)
4. Ask the Participants: Who are our targets?
After receiving responses, show the slide:
- Government ministries (ie Ministry of Education, Ministry of Emergency)
- Donors
- People’s representatives
- Political and religious leaders
- Other sectors
- Other humanitarian organisations
- Media
- Military

Different messages will have resonance with different targets. It's about considering ‘What’s in it for THEM?’ The best advocacy messages are those that are crafted in such a way that the recipient of the message finds something in it for them. That they can easily and readily see what the advantages will be to THEM if they make your suggested changes.

5. Principles of advocacy
- Best interest of the affected population – Keep them in mind!
- Evidence based—statistics, findings, needs assessments, surveys, etc.
- Rights-based—can be very powerful. Everyone has a right to education. Education for all, Convention on Right of the Child. ‘Life saving and life sustaining.’ Rights come with responsibilities; the right to education alongside the responsibility to maintain safe access to education and safety in schools.
- Context specific—Does your message take the context into account? Culture sensitivities; what works; what doesn't?

Good Advocacy can lead to policy change and this is what we want to see with Education in Emergencies.
3. Exercise: Education Policy Reflection
45 minutes

Note: This exercise has been designed for 45 minutes, but can be reduced or increased depending on the time available.

1. Share examples of where education in emergencies has been included in national education policies and planning (10 minutes)

Ask participants: 1) Has education in emergencies been included in your countries (or countries’) national education policies and planning? 2) If so, how?

a. Bangladesh:
   - An Education in Emergencies sub-group was established within an already existing Education Coordination mechanism called the Education Local Consultative Group (ELCG). The ELCG is also part of the broader National Local Consultative Group that includes ministers from various sectors, bi-lateral donors, and UN agencies. This sub-group was established before a disaster and was aiming at strengthening preparedness, disaster risk reduction and contingency planning.
   - Education in Emergencies is now a part of the Sector Wide Approach for Primary Education (SWAP), a national education sector plan. This has enabled the Education sector to obtain funding from the government and donors for education in emergency work.

b. Nepal
   - Ministry of Education as co-lead for the Education Cluster along with UNICEF and Save the Children.
   - The Ministry of Education has appointed a focal point to focus on Education in Emergencies issues.
   - Education in Emergencies included in the national education sector plan.
   - Education in Emergencies recognised nationally and by the various sectors as a priority in emergencies.
   - Key education questions included in multi-sectoral initial rapid assessment called MIRA
c. Afghanistan
- The National Education Strategic Plan 2010-2014 includes actions related to education in emergencies, specifically:
  - The use of distance educational programmes (i.e. radio and TV)
  - The appointment of religious scholarly authorities in all provinces to encourage community protection of schools
  - Establishment of “protection and security units” in each province with a coordinator. Focuses on both conflict related emergencies or natural disasters
  - A database for the registration of security incidents in all educational institutions in the country
  - Reinforcement of schools’ and MoE provincial offices’ perimeters (walls)
  - Mainstreaming crosscutting issues such as human rights, gender equity, counternarcotics etc. in the curriculum
  - Use of safety criteria for school construction

Ask participants: Has anything similar been done in this region? – If so, allow 1 participant to briefly share their experience.

2. Review the INEE Minimum Standards for Education Policy (2 minutes)
- Provide Handout 26.1 to all participants.

- Education Policy standard 1: Law and Policy formulation:
  Education authorities prioritise continuity and recovery of quality education, including free and inclusive access to schooling.

- Education Policy standard 2: Planning and Implementation:
  Education activities take into account international and national policies, laws, standards and plans and the learning needs of affected populations.

3a. Exercise: Education Policy Reflection (for Regional Training)
- Split the participants into small groups.
  (Note: If this is a regional training, split the groups up into country groups.)

  - Give each group the Handout: 26.1, flip chart and markers.
  - Each will have 20 minutes to reflect on the items on the handout (checklist).
  - Each group will report one action that they have done and one action they want to do.

3b. Plenary discussion (for country level training)
Note: If this is a country level training, the facilitator can lead the group in a discussion and together go through the points on the handout over 15-20 minutes.
Supplementary Exercise: Developing Advocacy Messages
60 minutes

Note: This exercise has been developed to be completed over 60 minutes. The timing can be reduced or increased depending on how much emphasis and practice you want to give to your participants.

1. Split up into small groups.
Give each group flip chart paper and markers.

Note: If this is a country level training, you should split the groups based on government, NGOs, UN. If there are lots of people, you may also want to split people up by organisation. If this is a regional training, you should split the participants by country.

2. Each group should reflect upon their country’s situation and identify 5 things you would like to see strengthened in your country regarding education in emergencies – this means an outcome from the advocacy effort. Some examples include: convincing the Ministry of Education to allocate a budget for education in emergency concerns; encouraging donors to finance education in emergencies programming; convincing colleagues from other sectors that education is a life saving and life sustaining sector; encouraging the Ministry of Education to allocate a focal point; promoting the integration of disaster risk reduction into school curriculum etc. Then select 1 of those 5 things, identify the target audience and begin developing a 1-minute verbal message. Each group will have 30 minutes to work.

3. Each group will present the issue, the things they would like to see changed (the outcome) and then present their message. Each group will have 3 minutes.

4. Ask the other participants to critique the persuasiveness of the argument on a scale from $, $$, $$$, representing the amount of funding a donor might give in response to the argument. Tell each participant to put $, $$, and $$$ on small cards or pieces of paper. After each presentation ask participants to hold up their $ signs. Provide an opportunity for feedback and discussion.

5. Conclude the exercise by mentioning that this is the first step in developing target advocacy messages. They should continue to take these ideas and develop them further through additional workshops, meetings etc.
<table>
<thead>
<tr>
<th>Options for EiE/ DRR policy</th>
<th>Status</th>
<th>Advocacy actions needed</th>
<th>Other actions needed</th>
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<tbody>
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<td>Permanent emergency education focal point in the Ministry of Education</td>
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<td>MoU or ToR between government, UNICEF and Save the Children on roles and responsibilities for emergency education</td>
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<td>EiE and DRR part of education sector planning</td>
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<td>Annual funding allocations for emergency education and DRR</td>
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<td>Establishment of institutional linkages between MoE and national disaster management agency</td>
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<td>EiE is part of national and/or regional disaster management /emergency contingency plans</td>
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<td>Disaster risk reduction</td>
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<td>• National or provincial school building standards that are disaster resistant</td>
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<td>• Disaster risk reduction curricula mainstreamed in the national syllabus</td>
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<td>• National policies on school safety planning</td>
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<td>Certification and compensation policies for emergency teachers</td>
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<td>Other</td>
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Session 27: Linkages between Education and other Sectors

Time: 60 minutes

Learning Objectives

At the end of this session participants will be able to:
1. Understand the links between education and other sectors in all emergency phases — from preparedness, response to recovery.
2. Gain a better understanding of the various sectors that work in acute emergencies and which ones to liaise with when establishing emergency education programmes.

Key Messages and Learning Points

- In order to provide holistic support to children and young people, especially in emergencies, it is essential to work with various sectors.
- Other global clusters include: agriculture, camp coordination/management, early recovery, emergency shelter, emergency telecommunications, health, logistics, nutrition, protection and health, sanitation, hygiene.
- The INEE-Sphere companionship exemplifies the humanitarian community’s understanding of the importance of ensuring linkages and coordination between various sectors. The INEE Minimum Standards makes reference to the Sphere handbook and vice-versa.

Session Outline

<table>
<thead>
<tr>
<th>Content</th>
<th>Timing</th>
<th>Instructional Activity</th>
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<tbody>
<tr>
<td>Introduction to the Sphere Standards; INEE-Sphere Companionship</td>
<td>10 minutes</td>
<td>Presentation</td>
</tr>
<tr>
<td>Links between Education and other sectors</td>
<td>45 minutes</td>
<td>Small Group Exercise</td>
</tr>
<tr>
<td>Conclusion</td>
<td>5 minutes</td>
<td>Presentation</td>
</tr>
</tbody>
</table>

Total Time 60 minutes

Resources / Materials needed:

- Handout 3.1 (From Session 3): Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction Pink, green and yellow post-it notes
- Handout 27.1: Summary of Linkages between Education and other sectors
- Handout 27.2: Cross Sectoral Planning Matrix
- Thematic briefs (Cross-cutting issues)
- Flip chart and markers

Preparation for this session:

- Review Session slide presentation
- Copies of Handouts 27.1 and 2.1, one per person

Supplementary Material:

- Exercise - Links between Education and Gender (40 minutes)
1. Introduction

10 minutes

1. Review the Learning Objectives of the module.

2. **Ask participants:** Why is it important to identify and understand the linkages between education and other sectors?

**Answers could include:**
- In order to provide holistic support to children and young people, it is essential that there is collaboration between education and other sectors.
- It can help advocate for the importance and prioritisation of education in emergencies.
- It ensures that there are no gaps or overlaps in services provided for children and young people.
- In order to highlight the importance of education in emergencies and highlight the linkages between education and other sectors, INEE established a formal partnership with Sphere.

- **Explain the following:**
  - The Sphere Project is a process that began in 1997 to address concerns of quality and accountability in humanitarian responses.
  - The Sphere Project emphasises the "right to life with dignity".
  - They have Minimum Standards in Disaster Response that includes:
    1. Water, sanitation, hygiene promotion
    2. Food security, nutrition and food aid
    3. Shelter, settlement and non-food items
    4. Health services
    5. Does not include Education
- More information on: [www.sphereproject.org](http://www.sphereproject.org)
- 2009, Sphere and INEE established a formal partnership. This partnership outlined that Sphere recognises the importance of education in emergencies and recommends that the INEE Minimum Standards for Education be used as a companion to the Sphere Minimum Standards in emergencies.

3. It is important for the education sector to think about how they can collaborate with the other sectors. Refer participants to Handout 27.1: Linkages between Education and other Sectors.


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2. **Small Group Exercise:** Links between Education and other sectors
### 45 minutes

<table>
<thead>
<tr>
<th>Instructions:</th>
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<tbody>
<tr>
<td>1. Divide participants into six groups (4-5 people in each group) representing one of the other clusters/sectors that education may need to coordinate with, as follows:</td>
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</table>
| **Group 1:** Protection  
**Group 2:** Camp management/shelter  
**Group 3:** WASH  
**Group 4:** Health  
**Group 5:** Nutrition  
**Group 6:** Logistics |
| 3. Use Handouts 27.1 and 27.2, the planning and information matrix. Groups should answer the two questions on Handout 27.2:  
1) What cross-sector/cluster planning is needed?  
2) What information needs to be shared from the education sector to the other sector, and from the other sector to education? |
| 4. Give groups 15 minutes to complete their work. Have groups put their responses on VIPP cards and place them on a matrix on the wall that is a duplication of Handout 27.2. |
| 5. Have groups report on one VIPP card for planning and one for information only. |
| 6. Have a reporter record the information from the exercise and give it to participants as a planning document for their preparedness/contingency planning. |
| 7. Conclude by asking participants what preparedness steps the education sector can take in order to ensure that cross-sector/cluster planning is done before an emergency. |
Handout 27.1: Linkages between Education and other sectors

- **Agriculture**: Education on agricultural techniques.

- **Camp Coordination/Camp Management (CCCM)**: Education in camp environments helps to re-create elements of a social structure and a sense of normalcy in the lives of children, their parents and their communities. In collaboration with the camp coordination/camp management cluster, school areas, child friendly spaces, play and recreational areas can be planned jointly within a camp setting at the outset of an emergency; this would be done with guidance on standards provided to ensure safe and protective environments (e.g. safe distances, adequate latrine and sanitary conditions).

- **Early Recovery**: A resumption of system wide quality learning, with additional training for teachers and school managers, provision of textbooks and teaching equipment, as well as revising the curriculum where necessary, to meet the needs of all children and adolescents. Activities may include a more comprehensive needs assessment, examining in more detail the impact of the emergency on education, needs of the affected population, and longer-term actions required to rehabilitate the education system: return to areas of origin, support to education structures and facilities, clearing of school grounds; providing school feeding programmes, etc.

- **Emergency Shelter**: School shelters (tents, temporary structures, reconstruction of education infrastructure) will be jointly planned to ensure that minimum standards for schools and classrooms are applied (e.g. size, construction, distance, and lighting).

- **Health**: Schools and temporary learning spaces provide an environment in which children can have safe and reliable access to various health services, be provided with basic knowledge on health and hygiene, and urgent life-saving health information.

- **Logistics**: Logistics support for provision of educational materials, tents or school construction supplies, which is a key part of education response.

- **Nutrition**: Children’s nutrition can be improved by the provision of meals or nutritious snacks as part of school feeding programmes.

- **Protection**: Education in emergency spaces or child friendly spaces for children/learning environments provides psychosocial support and protection by establishing daily routines and a more stable sense of the future; reduces vulnerability to trafficking, exploitation and child labour; engages children in positive alternatives to military recruitment, gangs and drugs; provides a means to identify children with special needs, such as experience with trauma or family separation; facilitates social integration of vulnerable children.

- **Water, Sanitation, Hygiene**: Safe water and gender-segregated and appropriate sanitation facilities for learning spaces and schools. Another important area for collaboration is hygiene promotion.
<table>
<thead>
<tr>
<th>Education</th>
<th>Protection</th>
<th>Shelter/Camp Management</th>
<th>Health</th>
<th>WASH</th>
<th>Nutrition</th>
<th>Logistics</th>
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</thead>
<tbody>
<tr>
<td><strong>Planning:</strong>&lt;br&gt;What cross-cluster planning is needed?</td>
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<tr>
<td><strong>Information:</strong>&lt;br&gt;What information needs to be shared?</td>
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