West and Central Africa Region

EDUCATION IN EMERGENCIES TRAINING

Facilitators’ Guide

2010
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<td>ARC</td>
<td>Action for the Rights of Children</td>
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<tr>
<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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<td>CBO</td>
<td>Community Based Organisation</td>
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<tr>
<td>CCR</td>
<td>Conflict Risk Reduction</td>
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<tr>
<td>CEDAW</td>
<td>Convention on the Elimination of All Forms of Discrimination against Women</td>
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<td>CERF</td>
<td>Central Emergency Response Fund</td>
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<td>CFS</td>
<td>Child Friendly Spaces</td>
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<td>COC</td>
<td>Code of Conduct</td>
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<td>CRC</td>
<td>Convention on the Rights of the Child</td>
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<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>EPR</td>
<td>Emergency Preparedness and Response</td>
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<td>EPRP</td>
<td>Emergency Preparedness and Response Plan</td>
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<td>ESAR</td>
<td>Eastern and Southern Africa Region (UNICEF)</td>
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<td>ESARO</td>
<td>Eastern and Southern Africa Regional Office (UNICEF)</td>
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<td>FTI</td>
<td>Fast Track Initiative</td>
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<td>GDP</td>
<td>Gross Domestic Product</td>
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<td>HFA</td>
<td>Hyogo Framework for Action</td>
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<td>HRW</td>
<td>Human Rights Watch</td>
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<td>IASC</td>
<td>Inter-Agency Standing Committee</td>
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<td>ICR</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>IED</td>
<td>Improvised Explosive Device</td>
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<td>IIIEP</td>
<td>International Institute for Educational Planning (UNESCO)</td>
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<td>IFR</td>
<td>International Federation of the Red Cross and Red Crescent</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>Minimum Standards for Education</td>
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<td>INGO</td>
<td>International Non-governmental Organisation</td>
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<td>IRC</td>
<td>International Rescue Committee</td>
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<td>MDG</td>
<td>Millennium Development Goal</td>
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<td>MoU</td>
<td>Memorandum of Understanding</td>
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<td>MRE</td>
<td>Mine Risk Education</td>
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<td>M &amp; E</td>
<td>Monitoring and Evaluation</td>
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<td>NDMA</td>
<td>National Disaster Management Agency</td>
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<td>NFI</td>
<td>Non-Food Item</td>
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<td>NGO</td>
<td>Non-governmental Organisation</td>
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<td>NRC</td>
<td>Norwegian Refugee Council</td>
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<td>OCHA</td>
<td>Office for the Coordination of Humanitarian Affairs</td>
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<td>OSRSG</td>
<td>Office of the Special Representative of the Secretary General</td>
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<td>OVC</td>
<td>Orphaned and Vulnerable Children</td>
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<td>PHC</td>
<td>Primary Health Care</td>
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<td>PTA</td>
<td>Parent-Teacher Association</td>
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<td>RALS</td>
<td>Rapid Assessment of Learning Spaces</td>
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<td>SGBV</td>
<td>Sexual and Gender-Based Violence</td>
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<td>SCA</td>
<td>Save the Children Alliance</td>
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<td>SITREP</td>
<td>Situation Report</td>
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<td>SM C</td>
<td>School Management Committee</td>
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<td>STI</td>
<td>Sexually Transmitted Infection</td>
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<td>SWA p</td>
<td>Sector Wide Approach</td>
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<td>ToR</td>
<td>Terms of Reference</td>
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<td>UNCT</td>
<td>UN Country Team</td>
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<td>UNDMTP</td>
<td>United Nations Disaster Management Training Programme</td>
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<td>Abbreviation</td>
<td>Full Name</td>
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<td>UNDP</td>
<td>United Nations Development Programme</td>
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<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organisation</td>
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<td>UNHCR</td>
<td>United Nations High Commissioner for Refugees</td>
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<td>UNICEF</td>
<td>United Nations Children’s Fund</td>
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<td>UNAIDS</td>
<td>United Nations programme on HIV/AIDS</td>
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<td>UNSC</td>
<td>United Nations Security Council</td>
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<td>USAID</td>
<td>United States Agency for International Development</td>
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<tr>
<td>VIPP</td>
<td>Visualisation in Participatory Programmes (also known as ZIP)</td>
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<td>UXO</td>
<td>Unexploded ordnance</td>
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<td>VCT</td>
<td>Voluntary Counselling and Testing</td>
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<td>VDC</td>
<td>Village Development Committee</td>
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<td>WCAR</td>
<td>West and Central Africa Region (UNICEF)</td>
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<td>WASH</td>
<td>Water, Sanitation and Hygiene</td>
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<td>WATSAN</td>
<td>Water and Sanitation</td>
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<td>WFP</td>
<td>World Food Programme</td>
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<td>WG</td>
<td>Working Group</td>
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<td>WHO</td>
<td>World Health Organisation</td>
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Welcome

Welcome to this guide on Education in Emergencies!
Please read this before the first session starts.

You are going to learn about Education in Emergencies, and, at the same time, as a future trainer, you are going to learn some techniques of facilitation, and prepare to conduct this training for others.

Training Package Materials

Your training materials consist of the following:
- This Facilitators” Guide for trainers with 21 main modules and two optional modules
- PowerPoint presentations for each module (provided on CD)
- A CD with Electronic copies of the Facilitators” Guide, and PowerPoints, as well as documents that accompany some of the workshop modules.

Objectives, Content and Structure of Training Materials

The objectives of this workshop, with these training materials are to enable you to:

1. Learn about the theory and practice of education in emergencies;
2. Become prepared to work on education in an emergency and to respond in the best way;
3. Find out the capacity of the population affected and partner organisations and identify roles and responsibilities for effective coordination;
4. Create a plan to build capacity at national and local levels and provincial/district levels
5. Create a plan to inform national education policy, planning, and budgeting so that education in emergencies is addressed in a more systematic and sustainable manner;
6. Be able to deliver training at country and provincial/local levels.

There are 21 main modules and two optional modules (also known as sessions during the training) in the following general order: several scenarios are used for illustration.

- The reasons for a specific discipline of Education in Emergencies (EiE) as a humanitarian response.
- Established frameworks for EiE, including standards (government, INEE MS), technical components and the actions to be taken, known in this manual as “the Response”.
- Coordination mechanisms in the education sector and how they can help.
- The actions necessary to plan and implement an emergency education response, including components from assessment through to monitoring and evaluation.
- What should be done before to ensure the best response. This is known in this manual as Preparedness.
The modules have approximately the same layout.

First, a presentation of new information delivered partly in PowerPoint, then at least one exercise which requires you (and later your trainees) to apply the concepts through activities.

A scenario is suggested to you which is examined in different modules. You are also encouraged to use local scenarios.

Various methods are used in order to familiarise you with different training techniques.

**Module Organisation**

Each module outline provides information on:
- Learning objectives
- Key messages
- The time it should take
- Suggested methods
- Materials/resources needed
- Preparation required in advance
- WCAR CD documents relating to this module

**PowerPoint Presentations**

For each module there is a PowerPoint presentation.

PowerPoint is not intended to be the same as the printed text.

A PowerPoint slide summarises or highlights the main points. **No one is expected to read the whole of the PowerPoint.** Rather the PowerPoint acts as a guide to the text. Some PowerPoint slides have a relevant picture or diagram.

There is a title slide followed by a slide on learning objectives. Much of the time the same material is printed in the text, though the wording or the emphasis may be slightly different.

**Please make sure you are aware of the reading speeds of your trainees. This greatly affects the speed with which they can move through the materials.**

Instructions are provided for you in the text.

You are strongly encouraged to adapt the PowerPoint slide to your country. (To do this you have to learn some of the basics of how PowerPoints are made!).

**Module Time Allocation**

Suggested times for each module are indicated based on holding a 5 day workshop. These times assume that the participants have done some of the reading in advance, so it is important to tell them about this at the end of the previous day.

If your workshop is longer or shorter you will have to adapt the times.
**Shorter workshops**

The workshop can be modified and delivered in as few as 2 ½ days or as many as 6 days. At the end of the Facilitators’ Notes is a sample agenda that can be adapted for use depending on the context and your needs. One important training decision to note is that the simulation of the emergency response can be handled in several ways.

If the workshop is planned for less than 4 ½ or 5 days, consider:

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

Some of the modules contain one exercise and others contain more than one. Facilitators can choose to eliminate exercises based on the time available, or the trainees’ levels of experience and their learning style. Many of the exercises can be done in plenary if time is short.

**Adapting the Content and Materials to Local Contexts**

Both the case study analysis in Modules 3-4 and the Momaland scenario used from Module 6 onwards are meant to be examples only.

You can substitute the tsunami case study in Modules 3-4 with an emergency that has occurred in your own country. You can use it to do a retrospective analysis to assess your response. This is highly recommended.

For the Momaland simulation, countries are encouraged to develop their own scenario based on a likely emergency from your own contexts.

Scenarios developed for contingency plans are excellent materials to use since they are based on analyses from interagency working groups.
### Sample Five Day Agenda
#### All Modules

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<th>Time</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
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<td>Module 0: Training Facilitation and Evaluation</td>
<td>Module 5: Coordination of the Education Sector/Cluster</td>
<td>Module 10: Early Childhood Development before, during and after emergencies</td>
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<td>AM</td>
<td>Lunch</td>
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<td>Break</td>
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<td>Break</td>
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<tr>
<td>AM</td>
<td>Wrap up Day 1</td>
<td>Wrap up Day 2</td>
<td>Wrap up Day 3</td>
<td>Wrap up Day 4</td>
<td>Wrap up and Evaluation</td>
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**Module 2:** Rationale for Education in Emergencies
- Education in Emergencies Assessment
- Inclusion in Education in emergencies
- Disaster Risk Reduction and Education
- Action Planning for:
  - Preparedness and Contingency Planning
  - Capacity Mapping
  - Policy & Planning
  - Training Roll-Out
### Table of WCAR Education in Emergencies Resources

**From Facilitator’s Guide and CD-Rom**

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<th>Facilitator’s Guide</th>
<th>CD-ROM (English)</th>
<th>CD-ROM (French)</th>
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</table>
| **0. Training Facilitation and Evaluation** | **Training Facilitation:** Handout 1: Facilitation Data Sheets  
**Evaluation:** Handout 1 : Kirkpatrick Model | ★ Training Facilitation Preparation Tools  
★ Facilitator’s Toolkit-ARC  
★ Organising Training-NRC  
★ The Art of Facilitation  
★ Training Guide and Training Techniques-Unesco  
★ Writing Learning Objectives  
★ Ice breakers + Internet link  
★ 100 ways to energise groups  
★ Using Powerpoint  
★ Facilitation skills Resource Portal  
★ Evaluating Training Programs  
★ Kirkpatrick’s Four-Level Evaluation Model  
★ Evaluating training  
★ Evaluation of Training Session-Participants  
★ Training Session Questionnaire-Participants  
★ Training Session Evaluation Sheet-Facilitators  
★ Evaluation tools + note | ★ Animation de la formation – Boîte à outils  
★ Dossier d’outils pédagogiques - ARC  
★ Principes directeurs pour l’administration et la conduite d’un atelier - UNESCO  
★ Outils de la formation (lien internet)  
★ Portail Ressources (lien internet)  
★ Fiche Présentation Powerpoint  
★ Évaluation des effets d’une formation  
★ Evaluer une action de formation  
★ Le modèle Kirkpatrick (lien internet)  
★ Fiche évaluation session – Formateurs  
★ Fiche évaluation session – Formateurs (version 2)  
★ Questionnaire - Participant  
★ Outils d’évaluation + note |
| **2. Rationale for Education in Emergencies** | Handout 2.1: Rationale for Education in Emergencies  
Handout 2.2: Why Prioritise Education in Emergencies | ★ IASC Education Cluster Education in Emergencies Talking Points - Making the Case  
★ Talking Points: Education in Emergencies, INEE and the Minimum Standards for Education: Preparedness, Response, Recovery | ★ Éduquer dans les situations d’urgence et de crise-Unesco  
★ Planifier l’éducation en situation d’urgence et de reconstruction  
★ Votre droit à l’éducation + Guide utilisateur  
★ L’éducation dans les situations d’urgence - Revue Migration forcée  
★ Education - ARC  
★ Fiches d’information sur la protection de l’enfant - Unicef  
★ Intervention éducative rapide en situation d’urgence  
★ L’éducation dans les situations d’urgence et pour la reconstruction Approche axée sur le développement  
★ Education-Principes directeurs – HCR |
| **3. INEE Minimum Standards** | Handout 3.1: Minimum Standards for Education: Preparedness, Response, Recovery  
Handout 3.2: Tsunami case study (or appropriate country case study)  
Handout 3.3: Case Analysis of Application of Minimum Standards for Education  
Handout 3.4: Preparedness and response actions for INEE MS | ★ INEE MS Handbook  
★ The Sphere-INEE companionship  
★ INEE MS Reference Tool | ★ INEE Normes minimales pour l’éducation : Préparation, interventions, relèvement  
★ Outil de référence - INEE  
★ Relations Normes minimales INEE et SPHERE |
Handout 4.2: Technical | ★ Guidebook for planning education in emergencies - UNESCO + summary | |
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<td>Handout 5.1: Education Cluster Objectives as Outlined in the IASC Guidance Note Handout 5.2: Checklist of Actions for Education Sector/Cluster Coordination Handout 5.3: Smarter Cluster Coordinator Meetings: IASC Guidelines Handout 5.4: Sample Cluster Terms of References Handout 5.5: Preparedness and response actions for Education Sector/Cluster</td>
<td>• Cluster Lead ToR - IASC • Cross Cutting Issues for Cluster Leads - IASC • UNICEF - Save the Children MOU Annex</td>
<td>• Cluster Education-INEE • Note d'orientation IASC - Mise en oeuvre de l'approche de responsabilité sectorielle • Note d'orientation IASC - Approche de responsabilité sectorielle • TdR génériques pour le Cluster Lead – CPIA</td>
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<td>15. Choosing and training teachers in an emergency</td>
<td>Handout 15.1: Key Steps in Teacher Mobilisation and Training Handout 15.2: Teacher Training</td>
<td>• INEE Guidance on Teacher Compensation • What is Different about Teacher Training in Situations of Emergency?</td>
<td>• Rémunération des enseignants - INEE • Le Bon Enseignant • Accroître l’efficacité des enseignants – Unesco</td>
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<td>16. Temporary Learning Spaces</td>
<td>Handout 16.1: How to Set Up a Child Friendly Space</td>
<td>• Tarpa Tent Guidelines – Madagascar</td>
<td>• Petit guide à l’usage de ceux qui souhaitent consulter les enfants - SC</td>
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<td>Handout 16.2: Temporary Learning Space Planning</td>
<td>• Child friendly spaces in emergencies – Save the Children</td>
<td>• Mobilisation communautaire - ARC</td>
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<td>Handout 16.3: Preparedness and response actions for temporary learning spaces</td>
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<td>Handout 17.1: School Disaster Reduction and Readiness Checklist</td>
<td>• Hyogo Framework for Action</td>
<td>• Brochure Hyogo</td>
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<td>Handout 17.2: DRR and Education – Examples of Good Practice</td>
<td>• Child-Led DRR Guidebook – Save the Children</td>
<td>• Résumé du Cadre d’Action de Hyogo</td>
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<td>• Disaster-resilient Ed and Safe Schools: What Educational Authorities Can Do</td>
<td>• La réduction des risques de catastrophe commence à l’école</td>
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<td></td>
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<td>• Let’s Learn to Prevent Disasters UNICEF</td>
<td>• Projet Sphère + Préparation aux catastrophes</td>
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<td>• Safe Schools in Safe Territories</td>
<td>• Constructions scolaires&amp;catastrophes naturelles - Unesco</td>
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<td>• Education efficace pour la prévention des catastrophes (lien internet)</td>
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<td>Handout 18.2: Student Reintegration: Policy Recommendations on Certification and Learning - Attainments of IDP and Refugee Children</td>
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<td>• Promouvoir des systèmes d’enseignement stables au lendemain d’un conflit - Migration forcée</td>
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<td>Handout 18.3: Reintegration of Teachers # Scenario: Resumption of Normal Education in Momaland: Five Months after Onset</td>
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<td>Handout 19.4: Sample Flow Chart in Prioritising and Assessing School Retrofit Projects</td>
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<td>- Manuel d'évaluation participative – CRS</td>
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<td>Handout 19.5: Developing a Plan to Implement School Repair and Construction</td>
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<td>- Outils d’information pour la préparation et le suivi des plans de l'éducation</td>
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<td>Handout 19.6: Preparedness and response actions for rehabilitation and construction of schools</td>
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                  - Suivi&évaluation des programmes de lutte contre le VIH-SIDA, la TB et le paludisme - Guide  
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                  - Niger, Lavons les mains  
                  - Manuel d'Approche participative pour la lutte contre les maladies diarrhéiques - OMS |

| Other Contents on CD | | Soft copy of WCAR EiE Training Facilitator’s Guide  
                  - WCAR EiE PowerPoint Presentations  
                  - Terminology  
                  - Acronyms and Abbreviations – OCHA | Guide du Facilitateur – Formation WCAR "Education en situations d'urgence"  
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## Welcome, Introductions and Review of Workshop

### Module Outline

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### Learning Objectives

1. Identify the overall workshop objectives.
2. Be familiar with the workshop materials, including the Facilitators’ Guide (for a Training of Trainers workshop).
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.

### Method:

- Presentations, individual work

### Material needed:

- Opening Module slide presentation
- Facilitators’ Guide and CDs for each participant
- Copies of the INEE Minimum Standards for Education

### Preparation for this module:

- Have an understanding of the experience and positions of the workshop participants.
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, their job where they work. They should give a brief indication of what their role would be in an emergency.
   - Provide one strength they think they have 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 these expectations on chart paper and save them 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 a programme of capacity-building activities including training at national and provincial/local levels in education in emergency preparedness and response;
   - List the 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 systematic and sustainable manner; and
   - Organise and deliver training at country and provincial/local levels

2. Provide a brief summary of the entire workshop agenda and daily sessions.
# Training Facilitation

## Training Facilitation Module Outline

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## Learning Objectives

1. Understand the basic principles of teaching adults or facilitating their learning.
2. Understand various tools and techniques for helping adults learn.
3. Facilitate training sessions in different ways.

## Key Messages

The training approach focuses on what participants will actually do at the end of the training and encourages the implementation of activities that will help them acquire new knowledge, attitudes and skills in an interactive and participative way.
Method:
Learning a little theory, discussing participants own experience and exercises, brainstorming

Material needed:
- Module 0 “Training Facilitation” slide presentation
- Coloured cards prepared based on the exercise in Handout 1
- Handout 1: “Facilitation Data Sheets”

Preparation for this session:
- Cut in advance “Facilitation Data Sheets” (Handout 1) and prepare a set of sheets for 5-6 people per group
- Prepare coloured cards with the names of the following activities: Case study, Role-play, Simulation, Presentations, Speed sharing, Life Lines, Stepping Stone, Fruit Salad, Brainstorming, The Magnificent 7! Fish and Net ... Story Telling, Chinese Whispers, Fizz Buzz…

WCAR CD:
- The Art of Facilitation, Participatory Approaches: A facilitator’s guide, VSO
- 100 ways to energise groups
- Icebreakers / - Icebreakers (internet link)
- Organising Training, NRC
- Facilitator’s Toolkit, ARC
- Training Guide and Training Techniques, UNESCO
- Writing Objectives (internet link)
- Using PowerPoint
- Facilitation skills Resource Portal (internet link)

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.
1. Characteristics of Adult Learning

20 minutes

1. Explain that creating a positive atmosphere for the training requires understanding the adult learning process. The dynamics of the training process depend heavily on two factors: the facilitator should have a clear idea of participants’ expectations and needs, and participants should know why they are here.

View the corresponding slide and ask participants: “What are most favourable conditions for adults to learn and retain what they have learnt?”

Summarise answers with emphasis on the following points:

1. **Need and motivation**: Adults need to be convinced that the information received will serve them in their jobs.
2. **Active Participation**: Adults need to participate actively and to know at any time where they are.
3. **Experience**: Adults need to see the relationship between what they already know and what they are learning, what they have done and what they are learning to do.
4. **Problem Solving**: Adults need to understand how what they are learning will help them solve problems.
5. **Immediate Application**: Adults need to use immediately newly acquired knowledge and skills.
6. **Feedback**: Adults need to receive feedback as soon as possible after applying what they have learnt.

(15 minutes)

2. Continue by explaining that in very general terms, it could be said that we retain 20% of what we **hear**, 40% of what we **see**, 60% of what we **do** and 80% of what we **discover by ourselves**.

<table>
<thead>
<tr>
<th>Hear</th>
<th>Auditory</th>
<th>Talk, lesson, cassette, radio</th>
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<tr>
<td>See</td>
<td>Visual</td>
<td>Book, brochure, video, TV, demonstration</td>
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<tr>
<td>Do, touch, manipulate</td>
<td>Kinaesthetic</td>
<td>Hands-on, experiment, trial</td>
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**Adults learn effectively if the training matches each individual's preferred learning style. An adult may respond to different learning styles in different circumstances**

a) View the corresponding slide and describe each of the (VAK) profiles.

Then ask participants the following question:

"**Why is it useful to consider participants’ visual, auditory and kinaesthetic learning preferences?**"

Answers might include the following elements:

- They provide valuable information on how people learn to help them adapt their teaching better.
- What is important is not what is said but what trainees will retain from what is said.
- Trainees can improve their learning strategy.

b) "**As part of a training facilitation session, what actions should be prioritised based on each of these learning preferences?**"

Here are some answers:

- For **visual** trainees: distribution of handouts, note taking, use of tables, graphs, illustrations
- For auditory trainees: verbal overview of contents, questions, dialogue creation, brainstorming…
- For kinaesthetic trainees: having them carry out the task, manipulate objects, draw diagrams, using colours to highlight key points, prioritising external stimulation…

c) **“Based on these learning theories, what conditions should be put in place to make training facilitation more effective?”**

Conclude on the following points while viewing the corresponding slide.

- Better know yourself as a trainer
- Better know your audience
- Include learning strategies that will stimulate each individual
- Show cases for the auditory profile to discuss
- Show slides for the visual profile to reflect
- Introduce role-plays for the kinaesthetic profile
Optional (after the session): Participants wishing to determine their learning style may complete the “Learning Styles Based on Sensory Perception: Visual/Auditory/Kinaesthetic (VAK) Perceptions” questionnaire in CD.

2. Preparing the Facilitation

30 minutes

(15 minutes)
1. Divide participants into 5-6 groups and ask them this question: "What is a good trainer?" Each group writes their answers on a flipchart paper they have divided into four sections according to 4 categories: Personal Qualities, Skills, Methodology and Professional Ethics. A spokesperson from each group presents their respective answers and then the others add new answers to end up with a pool of answers making the ideal trainer. View the corresponding slide.

One result might be: “An ideal trainer should possess altogether the qualities of:

- A facilitator
- A moderator
- An observer
- An organiser
- An evaluator"

The following are some other qualities and actions needed to be a good facilitator:
- Verify if people understand, summarising, synthesising various ideas
- Be able to communicate clearly
- Think creatively
- Demonstrate by action
- Know how to recognise people's feelings
- Be well prepared while remaining flexible
- Encourage humour and mutual respect

Sometimes the word ‘facilitator’ is actually used instead of ‘trainer’: Here is one person’s definition: A facilitator is a guide accompanying people through a learning process. A facilitator is not to give his/her opinion, but to ask the group to do so, and then bring ideas. Clearly this is not enough, as the facilitator is meant to add to the course so the general word trainer still has its role.

(15 minutes)
2. Ask participants to reflect on previous training and facilitation experiences and ask the following question:

- "What are the basic rules to bring a session to success?"

Give participants 5 minutes to answer. View the corresponding slides and make sure the following points are covered:

1. Do not have a memorised script but know your material well
2. Observe the participants individually and as a group
3. Talk with the group
4. Summarise and have breaks
5. Be aware of your own attitudes
6. Speak clearly and loudly
7. Do not "speak to" PowerPoint items or the flipchart

Continue with the following question:
- When preparing a session, what are the requirements for creating a positive learning environment?*

Give participants 5 minutes to answer. View the corresponding slide and make sure the following points are covered:

1. Objectives: knowledge, know-how, social skills
2. Structure: reminder, contribution, application, reflection
3. Communication and Facilitation Techniques
4. Roles and responsibilities
5. Training materials
6. Physical environment
7. Session duration and pace
8. Handling matters which come up unexpectedly

Finally, in plenary, ask participants to synthesise previous answers to keep only relevant elements. They will have to accurately and orderly note the answers on two flipchart papers as a reminder to help them prepare for their next facilitation session.

**Training Facilitation Preparation Tools** (in CD)
To prepare a training session, participants may use Handout "Preparing a Training Session" and "Facilitation Session Preparation Sheet" to plan the activities of the facilitator/participants based on the objectives of the session. They may also choose the appropriate evaluation tools.

At the end of each facilitation session, participants may use Handout "Session Facilitation Self-evaluation Guide" to determine the skills acquired, those not acquired or those to be improved.

Handout “Tips for Effective Presentation” will help participants in their role as facilitators as part of preparing and facilitating a training session.

**Important Note**
Note that these tools may also be developed by participants themselves as part of the “Evaluation in Training” module and adapted to their needs.
A session observation checklist may also be developed based on “Facilitation Session Preparation Sheet” using the skills mentioned.

3. Technical Tools a facilitator can use to give a good training

30 minutes

1. Tell participants that being a good facilitator requires skills and techniques to create a participative environment. Ask them what participative training techniques they know and/or generally use.
View the corresponding slide.

2. Form teams at random by calling off numbers, with all those having the same number or letter forming one team. E.g.:
Then ask all the 1s to form a team, all the 2s to form another team and so on. Now explain to the teams thus formed that you will make them laugh! Then practice the “Ha! Ha! Ha!” game which has the following rule:
- First, exclaim “Ha!”
- Ask the person next to repeat and then add another “Ha!”
- Each participants then repeats what his/her neighbour said, adding one “Ha!” each time.
  Soon, everyone will be laughing.
- Then ask what the objectives of this exercise are and if they have been attained.

**Exercise**
3. Give each group Handout 1 - "Facilitation Data Sheets”. Have them choose an activity at random among the coloured cards (prepared in advance).
Give them 5 minutes to prepare the activity, which they will later present in plenary.
After each activity, ask:
- *Have the objectives of the exercise been achieved?*
- *Can this type of exercise promote more effective learning as you facilitate your training sessions?*
- *Do you think you will use this technique during your training sessions? For what purpose?*

In conclusion, have participants identify the criteria to be considered to bring to success the activities set out on a flipchart paper. Have participants write a tip sheet reproducing the points listed by the groups, focusing on (view the corresponding slide) the following:
*Things to remember:*
- Knowing exactly what the activity implies, its purpose?
- The activity’s relevance to the session.
• Giving clear instructions.
• Announcing time allotted.
• Verifying the necessary aids.
• Verifying if each group has understood the activity.
• Making a short appraisal of the activity.
• Paying attention to cultural sensitivity.

Note to Facilitator: The "Facilitation Data Sheets" may help you as a reference tool to prepare facilitation sessions. In addition, participants will be invited to enrich such tools with new contributions throughout the training.
Overview
A method to have the members of a group express as many ideas as possible on a specific topic.

Objectives
- Promote exchange and creativity within the group.
- Involve all participants.

Implementation
Brainstorming is conducted in plenary or in groups but the results come together on one board (written by a lively facilitator) or, if using cards, on a wall.

Brainstorm rules:
- All ideas are accepted
- Say the first thing you think of and don’t refine it
- No criticism allowed at this point
- Keep answer to single words or short phrases
- Build on any of the ideas as you go by ADDING new cards
- Keep the time limit short

➢ Accept all answers. (This does not need to be in a list form – they can be written randomly).
➢ Categorise roughly as you add to the words
➢ By lively discussion categorise more precisely (and try to create links and a hierarchy) when you have received all responses.

A final synthesis is offered to include the whole group’s main views, linking them wherever possible.

Handout 1

“Facilitation Data Sheets”

Case Study

Overview
Case studies provide a situation that is “controlled” They allow participants to practice their response to a situation and ideally, transfer this knowledge and process to real-life contexts.
(Note: the case studies used in the workshop sessions have been developed from real-life situations).

Objectives
- 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 teamwork.
- Help participants clarify personal values and opinions.

Implementation
- 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.
- Identify the key responses, points and lessons learned.
Role-play

Overview
Two or more individuals create a small drama each taking a clear role. It is usually done about a specific, single issue.

Objectives
- Help change attitudes of participants.
- Provide opportunity for participants to see how others might feel / behave in given situations.
- Enable participants to explore alternative approaches to problem solving.

Implementation
- Develop the scenario for the role-play.
- Either write brief descriptions of each player’s role 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

Overview
It is an activity creating or recreating a complex story (like the response to an emergency).
It is similar to role-play in that roles are assigned to individuals, but is more structured. In this manual, roles are assigned in several modules by using “role” cards for the people and a narrative for the story.

Objectives
Give participants an opportunity to work in a given situation and practise responses.

Implementation
Simulation requires great clarity of aim and execution:
- What is to be illustrated by this simulation?
- What is the situation to be reconstructed during the simulation?
- What are the processes involved in this situation?

The more detailed the description, the closer to reality the simulation, but this might also limit the scope of creativity and inventiveness of participants developing their roles.
Presentations

Overview
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.

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

Implementation
- 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.

Pair or Group Work

Overview
Participants share experiences and ideas to complete a task or solve a problem. Work in small groups of four-six people is more effective. Group work promotes active participation of everyone.

Objectives
- Enable participants to express their personal opinions in a small framework.
- Enable participants to learn from each other's experiences.
- Give participants a greater sense of responsibility in the learning process.
- Encourage teamwork.

Implementation
- 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.
- Ask groups to decide and agree on some key roles, i.e. recorder, speaker, writer, timekeeper, etc.
- Ask each group to report to the larger group / plenary.
- Identify the key points and lessons learned.
Discussion and Debate

Overview
Discussion (in pairs, small groups or plenary) has significant value as it involves participants’ commitment to the learning process.

Objectives
Learn to use various structured discussion techniques.

Implementation

Debates: Aim at analyzing advantages and disadvantages of various options. The moderator suggests an initial statement or question, and asks participants to discuss the case or answer the question, considering the problem from different perspectives. Time is allocated to the various groups to present their arguments, and then the case is discussed in plenary.

At the end of the debate, ask participants if the debate has changed their opinions on the subject.

The fish bowl: Participants first listen to without commenting the views of another group on a given topic. A small group stands in the centre, circled by the larger group. The small group acts as the ‘aquarium’ group and the others as the ‘observers’. The small group discusses an issue or problem, while the observers listen to the discussion. In some cases they may be asked to join the aquarium and to contribute in the discussion.

In other cases, the ‘observers’ discuss in plenary what they heard and their reactions.

The Magnificent 7!

Overview
Collective game promoting team spirit.

Objectives
Strengthen group participation.

Implementation
Ask the group to stand in a circle. In this game, participants count from 1 to 7 with each shouting one number with a particular movement of the hand.

Each participant shouting a number between 1 and 6 puts their hands on their left or right shoulder to show the next one to follow in the sequence.

Example: A person (facilitator) chooses a starter among participants. The starter then shouts 1, putting his hand on his/her left or right shoulder. The one designated by that hand shouts 2 with the same movement (right or left) and so on. The procedure continues to 6.

At 7, the one pointed this time shouts “The Magnificent 7!” while showing the next player who starts the count over again from 1, putting his/her hand over his head while pointing it to the left or right. Anyone who makes a mistake will perform a dance.
**Overview**

This strategy, which is an adaptation of "speed dating", can be an interactive and enjoyable way to share different experiences of the trainees. It works well in a particular area where there may be a wide range of knowledge; it is in order to promote opportunities for trainees to learn from each other.

**Objectives**

- 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 learn from each other.

**Implementation**

- 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.

---

**Overview**

Parking lots are temporary holding areas for ideas or suggestions that are not directly on-topic with the issue facing the group. The facilitator maintains a separate, visible easel pad to capture these ideas.

**Objectives**

- Allow participants to have additional discussion brought up during the workshop.

**Implementation**

- Keep a separate flip chart labelled "Parking Lot" visible in the front of the room. If an idea is submitted, and the team agrees it is worthy of discussion, but not at this time, write the idea down in the parking lot for later discussion.
- At the conclusion of the session, review the parking lot items. Some may have been resolved during the normal course of the session. Others may not.
- Facilitators should allocate time during the training to address these questions, answering them and giving participants an opportunity to respond to them.
- Parking lots are visible reminders. Be sure to keep your group's parking lot visible to everyone.

**Variant:**

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.
Stepping Stone

Overview
An icebreaker to create a friendly informal atmosphere at the beginning of a training session.

Objectives
Allow new participants to a training session to get acquainted.

Implementation
Participants pair up and ask each other questions. They should consider and note 5 key events or "Stepping Stones" that brought them to where they are today.

These events can be:
• Childhood memories;
• The influence of parents, family members or friends;
• learning experiences;
• Key events, meetings, readings;
• Career change, work experience;
• Any other key event.

After exchanging questions, participants share their experiences with the group.

Fruit Salad

Overview
This exercise is a powerful energiser.

Objectives
Learn to use energisers to encourage, re-focus or relax participants.

Implementation
Ask participants to sit on chairs in a circle. Ensure there is no other free chair. Stand and give fruit names to all participants, going around the circle. There should be 4 fruit names, e.g. mango, guava, pineapple, orange.

When you call one of the fruit names, e.g. mango, all the mangoes will get up and change places. Participants may not sit again in the same place.

The middle person also has to find a place to sit and as there is one chair fewer than the total number of people; one person will remain in the centre at any time. This person in turn calls a fruit name and the process starts over again and so on.

The middle person may at any time shout: "Fruit salad!", and then everyone changes places.

Anyone who loses his or her places (since there is one missing chair) withdraws from the game.

Repeat the process until everyone is tired!

Variant:
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.
Overview
Icebreaker
Objectives
Enable training participants to get acquainted.

Implementation
Draw a horizontal line in the middle of a flipchart paper (shown horizontally). Write "Work" on the upper half and "Life" at the lower section.

Individual work (15 minutes):
Participants write the most important events they have experienced, with the left side of the paper being their birth and the right side the present time. If those events relate to their work, they are put on the upper half of the paper, otherwise on the lower section. Participants subsequently prepare to talk about their lifeline. Participants must indicate on the lifeline when they started working and when they started their current job.

Note: You may change the type of information to be written in each section.

Group work (30 minutes):
Participants form small groups of 3 or 4. Each in turn presents his/her lifeline to others.
It is important to encourage participants to ask questions to each other’s.

Overview
Collective energiser.

Objectives
Encourage concentration.

Implementation
Each player tries to achieve the highest level of success at every turn. Here are the rules: When a player reaches a number that has 5 (5, 15, 25 etc.) or is a multiple of 5 (10, 20, 30 etc.), the player says "fizz" instead of the number. If the number has a 7 (7, 17, 27 etc.) or is a multiple of 7 (7, 14, 21, etc.), the player says "buzz" instead of the number.

A player begins by announcing a number between 1 and 4 and says "left" or "right" to indicate the next player. The next player adds 1 to the number and announces it and so on... The game goes on with each player adding 1 or saying "fizz" or "buzz" when needed. Whenever someone says, "buzz" the direction of the game is reversed.

Players will possibly realise that some numbers are multiples of 5 and 7 and / or include 5 and 7 or two 5’s or two 7’s. A number can take only one of these designations: "buzz", "fizz buzz", "fizz fizz" or "buzz buzz". The numbers called "fizz buzz" are 35, 57 and 75 because they are multiples of 5 and 7 and / or include a 7 and a 5. The numbers called "fizz fizz" are 15, 25, 45, 55, 65, etc. as they are multiples of 5 and contain a 5.

A player who breaks the tempo or makes a mistake is eliminated, and the group restarts the game from the beginning!
Chinese Whispers

Overview
Energiser.

Objectives
Learn to use an energiser to re-focus or relax participants.

Implementation
Participants may sit or stand in a circle. The game leader quickly whispers a message to a participant (to spice up the game, give 2 different activities in the initial sentence, e.g. "I cooked rice for lunch and got dressed in blue to go dancing"). The latter in turn passes on the whispered message to the next person, etc., and the last person shouts outs the message. The final message is likely to be different from the original!

Reflect with participants on the importance of active listening.

Relaxation

Overview
A relaxation exercise to promote positive thinking and keep or regain self-confidence.

Objectives
Strengthen or induce optimism.

Implementation
Sit in a comfortable position. Concentrate on your breathing for 2 minutes. Relive pleasant childhood events... Feel the contentment, joy, well-being taking hold or your body... Enjoy this for a few moments ... Imagine yourself in the next day with the same inner condition... Regain awareness of your breathing ... Stretch to quietly exit the exercise.

Time: 3-4 minutes.
Overview
Energiser promoting team spirit.

Objectives
Developing creativity.

Implementation
Participants stand in a circle. The purpose of the game is to develop a story using the contribution of each participant. Everyone says a sentence that should be:
- Consistent and bring some fun to the facilitation;
- Built as one continuous structure;
- Grammatically correct.

Example:
1 - "I was going to have breakfast this morning"
2 - "A dog pounced on me"
3 - "I said hello to the dog"
4 - "The dog asked me what I would like for breakfast.

The game continues until all take part, or the game leader considers the participants are energised.

---

Overview
Dynamic exercise.

Objectives
Learn to use a dynamic exercise to relax participants and strengthen group participation.

Implementation
The group is divided into 2 parts, with the one being the "net" and the other the "fish" school. The net group forms a circle and raises their hands in the air. Their leader does not face the group. When the group raise their hands, the leader says: "Fish, fish, fish..." and the fish group runs into the net. At one time, the leader yells "fish net", and those throwing the net lower their arms. Anyone trapped remains in the net. The last one beyond the trap wins the game. After that, the two groups may switch roles.
2. Evaluation in Training

Module Outline

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<th>Minutes</th>
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<td>40</td>
</tr>
<tr>
<td>2. Developing evaluation tools</td>
<td>30</td>
</tr>
</tbody>
</table>

Learning Objectives

1. Define evaluation in training.
2. Identify the various types of evaluation in training.
3. Take ownership of the principles in building an approach to evaluation in training.
4. Develop evaluation tools.

Key Messages

Evaluation is an operation using measurable results based on pre-set criteria.

Evaluation can be conducted at different times - before, during and after each training action - by actors at different levels (trainee, trainer, institution, etc.).

It consists in weighing objectives against the expected results of a system or training session.

Evaluation helps check at each step if learning objectives have been achieved, identify specific points in the programme that need to be improved or strengthened, but also provide information on trainers’ or participants’ performance, and finally evaluate the impact of the training.

The facilitator or trainer should vary the selection of tools and choose evaluation strategies appropriate to the context to evaluate participants or the training system.

Method:
- Presentations, simulations and role-playing, participant experience sharing, brainstorming, discussions, practical group exercises

Material needed:
- Module 0 “Evaluation in Training” slide presentation
- Handout 1: Kirkpatrick Model

Preparation for this module:
- Cut as many pieces of paper as there are participants

WCAR CD:
- Kirkpatrick (internet link)
- Evaluating Training Programmes
- Evaluating Training (internet link)
- Evaluation Tools + note
1. Defining Evaluation and the Various Types of Evaluation in Training

40 minutes

1. Exercise: « Rate your partner »
Divide participants in groups of two and give each a piece of paper. Give the following instructions:
1. Give your partner a score between 1 and 100 based on your first impression, without talking.
2. You have 3 minutes.
Ask participants to give their piece of paper to their partner.
You will then find participants uncomfortable and annoyed by this exercise.

Ask them the following questions:
1. How do feel you about being evaluated this way?
2. How do you feel about evaluating someone this way?
3. What instructions were missing for you to evaluate your partner?
4. What elements do you need for a good evaluation?
Answers should include the concepts of criteria, instructions, evaluation objectives, evaluation tool analysis, etc.

Any evaluation is related to the context, conditions of performance, and decisions to be made. The point is not to give a general judgment of people or learning activities, but to define skills, qualities and results in relation to a particular question or evaluation objective.

The evaluation process is always complex with several parameters to consider in order to improve learning.

(30 minutes)
2. Explain that they will study the following 5 points related to evaluation in training:

1. Why evaluate?
2. Who should be evaluated?
3. What should be evaluated?
4. When should we evaluate?
5. How do we evaluate?

Now form groups of 5-6 people so that each group can prepare their responses on 5 sheets. Give them 15 minutes, and designate a spokesperson from each group to report answers. Thereafter, compare their answers with explanations and slides.

a) In plenary, use the previous exercise to introduce the question: "Why evaluate training?" and ask participants to give several reasons.
View the corresponding slide and compare their answers, which should include the following:

- Strengthen learning achievements
- Adapt them to the realities of the environment
- Consolidate the learning process
- Identify additional training
- Identify new training needs

Show the corresponding slides and explain the purpose of the evaluation - regulating various parameters of the training:

- Target
- Objectives
- Content
- Methods
- Environment and material conditions
- Posture and learning relationship

Then conclude on the following evaluation action principles:
Evaluating consists in:
● Measuring variations between goals and achievements
● Interpreting results to analyze the causes of the variations
● Developing value-judgment

b) Ask participants the following question: "Who should evaluate the training?". Here are some possible answers:
● Trainers
● Participants
● Colleagues
● The donor(s)
● The training sponsor
● External experts

c) Continue with the question: "What should be evaluated?"

Show the Kirkpatrick Model handout and explain that this model describes 4 levels of evaluation in training. It defines 4 levels of evaluation in the late 50's: Evaluation of reaction, Evaluation of learning, Evaluation of transfer levels, Evaluation of results. It is a model that aims to increase the effectiveness of training. It is used by training professionals responsible for designing, implementing and evaluating a training project.

Then ask participants the following questions:

- Which levels of evaluation are used during your training?
- Which levels should be evaluated?
- What is the level most difficult to evaluate?

Show the corresponding slide and explain that it is important to consider training as a system to know exactly what will be evaluated. Thus the following definitions can be given:

<table>
<thead>
<tr>
<th>TRAINING = SYSTEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inputs =&gt; Process =&gt; Outputs =&gt; Impact</td>
</tr>
</tbody>
</table>

Inputs = trainers, participants, training aids, financial resources, training venue...
Process = training methods, skills, participation ...
Outputs = participants trained, objectives achieved, visual aids from the workshop ...
Impact = final result – behavioural change, quality of services provided by those trained ...

d) Continue with the question “When should we evaluate?” View the slides to compare participants” responses.

Evaluation may be conducted:
1. **Before the training:**
   At the beginning of a course or before starting a training session, to understand participants” level of knowledge on the issue or to verify whether they have the required knowledge to take the course / training. This is known as diagnostic evaluation.
2. **During the training:**
   While teaching / learning is underway, to ensure that learning takes place normally, and to readjust according to participants" command of the subject, or to adapt methods as participants progress. This is called formative evaluation.
3. **At the end of the training:**
   At the end of the process (course or training), to measure results and how effective the learning system has been, certify achievements and / or decide what to do next. This is known as summative evaluation.
   The trainers” and participants” degree of satisfaction may also be assessed at this level.

2 Possible answer: Different evaluators will be interested in evaluating different levels of the training system depending on their interests.
3 Answer: The point is to evaluate to what extent the skills acquired in training are translated into professional behaviour in real work settings. In this case, skill verification is conducted at the workplace. This is called "deferred" evaluation.
After the training:
To measure skills acquired, actual achievements, changes in practices and behaviours in professional settings.

Give information:

<table>
<thead>
<tr>
<th>BEFORE</th>
<th>DURING</th>
<th>AFTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locate</td>
<td>Verify</td>
<td>Attest</td>
</tr>
<tr>
<td>Detect</td>
<td>Correct</td>
<td>Certify</td>
</tr>
<tr>
<td>Diagnose</td>
<td>Improve</td>
<td>Control</td>
</tr>
<tr>
<td>Choose</td>
<td>Adapt</td>
<td>Assess</td>
</tr>
<tr>
<td>Orient</td>
<td>Regulate</td>
<td>Empower</td>
</tr>
</tbody>
</table>

DIAGNOSTIC EVALUATION | FORMATIVE EVALUATION | SUMMATIVE EVALUATION

Add that 2 highlights - instant evaluation, post-training evaluation - including various types of evaluation emerge in the process.

1) Instant Evaluation
It generally comes at the end of the training and is conducted across-the-board regardless of the type of training. Indeed, though this type of evaluation alone is not significant, it helps reveal major trends and close the training by making a transition with the content, and allows participants to express their opinions.
It includes:
- Satisfaction Evaluation
- The Evaluation of knowledge and skills acquired at the end of the training

Note that the collection of instant feedback is not a true evaluation method as the degree of satisfaction cannot evaluate the effectiveness of a training – subjective opinions cannot replace objective results. Yet collection of instant feedback may reveal major trends that can lead to further study.

2) Post-training Evaluation
Post-training evaluation comes after training. The period between the end of training and post-training evaluation should be long enough for participants to implement their achievements from the training:
It includes:
- Evaluating the participant’s achievements once back to his/her organisation (inputs, conditions and difficulties encountered).
  Achievements will have been set at the end of the training with the trainer (project to develop, work on the modules, etc.). This can be done through questionnaires, an evaluation day and / or self-evaluation.
- Evaluating the transfer of learning to a work setting or professional behaviours (2nd level)
- Evaluating the effects of the training on the activities of the organisation or department (3rd level).

In conclusion:
Each step is a guide to the comprehensive evaluation approach, but given the needs and the specific nature of the action, some steps may be more important than others.

e) Finally, ask the question: “How to evaluate?”
Participants show their responses. Then explain that there are several tools and methods. Show the corresponding slides and compare their answers:
- Questionnaires (lists of questions, diagrams to be completed …)
- Testing (skills and knowledge)
- Practical exercises
- Case Studies
- Situational Reconstruction / Simulations
- Summary (daily)
- Comments
- Evaluation Grid (qualitative criteria)
Among the above-mentioned tools and methods, ask participants:
- Which have you used and in what circumstances?
- Which have you found user-friendly and why?
- Which have you found difficult to use and why?

2. Developing Evaluation Tools

30 minutes

Exercise: Developing Evaluation Tools

Divide participants into several working groups of 5-6 people. Each group will choose to develop one of the following tools or any other tool it considers equally relevant to the current training:
- Knowledge testing before the training (10-15 different questions) in relation to the objectives of the training sessions.
- Knowledge testing as the training unfolds or at the end of the training (10-15 different questions) in relation to the objectives of the previous sessions.
- Grid to observe a participant’s presentation during a facilitation session.
- Personal training appraisal (self-evaluation grid + questions).
- Satisfaction Questionnaire (at the end of the training).

Ask participants what evaluation level (cf. Kirkpatrick model) matches each of these tools. In plenary, each group will present their tool. The other groups will be invited to make comments on and/or compare the tools for improvement.

Important Note: These tools will be tested and adopted during the training.

In conclusion:
To gather the views of participants on this "Evaluation in Training" session, you can ask them the following:
1. Rate this session on a 0-5 scale.
2. What are the most important things you have learnt today?
3. How do you intend to apply this knowledge to your work?
4. What other notions of evaluation would you like to study?

Tip for a quick evaluation of participants during/after the training:

Post 2 flipchart papers on the wall. On the one, write "Themes especially useful during the training" and on the other "Suggestions to improve the training." Participants then write their comments after the departure of trainers, allowing the latter to adjust training sessions in an ongoing process.
### HANDOUT 1: Kirkpatrick Model

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>MEASURE</th>
<th>KEY QUESTION</th>
<th>METHODS OR INDICATORS</th>
<th>RESTRICTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reaction</td>
<td>Satisfaction</td>
<td>How the did participants react to the programme?</td>
<td>Programme evaluation sheets, interviews, questionnaires, participants' general comments during the programme.</td>
<td>Cannot measure what has been learnt, guarantee behavioural change or reveal if the training will guarantee good results.</td>
</tr>
<tr>
<td>Learning</td>
<td>Knowledge</td>
<td>What did the participants learn?</td>
<td>Evaluation before and after the course, observations by tutors, managers and/or peers, team-based evaluation, self-valuation, interviews and surveys.</td>
<td>Will not measure if participants liked the programme, if their behaviour will be different and if the anticipated results will be obtained.</td>
</tr>
<tr>
<td>Behaviour</td>
<td>Application of learning and realisation of output objectives</td>
<td>Did the training of participants change their behaviours?</td>
<td>Evaluation before and after the course, observations, discussion groups, interviews, surveys of people observing the participants, questionnaires.</td>
<td>Cannot determine if participants liked the training and if behaviours made it possible to obtain results.</td>
</tr>
<tr>
<td>Results</td>
<td>Application and effects on the company</td>
<td>Did participant’s behavioural change have an impact on the organisation?</td>
<td>Indicators include greater productivity, profitability, sales and profits, reduction of staff turnover and costs.</td>
<td>Cannot determine if participants liked or understood the training, or if it changed their preferred behaviours.</td>
</tr>
</tbody>
</table>
Introduction to Emergencies and their impact on Children and Education

Module Outline

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<td>2. Impacts of emergencies</td>
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Learning Objectives

1. Understand commonly used disaster management terminology.
2. Identify the different types of emergency scenarios, particularly those common to WCAR.
3. Describe the impact of emergencies on children, education systems and communities.
4. Identify the impact of emergencies on girls and vulnerable groups, including OVC and children with special needs.

Key Messages

Three categories of emergency include: (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 marginalised groups, and a community's own resources.

Emergencies can have a profound psychological effect on children. It is important to understand that the effects of trauma are normal reactions to abnormal circumstances and that each person can be affected by traumatic experiences in a different way.

- Slide presentation, group work
- Module 1 slide presentation
- Have an understanding of the experience and positions of the workshop participants
1. Types of emergencies

15 minutes

1. Present the 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 their countries have experienced.

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

4. Show slide of UN Disaster Management Training Programme definition of emergencies:

<table>
<thead>
<tr>
<th>UNDMTP (United Nations Disaster Management Training Programme)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“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).”</td>
</tr>
</tbody>
</table>

We should also note than an emergency can be of long or short duration, and the effect may simply be temporary disruption or serious long-term displacement.

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, for example. Ask participants if this situation has occurred in their own countries.

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

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

60 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 participants into groups (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 3 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.
Rationale for Education in Emergencies

Module Outline

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</tr>
<tr>
<td>2. Rational for education in emergencies</td>
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</tr>
</tbody>
</table>

Learning Objectives

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 sustaining and life saving through the protective functions of safe learning spaces and life-saving messages.

Agencies’ and governments’ global advocacy goals should include education as a key component of their emergency responses.

- Method:
  - Presentation, group work and advocacy presentations

- Material needed:
  - Module 2 slide presentation
  - Handout 2.1: Rationale for Education in Emergencies
  - Handout 2.2: Why Prioritise Education in Emergencies?

- WCAR CD:
  - IASC Education Cluster Education in Emergencies Talking Points – Making the Case
  - Talking Points: Education in Emergencies, INEE MS
1. Children’s need for education in emergencies

20 minutes

1. Remind participants that the previous 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. Tell participants that each of the slides you are about to show are of emergencies where education was not prioritised by all stakeholders as a first response. Ask them: In each emergency, what are the unmet needs of children when education is NOT prioritised? What are the consequences of not providing EiE?

- Cyclone in Myanmar (Government didn’t immediately prioritise education)
- Conflict in Ivory Coast (Government withdrew funding and salaries from rebel areas)
- Disappearance of rural education: Authorities could not reach rural areas even though people made temporary arrangements
- Lebanon – 2006 Israel/Lebanon conflict (major donors didn’t prioritise education)
- Kenya – post-election violence (donors didn’t prioritise EiE)

Participants might offer responses like the following:

- Children neglected, vulnerable to harm
- Psychosocial impacts made worse by lack of safe spaces and opportunities to be with other children
- Children’s cognitive and developmental needs neglected
- Likelihood of engaging in unsafe activities increases
- Likelihood of dropping out of school increases
- Children are more vulnerable to engaging in armed groups

4. Show slides of the Pakistan earthquake. Tell participants that all stakeholders, including donors, aid agencies, communities and children prioritised education. Ask them why they think this context was different from the other emergencies. Responses might include:

- Physical destruction of schools and enormous loss of life of students due to time of earthquake may have created a heightened awareness of the need to prioritise education
- Communities supported education
- Children expressed strong desire to resume education

2. Rationale for education in emergencies

40 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 affords 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 government, local authorities or other sectors, MoE, community leaders, education representatives, colleagues…to advocate for education as a first humanitarian response. Encourage groups to develop strong advocacy messages.

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 comment on 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 coloured 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 or 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 slide:

   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 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)
   - Can facilitate family reunification
   - Can identify and reach children with special needs
   - Can improve nutritional status of children
   - Make children less vulnerable to being recruited into armed groups or being trafficked
   - 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 wartime 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.
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 freedom 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 their children’s reactions and their own 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 Cognitive and Affective Child Development

- 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. Education 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. It 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 wartime 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. In addition, they help dissemination of key messages against gender-based violence. They can also 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, the revision of previously divisive curriculum and teaching practices. Sufficient time is to be 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 which must be safeguarded and cared for even in crises.
INEE Minimum Standards

Module Outline

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<tr>
<td>2. Applying the INEE MS to a case study</td>
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<thead>
<tr>
<th>Learning Objectives</th>
<th>Key Messages</th>
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<tbody>
<tr>
<td>1. Recognise what standards mean in the normal education context.</td>
<td>The INEE Minimum Standards Handbook contains 19 standards, each with accompanying key actions and guidance notes. The handbook aims to enhance the quality of educational preparedness, response and recovery, increase access to safe and relevant learning opportunities and ensure accountability in providing these services.</td>
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<tr>
<td>2. Understand that standards normally come from a government structure such as a Ministry of Education or Institute of Education.</td>
<td>The INEE Minimum Standards are organised in five domains:</td>
</tr>
<tr>
<td>3. Recognise that standards can and should be applied even in emergencies.</td>
<td>- Foundational standards</td>
</tr>
<tr>
<td>4. Understand that the INEE Minimum Standards for Education provide guidance and established standards for education in emergency preparedness and response.</td>
<td>- Access and learning environment</td>
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<td>- Teaching and learning</td>
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<td></td>
<td>- Teachers and other education personnel</td>
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<td>- Education policy</td>
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</table>

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

- Material needed:
  - Module 3 slide presentation
  - Handout 3.1: INEE Minimum Standards
  - Handout 3.2: Case Study of Emergency Education Response
  - Handout 3.3: Case Analysis of Application of Minimum Standards for Education
  - Handout 3.4: Preparedness and response actions for INEE MS
  - Copies of INEE MS Handbook for each table

- WCAR CD:
  - INEE MS Handbook
  - The Sphere INEE Companionship
  - INEE MS Reference Tool
1. Introduction to Standards for Education

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 Education: Preparedness, Response, Recovery (INEE MS).

2. 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 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.
   - The INEE Minimum Standards are found on the INEE web site at www.ineesite.org.
   - The standards are related to (but not yet part of) 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. (Sphere does not include education).

3. The 5 domains in the MSEE are:
   - Foundational standards (community participation, coordination and analysis)
   - Access and learning environment
   - Teaching and learning
   - Teachers and other education personnel
   - Education policy

2. Applying the INEE MS to a case study

40 minutes

(30 minutes)

1. Tell participants that they will now apply the INEE Minimum Standards to a case study of the tsunami disaster of 2005 (or local case if provided). Refer participants to Handout 3.1, which summarises the five domains and standards for each domain.

Exercise in Applying the INEE MS to Case Study

Have participants review Handout 3.2: Case Study of Emergency Education Response. Divide participants into groups of 5 or 6 people and assign each group as follows:

- Group 1: Community participation standards (Foundational standards)
- Group 2: Coordination standards (Foundational standards)
- Group 3: Analysis standards (Foundational standards)
- Group 4: Access and learning environment
- Group 5: Teaching and learning
- Group 6: Teachers and other education personnel
- Group 7: Education policy

Tasks:
1) Identify which standards were used in the emergency education response in the assigned domain.

Note to Facilitator: Do not start this module until the Participants have familiarized themselves with the “INEE MS Handbook”
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)

2. In plenary, invite each group to report on their domains and the standards applied to the case study. Show the corresponding slide for each domain as the groups report.

**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, mobilised 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 are conducted in a holistic, transparent and participatory manner.
- **Standard 2: Response Strategies.** Inclusive education 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.

**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.

**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.

**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.

**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 national and international educational policies. Laws, standards and plans and the learning needs of affected populations.

4. 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, response and recovery. Tell participants that for subsequent sessions, they will apply the INEE Minimum Standards when planning each component of an emergency education response.
<table>
<thead>
<tr>
<th>Access and Learning Environment</th>
<th>Teaching and Learning</th>
<th>Teachers and Other Education Personnel</th>
<th>Education Policy</th>
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**Key Thematic Issues:** Conflict Mitigation, Disaster Risk Reduction, Early Childhood Development, Gender, HIV and AIDS, Human Rights, Inclusive Education, Inter-sectoral Linkages, Protection, Psychosocial Support and Youth
Case Study: Tsunami Emergency Response in Aceh and Nias (Indonesia)

Background

On 26 December 2004, a major earthquake and resulting tsunami caused widespread devastation in the northern and western coastal areas of Nanggroe Aceh Darussalam (NAD). They left over 230,000 dead/missing, and over 500,000 displaced. A subsequent earthquake on 28 March 2005 also resulted in widespread devastation in the island of Nias in North Sumatra. According to the Ministry of National Education (April 2005), the tragedy left - 40,900 children/students dead/missing - 2,500 teachers dead or missing (kindergarten – university), and - 2,135 destroyed/heavily damaged schools (kindergarten–university); among those, 1,521 were primary schools (71%).

UNICEF as the UN lead agency in the education sector in Aceh and Nias has been working with government counterparts since the onset of the emergencies, and has supported regular coordination meetings and sharing of information amongst the NGO sector. In coordination with the Executing Agency for Rehabilitation of Aceh and Nias (BRR), the Ministry of National Education (MONE), the Ministry of Religious Affairs (MORA) and NGOs, UNICEF has been supporting the restoration of access to basic education in Aceh and Nias.

Acute Emergency (Initial) Phases (January–March 2005)

A Back to School Campaign was carried out, and schools were reopened one month after the earthquake and tsunami. In the period January–March, UNICEF distributed 216 school tents, 732,000 textbooks, 4,739 School-in-a-Box Kits, 455 locally procured teaching–learning materials, and 3,222 Recreation Kits to reach over 550,000 children in tsunami-affected districts.

UNICEF worked with partners, and the majority of the materials were distributed by government counterparts and NGOs. In Banda Aceh, the Education Sector Working Group was set up in early February 2005 to coordinate with government counterparts and other agencies to avoid overlap and to produce an effective response. A Rapid Assessment of Learning Spaces (RALS) was conducted in Banda Aceh and Aceh Besar. Key findings were shared with the partners, and needs identified were reflected in the government programme.

Beyond the Initial Response (mid-July onward)

Since July, Education Coordination meetings have been held every 2 weeks with minutes distributed through a mailing list or over 150 organisations / individuals. To overcome the challenge of limited accurate data sharing, UNICEF collaborated with the UN Information Management Services to develop on-line access to information.

UNICEF continued to work with partners to support the beginning of the first new school year in post-tsunami/earthquake in Aceh and Nias in July 2005. A new round of the Back to School Campaign was undertaken, 830,000 stationery kits and 230,000 sets of textbooks were distributed (a ratio of one book for every three children).

In addition to the items supplied in the initial acute phase response, a further 797 school tents, 2,201 School-in-a-Box Kits and 1,143 Recreation Kits were distributed.

Teacher recruitment and training
UNICEF also gave support to assist in the recruitment, training and deployment of 1,110 temporary teachers in Aceh, and paid 6 months’ salary to these teachers. An additional 150 existing
kindergarten teachers were trained in Early Childhood Development knowledge and skills, and paid 6 months’ salary. These teachers were then under the supervision of the government in January 2006.

Psychosocial, health, and hygiene support
UNICEF participated in an international psychosocial meeting in April 2005 and is supporting psychosocial initiatives in newly established childcare centres. WATSAN plans to train 250 students on health and hygiene promotion. Child Protection intends to carry out an assessment before the end of 2005 on sexual abuse, exploitation and trafficking.

Temporary and permanent school structures
School tents were distributed during the initial acute phase but they are now wearing out. The extent of the destruction has meant that permanent schools are not yet in place. To support this interim period, UNICEF contracted an NGO to build 200 temporary schools. These schools included water and sanitation facilities. By December 2005, approximately half of these temporary schools had been built, benefitting 8,550 children. Temporary schools are being furnished as they are completed, together with provision of School-in-a-Box and Recreation Kits, blackboards, rulers, and plastic mats.

In April 2005, UNICEF also signed an MOU with the MONE to reconstruct approximately 300 child-friendly primary schools and rehabilitate 200 primary schools, over the next 3 years. Construction of the first permanent school started at the end of September 2005.

Major challenges
- Government counterparts have had limited experience and exposure with international communities, and most of them lost a significant number of staff due to the earthquake and tsunami. In such circumstances, the presence and pressure from the international communities (over 300 NGOs) completely overwhelmed the government counterparts. In addition, there was a lack of clear allocation of roles bodies, creating confusions and misunderstandings among actors.
- Overlapping of school sites occurred for several reasons: (i) lack of communication among and between different actors and education authority levels; and (ii) communities making several agreements with various humanitarian agencies as a “protection” mechanism, as over the years they have become used to “empty promises”.

### INEE Minimum Standards

<table>
<thead>
<tr>
<th>Community Participation</th>
<th>What standards were applied?</th>
<th>How? What response actions were taken?</th>
<th>What were the gaps?</th>
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<tr>
<th>Coordination</th>
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<tr>
<th>Analysis</th>
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<th>Access to Learning Environment</th>
<th>What standards were applied?</th>
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<th>Teaching and Learning</th>
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<tr>
<th>Teachers and Other Education Personnel</th>
<th>What standards were applied?</th>
<th>How? What response actions were taken?</th>
<th>What were the gaps?</th>
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| Education Policy                  |                              |                                        |                     |
HANDOUT 3.4: Preparedness and response actions for INEE MS

Preparedness Actions for INEE MS

- Review INEE MS with all members of education sector/cluster at national and local levels.
- Ensure that agreements in the cluster/sector about roles and responsibilities prior to emergencies address appropriate standards.
- Conduct workshops as necessary to orient the cluster/sector to the standards and how they will be applied in preparedness actions.

Response Actions for INEE MS

- Review INEE MS to ensure that response planning incorporates appropriate INEE MS standards.
- Ensure that agreements among sector/cluster members about roles and responsibilities for emergency response address applicable INEE MS.
Technical Components of Education in Emergencies

Module Outline

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<tr>
<td>2. Technical components of education in emergency response; analysis of</td>
<td></td>
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<tr>
<td>case study based on components; and correlation with the INEE MS</td>
<td>45</td>
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</table>

Learning Objectives

1. Identify the phases of emergency education response.
2. Describe the components of emergency education response, and when they should be implemented.
3. Use a case study of an emergency education response to assess which components of emergency response have been implemented.
4. Understand the correlation between the components and the INEE MS.

Key Messages

The phases of emergency response include preparedness, response, and recovery.

The response phase can be further described as response during the first 8 weeks and continued response thereafter.

The recovery phase can also be described as early recovery during the first few weeks (here 8 weeks is used as an example) and then recovery. These time-frames are identified to apply to a range of emergencies since time-frames for the phases may vary widely depending on the type of emergency.

The technical components of emergency preparedness and response include the phases of emergency education response:

1. Cluster/sector coordination mechanism
2. Education assessment
3. Education response planning
4. Human and financial resources
5. Education supplies and logistics
6. Temporary learning spaces
7. Psychosocial support and strategies
8. Adapting what we teach (emergency education curricula)
9. Choosing and training of teachers and education personnel
10. Rehabilitation and construction of schools
11. Resumption of normal education
12. Monitoring and evaluation
- **Method:** Slide presentation, case study, plenary discussion

- **Material needed:**
  - Module 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 are not 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: Conceptual Framework for Phases of Emergency
  - Handout 4.2: Technical Components of Education in Emergencies and Related INEE MS Domains
  - Handout 3.2: Case Study (from Session 3)

- **Preparation for this module:**
  - 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.

- **WCAR CD:**
  - Guidebook for planning education in emergencies - UNESCO + summary
1. Phases of emergency response

15 minutes

1. Explain that now participants have examined the INEE MS, which provide a framework of standards for EiE, or the benchmarks for a quality response. They will now look at the time elements of a response and the building blocks or components of an education sector response.

2. Ask participants if they know the phases of emergency response (common to all sectors) as currently defined by humanitarian agencies. Review each phase: preparedness, response, recovery.

3. Explain rationale and importance of preparedness already at this introductory stage; also that the whole training should be looked at from a preparedness-angle.

4. The recovery can also be described as early recovery during the first 8 weeks and then recovery. These time-frames are identified to apply to a range of emergencies since time-frames for the phases may vary widely depending on the type of emergency.

5. Ask participants if their countries are experiencing any of the phases of emergency. Ask them what actions they have taken during these phases.

2. Technical components of education in emergency response; analysis of case study according to components; and correlation with INEE MS

45 minutes

1. Tell participants that they will now review the technical components, which provide a framework for education in emergencies. Explain that this is meant to be a brief introduction to the components and they will have an opportunity to address the components linked to the praxis in detail in subsequent sessions.

2. Show the slides for each of the components, point to the posters of each under the Preparedness 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 l/NGOs 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 coordination partners. This might include local NGOs, consultants, temporary staff, or even an international education cluster coordinator if an 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) **Adapting what we teach** – 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) **Choosing and training teachers** – 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 normal 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

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

4. Explain that **while the components provide a framework for the technical actions to be taken to deliver education services, the INEE MS are guidelines for how to deliver a quality response.**

Refer participants to Handout 4.2: Technical Components of Education in Emergencies and Related INEE MS. The table and diagram are meant to show the relationship between the components and standards. Show the corresponding slides.

5. Give some examples:
   - **Sector coordination mechanism** is guided by the Education Policy Standards
   - **Education curricula** is guided by the Teaching and Learning Standards
   - **Temporary learning spaces** is guided by the Access and Learning Environment Standards

6. Explain that subsequent sessions of the workshop will allow participants to design an emergency response using the components guided by the standards.
HANDOUT 4.1: Conceptual Framework For Phases Of Emergency

Adapted from IASC SWG on Preparedness and Contingency Planning

- **Preparedness**
  - Before trigger

- **Critical Response**
  - First 8 weeks or so

- **Continued Response, Recovery and Regular Programming**
  - Beyond 8 weeks
Education Sector Coordination

Assessment

Planning our response in Education in Emergencies

Human and Financial Resources

Supplies and Logistics

Temporary Learning Spaces

Technical Components

Access and Learning Environment
Equal access, Protection and Well-being, Facilities

Teachers and other Education Personnel
Recruitment and selection, Conditions of work, Support and Supervision

Community Participation
Participation, Resources

Analysis
Assessment, Response Strategies, Monitoring, Evaluation

Teaching and Learning
Curricula, Training, Professional development and Support, Instruction and Learning processes, Assessment of Learning Outcomes

INEE Minimum Standards

Education Policy
Law and Policy formulation, Planning and implementation,

Coordination

Resumption of Formal Education

Monitoring and Evaluation

Rehabilitation and construction of schools

Psychosocial Support and Strategies

Adapting what we teach (Emergency educ. curricula)

Choosing and training of teachers and education personnel

Access and Learning Environment

Teachers and other Education Personnel

Community Participation

Analysis

Teaching and Learning

INEE Minimum Standards

Education Policy

Coordination
# Module 5: Coordination of the Education Sector/Cluster

## Duration
70 minutes

## Module Outline

<table>
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<tr>
<th>Contents</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Benefits and challenges of coordination</td>
<td>25</td>
</tr>
<tr>
<td>2. The Cluster Approach and the education cluster – slide presentation</td>
<td>10</td>
</tr>
<tr>
<td>3. Coordinating the education sector/cluster</td>
<td>30</td>
</tr>
<tr>
<td>4. Preparedness reflection</td>
<td>5</td>
</tr>
</tbody>
</table>

## Learning Objectives

1. Explain the purpose, benefits and challenges of an education coordination mechanism.
2. State the objectives of the cluster approach established by the international humanitarian community as it applies to education in emergencies.
3. Explain how the education sector/cluster, with the government, is part of an inter-sectoral system of humanitarian preparedness and response.
4. Explain the roles and responsibilities of UNICEF and Save the Children as global Education Cluster co-leads and identify actions to establish and maintain education sector/cluster coordination at country and local levels.

## Key Messages

Sector coordination mechanisms will strengthen education preparedness and response.

Coordination mechanisms require clear communication, information sharing, clear definition of roles and responsibilities, and strong leadership.

The Inter-Agency Standing Committee (a worldwide coordination body) established the cluster approach to improve emergency preparedness and delivery of response in a number of sectors, including education.

Some countries have established an official education cluster recognised by the IASC, while others have continued with a normal Coordination system, usually with monthly meetings.

The goal of the global level cluster is to strengthen system-wide preparedness and technical capacity to respond to emergencies. The goal of the country level is to ensure a more effective response capacity to support the national government by mobilising clusters of agencies, with clearly designated lead, as agreed by the Humanitarian Coordinator and the Country Team.

The education cluster in a country is responsible for supporting the Ministry of Education in leading the emergency response.

The key responsibilities of UNICEF and Save the Children as co-cluster leads include:

- 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


- **Method:**
  Group discussion, drawing activity, gallery walk, slide presentation, group work

- **Material needed:**
  - Module 5 slide presentation
  - Drawing paper and markers taped on the wall for six groups
  - Stack of coloured cards for each table
  - Handout 5.1: Education Cluster Objectives as Outlined in the IASC Guidance Note
  - Handout 5.2: Checklist of Actions for Education Sector/Cluster Coordination
  - Handout 5.3: Smarter Cluster Coordinator Meetings: IASC Guidelines
  - Handout 5.4: Sample Cluster Terms of References
  - Handout 5.5: Preparedness and response actions for Education Sector/Cluster

- **Preparation for this module:**
  - Tape drawing/chart paper on the wall in six locations in the room and provide 6-10 markers of different colours next to the drawing paper

- **WCAR CD**
  - Cluster Lead ToR - IASC
  - Cross Cutting Issues for Cluster Leads - IASC
  - UNICEF-Save the Children MoU
1. Benefits and challenges of coordination

25 minutes

(5 minutes)
1. To start the session ask the participants some quick, introductory questions:
   - How many of you work within an education coordination mechanism for an emergency or other interagency initiative? Is it an existing or purpose-built structure?
   - Do you know what a cluster means in relation to emergencies?
   - How many of you have participated in a cluster?
   - How many of you have coordinated in some way with a number of agencies in an emergency?
   - Can anyone tell us three advantages of coordinating with others in an emergency? What might be some challenges?

(20 minutes)
Note to Facilitator: To save time this activity can also be conducted as a plenary discussion.

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

3. Explain to the participants that they will now have the opportunity to share their coordination experiences through a creative exercise.

   - Exercise in Benefits and Challenges of Coordination
     1. 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.
     2. Divide participants into groups. Ask groups to make a drawing that shows their experiences in coordination. They should not be concerned with artistic ability. They can use humour, captions, diagrams, flow charts, and anything else that gets across their message of the positive and negative feelings, experiences, and processes of coordination.
     3. Call time after 10 minutes. Conduct a gallery walk where participants visit each drawing. Ask groups to select one person to stay with the drawing to explain it to others. Do not conduct the gallery walk as a plenary, but as flexible viewing time for no more than 7-8 minutes.
     4. In plenary, debrief the activity by summarising the benefits and challenges of coordination, in the emergency education context. Summarise by reviewing the following points which may have been raised:

       - Key benefits of coordination:
         - Allows partners to contribute their strengths and comparative advantages
         - Provides an opportunity to strategise and plan together
         - Avoids overlap, duplication of efforts and activities
         - Maximises 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 programme implementation
         - Can be more cost effective
         - Provides an opportunity for improved preparedness
         - Leads to better learning
         - Strengthens skills in leadership, facilitation and planning
         - Can lead to identification of gaps and how to fill them
         - Can facilitate greater inter-sector coordination
Key challenges to coordination:
- Lack of clear definitions of roles and responsibilities
- Lack of leaders and leadership skills
- Poor management of meetings
- Inability to establish joint objectives and strategies
- Failure to establish communication and information strategies in data and information management
- Duplication of effort and coverage of geographic locations
- Personality clashes
- Time constraints for meetings and coordination of responses
- Failure of some agencies to fulfil their responsibilities
- Inability or lack of capacity to involve community members and organisations in planning and implementation
- Lack of accountability

2. The Cluster Approach and the education cluster – slide presentation

10 minutes

1. 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 the education cluster.

2. Present the Session 5 slide on the IASC Cluster Approach to humanitarian action. Highlight the main points:

   1) The cluster approach is the primary mechanism for inter-agency coordination of humanitarian assistance involving key UN and non-UN humanitarian partners.

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

   2) The IASC’s Humanitarian Reform Agenda sets out four inter-related strategies:

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

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

   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.

   4) The IASC formally established a global cluster for education in 2006. Some countries have established an official education Cluster recognised by the IASC in response to emergencies. Other countries retain their original coordination mechanisms.

   5) Save the Children and UNICEF have agreed to take on a joint lead role in the education cluster at global and in many countries at the national level.

   6) The Terms of Reference for education cluster leads include:

   - 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

7) 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

3. Here are country examples where education clusters have been officially formed and are
operational:

<table>
<thead>
<tr>
<th>Country</th>
<th>Issue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pakistan</td>
<td>Earthquake response</td>
</tr>
<tr>
<td>Lebanon</td>
<td>Middle east conflict</td>
</tr>
<tr>
<td>Madagascar</td>
<td>Cyclone response</td>
</tr>
<tr>
<td>Mozambique</td>
<td>Flood and cyclone response</td>
</tr>
<tr>
<td>Kenya</td>
<td>Conflict</td>
</tr>
<tr>
<td>Myanmar</td>
<td>Cyclone response</td>
</tr>
<tr>
<td>Ethiopia</td>
<td>Drought</td>
</tr>
<tr>
<td>Somalia</td>
<td>Complex emergency</td>
</tr>
<tr>
<td>Uganda</td>
<td>Complex emergency</td>
</tr>
<tr>
<td>Gaza</td>
<td>OPT/Israel conflict</td>
</tr>
<tr>
<td>Zimbabwe</td>
<td>Socio-political crisis</td>
</tr>
</tbody>
</table>

Coordination mechanisms were established in all of the above clusters. In many cases, a cluster
coordinator was appointed to lead on coordination and other information management
responsibilities.

4. Refer the participants to Handout 5.1, Education Cluster Objectives as outlined in the IASC
Guidance Note

3. Coordinating the education sector/cluster

30 minutes

Exercise in Action Steps for Coordination
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 four categories, Structure, Coordination,
Funding, and Preparedness, to coordinate the education sector/cluster at the country, provincial
or district levels. They can use the following as input:
1) their own country experiences in sector coordination,
2) the components of education in emergencies from Session 4,
3) the INEE MS
4) what they have discussed about benefits and challenges to coordination.

If participants have an existing coordination mechanism in their country, they can note the status
of each category within their own structure.

3. Groups should record each action on one card. Give groups 10 minutes.

4. Remind groups to consider the applicable INEE MS.

5. Ask each group to report on 2-3 actions and tape the coloured 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 cluster/sector coordination?*
   - *What are the consequences of waiting until an emergency occurs to undertake coordination actions?*
   - *What are the most important coordination actions to take place prior to the onset of an emergency?*
   - *For those that already have coordination mechanisms/clusters, where are the weaknesses of the current mechanism?*

### 4. Preparedness reflection

**5 minutes**

1. Conclude by asking participants what are the implications for the creation of a coordinating mechanism during the preparedness phase in advance of an emergency.

2. What preparedness actions will they consider for provincial and district levels which may differ from national level?
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
<table>
<thead>
<tr>
<th>Area of Sector/Cluster Coordination</th>
<th>Planned Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structure and Governance of an Education Sector/Cluster</strong></td>
<td></td>
</tr>
<tr>
<td>Identify emergency education focal points and percentage of staff time dedicated to cluster/sector leadership from government, SC, UNICEF, and other stakeholders</td>
<td></td>
</tr>
<tr>
<td>Prepare MOU identifying roles and responsibilities of Save the Children, UNICEF and the Ministry of Education in emergency education preparedness and response</td>
<td></td>
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<tr>
<td>Identify how cluster leads will fulfill the “provider of last resort” mandate</td>
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<tr>
<td>Create <strong>ToR for the cluster coordinators</strong> with clear reporting lines/appraisal mechanisms, performance monitoring system and assigned tasks</td>
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</tr>
<tr>
<td>Implement capacity mapping that defines capacity of each cluster/sector member at country and provincial/district levels</td>
<td></td>
</tr>
<tr>
<td>Prepare <strong>ToR defining objectives, tasks and outputs of cluster/sector</strong> with member responsibilities, timeline and monitoring mechanism</td>
<td></td>
</tr>
<tr>
<td>Hold regular cluster/sector planning meetings</td>
<td></td>
</tr>
<tr>
<td>Identify <strong>NGO and CBO partners</strong> to participate in education cluster/sector at national, provincial or district levels</td>
<td></td>
</tr>
<tr>
<td><strong>Coordination</strong></td>
<td></td>
</tr>
<tr>
<td>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>
<td></td>
</tr>
<tr>
<td>Provide <strong>support to government</strong> at all levels in ensuring appropriate operational coherence and coordination with all humanitarian partners</td>
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</tr>
<tr>
<td>Ensure effective <strong>links with other clusters</strong> and coordination with international partners who may not be directly participating in the cluster</td>
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<tr>
<td><strong>Represent interests of the cluster</strong> in discussions with the Humanitarian Coordinator on prioritisation, resource mobilisation and advocacy</td>
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</tr>
<tr>
<td>Ensure full integration of IASC’s agreed priority <strong>crosscutting issues</strong>: human rights, HIV/AIDS, age, gender, environment, using participatory and community-based approaches.</td>
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<tr>
<td>Develop and standardise <strong>cluster/sector tools</strong>, including rapid education assessments, common reporting forms, supply distribution formats, monitoring and evaluation tools</td>
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<tr>
<td>Develop and maintain a <strong>who does what where (WWW) matrix</strong> for each partner to contribute to regularly to provide an overview of activities and gaps</td>
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<tr>
<td>Create <strong>coordinated response plan</strong> with clear roles and responsibilities in implementing all of the components of education in emergency response</td>
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<tr>
<td>Establish a <strong>system of information sharing</strong> between national and local level; and local and national level, as well as with other clusters and the humanitarian coordinator</td>
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<tr>
<td>Develop a <strong>coordinated logistics operational plan</strong> for the education cluster in collaboration with the Logistics Cluster to ensure transport of education materials to affected areas</td>
<td></td>
</tr>
<tr>
<td>Area of Sector/Cluster Coordination</td>
<td>Planned Actions</td>
</tr>
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<td>------------------------------------</td>
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</tr>
<tr>
<td><strong>Funding</strong></td>
<td></td>
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<tr>
<td>Determine costs and develop a <strong>coordinated budget</strong> for emergency education supplies items and seek and obtain funding</td>
<td></td>
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<tr>
<td>Include <strong>national / local organisations</strong> in emergency funding proposals</td>
<td></td>
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<tr>
<td><strong>Preparedness</strong></td>
<td></td>
</tr>
<tr>
<td>In the national sector education plan or national disaster preparedness/contingency plan, include a <strong>section on emergency education</strong>, a section on education or an Education Sector Emergency Preparedness and Response Plan</td>
<td></td>
</tr>
<tr>
<td>Prepare <strong>contingency plans</strong> for the education sector/cluster</td>
<td></td>
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<tr>
<td>Complete <strong>capacity mapping</strong> exercise for all cluster/sector members and identify gaps</td>
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<tr>
<td>Conduct <strong>national simulation exercise</strong> of disaster planning and response with all sectors including the education</td>
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<tr>
<td>Establish <strong>cluster/sectors at provincial/districts</strong> and ensure that preparedness plans for education sector/cluster are developed at the provincial/district levels</td>
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<tr>
<td>Provide MoE officials and other partners with <strong>INEE MS materials</strong></td>
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<tr>
<td>Collaborate with MoE to incorporate <strong>data collection and analysis system</strong> at national/provincial/district levels for emergency education within national EMIS</td>
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<tr>
<td>Ensure that <strong>EMIS system is electronically stored and functioning and equip district education offices with IT systems</strong></td>
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<tr>
<td><strong>Train district and central level</strong> MoE staff in information management and data handling for the EMIS system</td>
<td></td>
</tr>
<tr>
<td>Determine quantity of emergency education supplies needed according to contingency plans and <strong>coordinate pre-positioning of an agreed-upon percentage</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Conduct training in education in emergencies</strong> including INEE MS in for sector/cluster members</td>
<td></td>
</tr>
<tr>
<td><strong>Train cluster leads/coordinators on cluster coordination</strong></td>
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</table>
Handout 5.3: Smarter Cluster Coordination Meetings: IASC Guidelines

Why do you need to be concerned with “smarter cluster meetings”?
Actors in humanitarian operations probably meet most often face-to-face in the venue of the coordination meeting. The degree to which the meeting is organised to produce results and quality of participation affects the way actors perceive both the cluster/sector lead performance and the entire coordination process itself. A common problem in coordination is the failure of actors to feel ownership of the process. One danger is actors who feel left out or marginalised will seek their own parallel meeting forums. It is therefore crucial that meetings represent a process that includes key actors, respects what each has to say and the resources they have to offer, and promotes consensus building to achieve the best outcome for the affected people.

What is expected of you in your role as Cluster/Sector lead in the field?
Rationalise meetings: Sector leads are responsible for determining, together with those participating in the relevant sectoral groups, the frequency and types of meetings needed. Sector leads should ensure that they do not make excessive demands for meetings, particularly where this concerns small organisations which have limited capacities to attend large numbers of individual sectoral meetings. Sector leads are responsible for ensuring that sectoral meetings are well managed and productive. In some cases, different sectoral groups may decide to meet collectively. Sectoral meetings should supplement rather than replace or undermine the Humanitarian Country Team meeting (at the country level) and to its equivalent at the district or provincial level. Establishing individual sectoral meetings at the district level should be determined by need rather than by a concern for creating a uniform structure.

What challenges will you face?
Many have criticised cluster/sector meetings for:
- failing to engage local NGOs due to language issues, poor announcements, too many meetings, inability to attend meetings because they are out in the field doing the work
- failing to involve NGOs in meetings of a conceptual or strategic nature, not just operational
- being conducted as UN internal meetings or as “talk shops”
- their poor preparation, poor facilitation and poor management
- unwieldy agendas derailed by emerging issues or by “urgent” personal agendas
- lacking cluster/sector leads and meeting facilitators who are “neutral” and objective facilitators
- overloaded agendas, long meetings, too many meetings, too many participants, the wrong participants
- being unruly, unproductive, and dominated by most vocal participants

Tips and practices for smarter cluster meetings
Broaden ownership of the meetings
- Co-chair meeting with government counterpart.
- Ask NGO to co-chair the cluster meeting.
- Arrange for translation. Send the minutes to international and local NGOs.
- Pro-actively communicate with key international and local NGOs. Meet one-on-one with key stakeholders to identify common issues, areas of agreement and dispute, personal agendas. Find out best to engage them.
- Ask 3 key participants for feedback on the coordination meeting and how to improve it.
- Resolve meeting overlap by setting up a central coordination system to each cluster and hub.

Practice good facilitation skills
- Use active listening, probing and re-directing.
- Use flip charts, maps visible displays of information. Post agenda on flip chart visible to all.
- Separate idea generation from debate or evaluation.
- Break into sub-groups, form advisory group, technical groups, etc.
- Share responsibility for success, managing the group, enforcing ground rules, timekeeping, etc.
- No matter what happens, maintain your calm. Relate calmly to irate or difficult meeting participants.
- If things get too heated, take a break. Hold consultations with those in conflict outside of meeting. Break larger group into smaller groups. Ask for help to deal with conflict or impasse.
Ask open ended and probing questions to draw people out. In meetings, re-state major points and summarise different perspectives, and note any areas of agreement. Listen for common ground to identify and build on areas of agreement.

Manage meeting agendas
- Know the outcome you want and prepare the groundwork.
- Lobby and communicate before hand with key stakeholders – get their buy-in.
- Avoid overloading the agenda by forming subgroups (e.g., on technical matters), planning shorter meetings, finding another way to address an agenda item without a meeting (e.g., via email, Google group), segmenting meetings (i.e., planning breaks between items of interest so that participants can come and go or stay on as they like).
- Start meeting by clearly stating the agenda, timing and procedures for the meeting.
- Vet a draft agenda with 2-3 other stakeholders, to help focus the meeting on key priorities.
- Start meetings with agenda items which are of the highest priority, to be sure to cover them.
- Use technology, emails, Google group, web site, to reduce meeting times and agenda items.

Practice good meeting management
- See meetings as part of a broader communication and coordination process, which includes things you can do before to prepare for the meeting (e.g., circulate agenda, bilateral discussions), things you can do during the meeting (use facilitation skills) and follow up you can do after the meeting (e.g., ask for feedback on the meeting, disseminate notes). Good coordination comes as much, if not more, from the work that is done between meetings as is done in meetings themselves.
- Delegate: use small groups to analyse problems, generate options, propose solutions and take decisions.
- Do not try to agree on strategic priorities or reach a significant decision with a large group (10+). For these matters, delegate them to a manageable advisory group (6-10) comprised of key stakeholders, including a representative from government, 2-3 reps from international and local NGOs selected by their peers, donors, UN, and others as appropriate to cluster.
- Jointly establish and ask help in enforcing minimum meeting ground rules (e.g., one speaker at a time, time limits for agenda items and for interventions, etc.) Display ground rules prominently and translate.
- In meetings attended by a large group of people, arrange for “support facilitators” (from a non-UN agency) to help manage ground rules and interventions from groups of people or from dedicated areas in the meeting room.
- Arrange for translators to facilitate communication with local NGOs.

Manage disruptions, derailments and “monopolisers”
- Note the issue, remind all of the meeting objective and redirect with a question.
- Deputise key stakeholders in the room to help manage disruptions.
- Create a structure for interventions, one idea per table, time limits, succinct interventions.
- Get to know individuals before or during a break – make “human” connections so that people are easier to manage during the meeting.
- Use the “parking lot”; help arrange for an alternative forum after the official meeting.
- Anticipate issues which may disrupt the planned agenda and hold a one on one pre-meeting consultation to resolve issues outside of the coordination meeting.

References
From IASC:“Better Coordination Meetings” in UNHCR eCentre and ESS self-study module EP 07 Coordination, June 2003
Facilitating Coordination Meetings in “Field Coordination in Emergencies-SOPs-IFRC” by James S. Barron, B3 Associates for IFRC.
Handout 5.4: Sample Cluster Terms of Reference

Country x is vulnerable to many forms of emergency; natural disasters due to a harsh and unpredictable climate and the threat of armed conflicts. Children in emergency contexts are often denied their right to basic education. The establishment of the Education Cluster in x recognises that all children have the right to education, even during emergencies. The aim of the Cluster is to improve coordination between UN and non-governmental organisations in order to support the Government of Country x to ensure that children affected by manmade and natural disasters are protected and able to access a quality basic education.

As agreed at the global level, the Cluster will be co-coordinated by UNICEF and SC Alliance. Membership will be open to all education focused agencies in x. The purpose of the Cluster is to support the Ministry of Education to better prepare for and respond to emergencies. As such, the Ministry of Education is a key member of the cluster and has participated in its establishment and the drafting of the ToR.

Objectives of the Education Cluster
The major objectives of the Education Cluster will be to:

1. To advocate for the right to education for all in emergencies in x.
2. To coordinate the education response to emergencies between Government, UN and NGO partners, based on capacity mapping, preparedness and response planning
3. To develop an information management system for the Education Cluster to enable information on emergencies, partner capacity and responses to be shared.
4. To advocate for resources for emergency education using an Emergency Preparedness and Response Plan based on needs and contingency planning.
5. To strengthen the capacity of partners to respond to education in emergencies, including the promotion of the INEE Minimum Standards.
6. To design monitoring and evaluation mechanisms for education in emergency responses which will measure both the impact of interventions and the effectiveness of the cluster response.

To attain the above mentioned objectives, the Education Cluster will undertake the following activities:

1. **Coordination of Education in Emergency Implementation**
   - Support government leadership in monitoring of implementation of education programmes;
   - Ensure support to government in the maintenance of appropriate education coordination mechanisms, including working groups at the national level;
   - Give the necessary attention to cross-cutting priorities, namely, HIV/AIDS, disability, gender, Sexual and Gender Based Violence (SGBV) and environment, utilising participatory and community based approaches. In line with this, promote gender equality by ensuring that the needs, contributions and capacities of children are addressed;
   - Secure commitments from cluster partners in responding to needs and filling gaps, ensuring an appropriate distribution of responsibilities within the cluster;
   - Ensure that participants within the cluster work collectively, ensuring the complementarities of the various stakeholders’ actions;
   - Promote emergency response actions while at the same time considering the need for early recovery planning as well as prevention and disaster risk reduction concerns, particularly at school level;
   - Ensure effective links with other clusters and coordination with international partners;
   - Represent the interests of the cluster in discussions with the Humanitarian Coordinator on prioritisation, resource mobilisation and advocacy;
   - Share roles and responsibilities and immediately respond to emergencies so as to ensure minimal disruption to schooling for learners and teachers.

2. **Planning and Strategy Development for Cluster**
   - Conduct multi-sectoral, rapid and on-going assessment and analyses, taking into account the approach and tools agreed by the government and cluster members
   - Develop rolling six month cluster action plans;
   - Identify gaps in consultation with MoE and partners working on the ground;
   - Update agreed response strategies and action plans ensuring they are adequately reflected in
overall country strategies, such as government-led appeals/Flash appeals;

- Conduct as required sector wide joint assessments, response and recovery for Education related emergencies and provide focal point to participate in sub-working groups to ensure cross-sectoral issues are addressed in joint monitoring and assessments in emergency situations with multi-sectoral dimensions;
- Ensure close collaboration with the Protection, WASH and HealthClusters particularly for school-level interventions including psychosocial screening and prevention of SGBV, school water, sanitation and hygiene promotion, and health screening.
- Draw lessons learned from past activities and revise strategies and action plans accordingly;
- Develop a multi year funding strategy for the predictable emergency requirements for identified Education priorities (based on the Education Sector EPRP);
- Develop an exit, or transition, strategy for the cluster, as required.

3. Application of Standards

- Ensure that cluster participants are aware of relevant policy guidelines, technical standards and relevant commitments that the government has undertaken under relevant international conventions, particularly the INEE Minimum Standards (INEE MS) and support their dissemination at all levels;
- Ensure that responses are in line with the INEE MS and existing policy guidance, technical standards, and relevant government international obligations;
- Respect humanitarian principles of implementation, and advocacy for respect of the principles of good donor-ship by partners;
- When possible, initiate the drafting and adoption of national standards for Education in Emergency response which incorporate the INEE MS adapted to the country context.

4. Advocacy and Resource Mobilisation

1. Identify core advocacy concerns, including resource requirements, and contribute key messages to broader advocacy initiatives of the HC and humanitarian partners;
2. Advocate for donors to fund cluster participants to carry out priority activities in the sector concerned, while at the same time encouraging cluster participants to mobilise resources for their activities through their agreed channels;
3. When identified by the Education Cluster on the need to appeal for the CERF or CAP, prepare the appropriate documentation for either of the proposed funding windows and ensure that all cluster members have the opportunity to submit applications.

5. Training and Capacity Building of National Authorities and Civil Society

- Promote and support training of humanitarian partners, and in particular the relevant education ministries and at sub-national levels;
- Support efforts to strengthen the capacity of the national authorities and civil society undertaking approved humanitarian activities.

6. Identification and Inclusion of Key Partners

- Identify key humanitarian partners for the Education Cluster, respecting mandates and minimum standards of education programme priorities;
- Identify other key partners, including national authorities, and conduct outreach efforts.

7. Facilitate and ensure Cross-cluster Strategic Planning and Assessment Processes

- Continue to support the Education Cluster to manage inter-agency planning processes, such as the development of the government-led Appeal documents/Flash Appeals, the preparation of contingency planning, multi-sectoral needs assessments, analysis and monitoring;
- Bring new global knowledge as necessary through better collaboration and close work relation with the global and regional Education cluster colleagues;
- Work with similar clusters to ensure linkages between preparedness and early warning, emergency response and longer-term recovery and development strategies and DRR;
- Develop and share appropriate tools, guidelines and lessons learned with other clusters to ensure consistency in areas of overlap and to produce outputs that feed into overall planning processes.

8. Monitoring and Reporting

- Ensure adequate monitoring mechanisms are in place to review effectiveness of the cluster and progress against implementation plans;
- Ensure adequate reporting and effective information sharing, with due regard for children affected and gender dis-aggregation.
9. Membership and Coordination of the Education Cluster
- Cluster membership is open to all agencies active in education in emergency response and coordination at national or/and global level and willing to be part of the cluster.
- Globally, UNICEF and Save the Children Alliance are co-leaders of the education cluster. UNICEF and Save the Children Alliance will adopt co-coordination of the cluster in x and will take responsibility for coordinating meetings and keeping records of all activities. Roles and responsibilities will be shared between the co-lead agencies.
- Decision-making will be on the basis of consensus and in times of difference, the ideas supported by the majority will be practiced.
- Organisations are encouraged to send technical experts to the meeting in order to facilitate joint coordination and planning. Regular reports can be provided to Heads of Agencies, who may be invited to attend ad hoc meetings for the purpose of decision making.

10. Frequency of Meetings
- The regular schedule of meetings will be decided by the cluster members. Whenever urgent matters need to be discussed, extraordinary meetings will be arranged.
- Meetings will be held on a monthly basis, and more frequently during an emergency.

11. Roles and Responsibilities of Co-Coordinators
- UNICEF and Save the children Alliance as the cluster co-coordinators will be responsible for organising, facilitating, and acting as secretariat for cluster meetings. Other member agencies will remain active participants and contribute towards their strength areas.

12. Roles and Responsibilities of Cluster Member Agencies
- Regularly attend and contribute to the active operation of the education cluster including participation in assessments and contribution to response plans;
- Assist in replication of best practice across all partners;
- Contribute to resource mobilisation initiatives for the cluster and advocacy as required;
- Be a resource institution in planning, organising and conducting capacity building activities/trainings;
- Share roles and responsibilities during intervention in emergencies based on geographic coverage or areas of expertise/comparative advantage and contribute to overall monitoring.
Handout 5.5: Preparedness and response actions for Coordination of Education Sector/Cluster

Preparedness Actions for Coordination of Education Sector/Cluster

- Identify emergency education focal points and the percentage of staff time dedicated to cluster/sector leadership from MoE, Save the Children, and UNICEF
- Implement capacity mapping that defines capacity of each sector/cluster member at national and provincial/district levels and identify gaps
- Prepare an MOU identifying roles and responsibilities of MoE, Save the Children and UNICEF in emergency education preparedness and response
- In the national education sector plan or national disaster preparedness/contingency plan, include a section on emergency education with budget
- Determine jointly how cluster leads will fulfill the “provider of last resort” mandate
- Prepare a ToR defining objectives, tasks and outputs of the sector coordination mechanism/cluster with member responsibilities, timeline and monitoring mechanism
- Hold regular sector/cluster planning meetings
- Identify NGO and CBO partners to participate in education sector/cluster at national, provincial or district levels
- Coordinate with other sectors in hazard/risk/vulnerability analysis
- Prepare contingency plans for the education sector/cluster, with scenario planning for likely emergencies and potential impact on education sector

Response Actions for Education Cluster/Sector

- Activate the education sector coordination mechanism/cluster and appoint dedicated sector/cluster coordinators with clear reporting lines/appraisal mechanisms, performance monitoring system and assigned tasks
- Communicate meeting schedules, information management mechanisms, and leadership roles with “provider of last resort” responsibilities to all members
- Confirm roles and responsibilities in the technical components of emergency response including assessment, temporary learning spaces, education supplies, emergency curricula planning, teacher training, psychosocial support, monitoring, etc. with all members
- Implement information management system for data analysis and monitoring from field to national levels and vice versa, among education sector members and with other sectors and agencies
- Participate in and report to the relevant County Humanitarian Team forum/OCHA meetings as applicable
- Create a coordinated education sector response plan with budget and timeline
- Determine costs and develop a coordinated budget for emergency education response plan and cluster/sector operational costs
Emergency Scenario and Capacity Mapping

Module Outline

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Learning Objectives

1. Understand the facts of an emergency flood scenario.
2. Understand its impact on affected populations and learners.
3. Use a capacity-mapping tool for the education sector/cluster at the 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.

- Method:
  - Presentation, role-play and small group work
- Material needed:
  - Module 6 slide presentation
  - Handout 6.1: Emergency Response Capacity Mapping Tool by Components
  - Handout 6.2: Capacity Mapping Tool by Geographic Area
  - Role cards for cluster/sector members – one set of six role cards for 6-7 groups
  - Six sets of nametags or place cards with roles of cluster/sector members on them
  - Scenario: Emergency in Momaland, Part 1 - 72 Hours after the Onset and Map of Flood Affected Area of Momaland and Romaland
- Preparation for this module:
  - Ensure that six flip charts are in the room and placed at 6 different stations for group work
1. **Introduction of emergency in Momaland – 72 hours after onset**

**10 minutes**

1. Begin the session by telling participants that they will have the experience of responding to a flood emergency. Read the objectives of the session from Slide #2.

2. Announce with some drama that there has been massive flooding in Momaland and that as members of the education sector/cluster participants will be developing and implementing an emergency education response over the next two days.

3. Distribute the Scenario: Emergency in Momaland. Show the Session 6 slide presentation. Refer participants to the Map on the Scenario handout) that summarise the facts of the emergency. These are known as a result of an initial multi-sectoral assessment by helicopter fly-overs of the province:
   - Momaland is a landlocked country bordered by Romaland to the southeast. The Bobama River flows through Momaland from northwest to southeast and then along the border of the two countries in the southeast.
   - Bobama River overflowed and massive flooding has occurred in the province of Jabuma in Momaland. The most severely affected districts are District 1, District 2, and District 3
   - The flooding has also affected a downstream province in Romaland to the southeast. More rainfall is forecast for the next two weeks.
   - Approximately 200,000 people have been affected by the flooding in both Momaland and Romaland. Of these, approximately 100,000 of these have lost their homes and have been displaced.
   - **District 1**: 50,000 people have relocated to higher ground in District 1. The majority have been sheltered in schools. The Red Cross has already deployed 4,000 tents and resettlement centres are being constructed rapidly.
   - **District 2**: 30,000 people from District 2 have been affected. Of these, an estimated 15,000 people have relocated to higher ground in District 3, with the majority occupying schools. The remaining 15,000 have stayed in District 2 but have moved to higher ground.
   - **District 3**: 10,000 people have relocated to higher ground. An additional 10,000 from Romaland have crossed the border into D3 and fled to spontaneous camps on higher ground.

4. Explain that the Ministry of Education has just appointed a focal point for education in emergencies and she has called a meeting in her office to plan the education sector response. The following people have been invited to the meeting:
   - MoE emergency education focal point
   - Provincial education officer from Jabuma
   - UNICEF emergency education focal point
   - Save the Children emergency education focal point
   - NGO in province
   - Red Cross in province

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

**45 minutes**

Exercise in Capacity Mapping

1. Show accompanying instruction slide. Tell the groups that they will take the roles of 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 Momaland and Romaland

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

   - **INEE MS - Foundational Standards:**
     Coordination Standard: Coordination mechanisms 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 if appropriate in their work, applying key indicators.

4. Make sure the MoE focal point understands his/her role as facilitator and the suggested agenda for the meeting
   1) Give the group 5-10 minutes to review the materials on the Momaland flood.
   2) Go around the table and ask each group member to summarise his/ her agency’s capacity on the technical components. Ensure that the rapporteur has noted the information.
   3) Have the group identify the gaps.
   4) Then have each agency identify their geographic capacities and gaps.

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 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 coloured cards and place them on the Preparedness wall under the Education Sector Coordination Mechanism sign.
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<th>MoE and Provincial Education Office</th>
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<td>Education Assessment - Ongoing Assessment</td>
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<td>Psychosocial Support and Strategies</td>
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<td>Rehabilitation and Construction of Schools</td>
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<td>Resumption of Normal Education</td>
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<td>Monitoring and Evaluation</td>
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<td>Districts</td>
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<td>Agencies with Presence</td>
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ROLE CARDS

Ministry of Education Emergency Focal Point

- You have recently been appointed as the MoE focal point for emergencies at the central level. You are very committed to it and participated in a one-day orientation given by UNICEF and Save the Children, which included an introduction to the Minimum Standards for Education.

- The MoE made a commitment to work with UNICEF and Save the Children to develop a contingency plan for the flood prone provinces but there has not yet been time to do this. Since you have so many other duties, you have had little time to focus on emergency education preparedness or policy.

- At central level, there are no stockpiles of textbooks that can be deployed to affected districts.

- The MoE is in the process of developing a computerised EMIS for the entire country but not all provinces have been completed. In D1, D2 and D3, there is no computerised EMIS system yet and only D1 has any IT capacity, with three functioning computers.

- All data on school enrolment is still collected by hand (although this is subject to vehicle and fuel constraints). It is not trustworthy at district level though most schools manage to collect useful results, with, however, frequent confusion between enrolment and attendance.

- At district and provincial levels there is some capacity to collect data since each district has 3-5 resource people who regularly monitor attendance and they can serve on assessment teams to collect data. These resource people have mobile phones and access to motorbikes (although they are not always functional and there are often fuel shortages).

- There is no policy on teacher pay or certification in emergencies. If displaced teachers are mobilised to teach in IDP camps and are not in their districts, they will still be paid at home.

- You will take the lead.

- You will facilitate the meeting of the education cluster/sector. Suggested agenda in capacity mapping exercise is as follows:
  1. Introduce the data and give the group 5-10 minutes to review the materials on the Momaland flood.
  2. Go around the table and ask each agency to summarise their capacity on the technical components. (Ensure someone notes the information).
  3. Have the group identify the gaps.

UNICEF Emergency Education Focal Point in country office

- UNICEF has a sub-office in Jabuma and is establishing emergency field offices in D1 and D2. It also has an education/protection consultant working from her home in D3.

- Has stockpiled 100 school kits and 8,000 learner kits in a warehouse in the national capital of Baruna.

- Has stockpiled 50 ECD kits, 20 school tents, and 80 tarps in the provincial office in Jabuma.

- UNICEF has deployed 2 vehicles to D1 and D2 and 4 vehicles in the provincial office in Jabuma.

- Has emergency education materials in health and hygiene, water borne diseases/cholera prevention, HIV/AIDS, land mine risk awareness and life skills.

- Has a current budget of emergency funds of $100,000 available to spend immediately.

- Can get one person deployed from WCARO within 1 week for 3-4 weeks only to help with sector coordination, raise funds and provide surge technical support.

- Has 300 sets of literacy/numeracy materials in Baruna.
Provincial Education Officer from Jabuma

- You have been involved in one past emergency in the province six years ago where landslides destroyed schools in D2 and D3. Then, schools were closed until they could be repaired and no organised education response was in place. The Provincial Education Office has two engineers who conducted the previous school damage assessment and oversaw the rehabilitation effort.
- You attended a disaster risk reduction workshop sponsored by Save the Children last year and are very committed to emergency education, both preparedness and response.
- You have encouraged development of a strong network of school committees in D1 and D2 and are confident that these committees can be mobilised to help recruit volunteers (teachers and facilitators) for emergency education. Because of its isolation, D3 does not have strong school committees but several teachers and community leaders could provide assistance in a number of areas, including for assessment, volunteer recruitment, and teacher training.
- D1 and D2 have district education officers who have been in their positions for at least 3 years and the DEO in D2 has recently joined the district level emergency disaster team.
- In D3 the position of DEO has been vacant for 4 months and while there is an acting DEO, there is a leadership gap. It is always difficult for the MoE to staff this remote hilly area.
- Provincial office has stockpile of 5,000 extra sets of accelerated learning materials for non-formal education that are being used in D1, D2 and D3 and could be deployed if needed.
- Provincial office in Jabuma undamaged; can be used as base for response.
- Provincial office has no textbooks to deploy. No up-to-date knowledge of what is in the District offices.
- Each DEO has, officially, two motorcycles.

Save the Children Emergency Education Focal Point in country office

- Has a provincial office in Jabuma and contracts with NGO 1, NGO2 and NGO3 in D1, D2 and D3 respectively to provide education services including teacher training and quality education materials in all three districts.
- Has stockpiled materials for Child Friendly Spaces, 10 school tents and 35 Recreation Kits in its provincial office in Jabuma.
- Save has 2 trucks in the capital city, Baruna
- Has psychosocial materials translated and facilitator training capacity in Jabuma
- Has $25,000 that can be spent immediately

NGO working in province

- Has field staff in D1 and D2 but not in D3.
- Has about 20 trained psychosocial facilitators in D1 who were trained during a previous emergency and can be deployed within 1-2 weeks to D1 and D2 and possibly D3
- Has the ability to recruit some volunteer teachers/facilitators in all districts
- Has two motorcycles in provincial office but one is broken. Also has a small boat.
- Has accelerated learning materials for non-formal education and, working with Save the Children, has trained over 300 non-formal education facilitators in the province to teach.

Red Cross country rep / provincial representative based in Jabuma

- The Red Cross has ten volunteers each in D1 and D2 and one in D3.
- In the provincial capital of Jabuma there are 2000 tarpaulins and 100 family tents stockpiled.
- Has no computers in its provincial office or in the field in the districts, but has capacity for assessment with its network of volunteers who have already worked with the District Disaster Management Committees in each district.
- Is currently engaged in search and rescue operations
- Has two trucks based in Jabuma. Four boats are being used for search and rescue.
SCENARIO: EMERGENCY IN MOMALAND PART 1
72 HOURS AFTER ONSET OF FLOODING AND LANDSLIDES

The Situation
Momaland is a landlocked country bordered by Romaland to the south and east. The Bobama River flows at a diagonal from northwest to southeast and then along the border between the two countries to the southeast. (See map below)

Seventy-two hours ago, after two weeks of a heavy rain, upstream dams rose and the banks of the Bobama River overflowed. Massive flooding has occurred in the province of Jabuma in Momaland. The most severely affected districts are District 1, District 2, and District 3. In addition, the flooding has also affected a downstream province in Romaland to the southeast. More rainfall is forecast for the next two weeks.

Due to landslides, massive destruction of homes and other buildings has occurred in District 1. In the three districts, areas around 12 zones were most severely affected. In D1, five zones have been affected; in D2, 4 zones, and in D3, 3 zones.

All essential services, including education, have been disrupted in parts of all three districts, with expected displacement of teachers and children. Phone communication has been disrupted but some mobile phone service is still available.

Data from multi-sectoral assessment

General
The following information is based on data collated by the multi-sectoral assessment team, comprised of teams from the Momaland Red Cross, the UN Office of Coordination of Humanitarian Affairs (OCHA), the Momaland Ministry of the Interior, and several sector leads from the World Food Programme and the UN Development Programme.

- Approximately 200,000 people have been affected by the flooding in both Momaland and Romaland. Of these, approximately 100,000 have lost their homes and have been displaced.
- Teams are being deployed daily to vulnerable areas for search and rescue of families and communities who have been stranded by the flooding.
- An estimated total of 30,000 hectares of arable land have been lost.
- Nearly 40% of the displaced population is expected to be 18 or under.
- The overall death toll is expected to be not more than 1500 in all three districts and the number of injured is about 2000. However there is a fear that cholera may be a health risk.
- Road access to D1 is blocked due to the damaged bridge across the Bobama River but the bridges to D2 and D3 only sustained slight damage and repairs should be completed within several days.

District 1
- An estimated 50,000 people from District 1 have relocated to higher ground in Zone 1 of District 1. The majority have been sheltered in schools. The Red Cross has already deployed 4000 tents and resettlement centres are being constructed rapidly. D1 has an airstrip but it has been damaged and is not currently in use.
- D1 lies on fertile plains. It has the highest populations and more displaced people. The roads are partially damaged but mostly accessible, but the bridge that crosses the Bobama River leading to the affected zones has been damaged. With repairs, vehicles could use this bridge in 2-3 weeks.
- Access to D1 is only possible through D1 (see map) so while access is possible by road it takes more time.
- In D1, five zones are severely flooded and these zones are 10-15 kilometres from the main highway.

District 2
- An estimated 30,000 people from District 2 have been affected. Of these, an estimated 15,000 people have relocated to higher ground in District 3, with the majority occupying schools.
- The remaining 15,000 have stayed in District 2 but have moved to higher ground. A small airstrip in D2 is reported as serviceable, but can only accommodate smaller aircraft.
- The East-West highway connects D1, D2 and D3. It is paved but it is a very old road (see map).
- The river is between D2 and D3 is high and water is running so rapidly that it may not be safe to transport people or supplies at this time.
In D3, which is hilly, remote and underserved, approximately 10,000 people have relocated to higher ground due to flooding and landslides. In addition, 10,000 people from Romaland have crossed the border into D3 and have fled to spontaneous camps in the hills. D3 is 10 kilometres from the bridge that leads to the three affected zones (Z1, Z2, and Z3) near the river. The main highway to the capital Baruna crosses the river through several hilly passes. While neither the bridge nor the road have been damaged, it is feared that continued rainfall will cause landslides that affect the road.

Education implementing agencies

- **Provincial Education Office**. There is a provincial education office in the provincial city of Jabuma headed by a regional education officer, who has jurisdiction over the three districts.

- **District Education Offices**. D1, D2 and D3 have district education offices and a DEO. However in D3 the position of DEO has been vacant for 4 months and while there is an acting DEO, there is a leadership gap. The MOE has historically not prioritised education services in the more remote hilly areas.

- **UNICEF** has a sub-office in Jabuma and is establishing emergency field offices in D1 and D2. It also has an education/protection consultant working from her home in D3.

- **Save the Children** has a provincial office in Jabuma and contacts with NGO1, NGO2 and NGO3 in each of the districts to provide education services including teacher training and quality education materials in all three districts.

- In D1 and D2 there are also **School Management Committees** that take an active role in education governance.

- **The Red Cross** has ten volunteers each in D1 and D2 and two in D3 and is coordinating with the education agencies.
Pre-Crisis Education Data: From Provincial Education Office

<table>
<thead>
<tr>
<th>District</th>
<th>Total population</th>
<th># of schools</th>
<th># children age 3-5</th>
<th># children in ECD</th>
<th># of children age 6-12</th>
<th># of primary school going students</th>
<th># of children age 13-17</th>
<th># of school going secondary students</th>
<th>Number of Teachers Pre-Crisis</th>
</tr>
</thead>
<tbody>
<tr>
<td>District 1</td>
<td>200,000</td>
<td>Prim 16</td>
<td>Sec 1</td>
<td>6000</td>
<td>6000</td>
<td>12,000</td>
<td>9600</td>
<td>6000</td>
<td>3</td>
</tr>
<tr>
<td>Zone 1</td>
<td>60,000</td>
<td>Prim 16</td>
<td>Sec 1</td>
<td>6,000</td>
<td>6000</td>
<td>12,000</td>
<td>9600</td>
<td>6000</td>
<td>3</td>
</tr>
<tr>
<td>Zone 2</td>
<td>60,000</td>
<td>Prim 16</td>
<td>Sec 1</td>
<td>6,000</td>
<td>6000</td>
<td>12,000</td>
<td>9600</td>
<td>6000</td>
<td>3</td>
</tr>
<tr>
<td>Zone 3</td>
<td>40,000</td>
<td>Prim 10</td>
<td>Sec 1</td>
<td>4,000</td>
<td>400</td>
<td>8,000</td>
<td>6400</td>
<td>4000</td>
<td>2</td>
</tr>
<tr>
<td>Zone 4</td>
<td>20,000</td>
<td>Prim 5</td>
<td>Sec 1</td>
<td>2,000</td>
<td>200</td>
<td>4,000</td>
<td>3200</td>
<td>2000</td>
<td>1</td>
</tr>
<tr>
<td>Zone 5</td>
<td>20,000</td>
<td>Prim 5</td>
<td>Sec 0</td>
<td>2,000</td>
<td>200</td>
<td>4,000</td>
<td>3200</td>
<td>2000</td>
<td>1</td>
</tr>
<tr>
<td>Totals</td>
<td>52</td>
<td>4</td>
<td>10</td>
<td>200</td>
<td>26</td>
<td></td>
<td>3800</td>
<td>7600</td>
<td>52</td>
</tr>
<tr>
<td>District 2</td>
<td>150,000</td>
<td>Prim 16</td>
<td>Sec 1</td>
<td>6000</td>
<td>6000</td>
<td>12,000</td>
<td>9600</td>
<td>6000</td>
<td>2</td>
</tr>
<tr>
<td>Zone 1</td>
<td>60,000</td>
<td>Prim 16</td>
<td>Sec 1</td>
<td>6,000</td>
<td>6000</td>
<td>12,000</td>
<td>9600</td>
<td>6000</td>
<td>2</td>
</tr>
<tr>
<td>Zone 2</td>
<td>30,000</td>
<td>Prim 8</td>
<td>Sec 1</td>
<td>3000</td>
<td>400</td>
<td>6000</td>
<td>4800</td>
<td>3000</td>
<td>1</td>
</tr>
<tr>
<td>Zone 3</td>
<td>30,000</td>
<td>Prim 8</td>
<td>Sec 1</td>
<td>3000</td>
<td>200</td>
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<td>Prim 8</td>
<td>Sec 0</td>
<td>3000</td>
<td>0</td>
<td>6000</td>
<td>4800</td>
<td>3000</td>
<td>0</td>
</tr>
<tr>
<td>Totals</td>
<td>39</td>
<td>3</td>
<td>1</td>
<td>150</td>
<td>20</td>
<td></td>
<td>3800</td>
<td>7600</td>
<td>52</td>
</tr>
<tr>
<td>District 3</td>
<td>30,000</td>
<td>Prim 10</td>
<td>Sec 0</td>
<td>1000</td>
<td>0</td>
<td>2000</td>
<td>1600</td>
<td>1000</td>
<td>1</td>
</tr>
<tr>
<td>Zone 1</td>
<td>10,000</td>
<td>Prim 2</td>
<td>Sec 0</td>
<td>1000</td>
<td>0</td>
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<td>1600</td>
<td>1000</td>
<td>0</td>
</tr>
<tr>
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<td>Sec 0</td>
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<td>0</td>
</tr>
<tr>
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<td>Prim 2</td>
<td>Sec 0</td>
<td>1000</td>
<td>0</td>
<td>2000</td>
<td>1600</td>
<td>1000</td>
<td>0</td>
</tr>
<tr>
<td>Totals</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td>16</td>
<td>380</td>
<td>50</td>
</tr>
</tbody>
</table>

**TOTALS** | 380,000         | 97           | 8                  | 38,000             | 3000                    | 76,000                          | 60,800                  | 38,000                                   | 16                          |

---

4 Note the number of children in each age group and the number actually going to school. The difference is the number of non-school going children.
Assessment in Education in Emergencies

Module Outline

<table>
<thead>
<tr>
<th>Contents</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Multi-sectoral assessment - purpose and logistics</td>
<td>25</td>
</tr>
<tr>
<td>2. Rapid education assessment – purpose and logistics</td>
<td>40</td>
</tr>
<tr>
<td>3. Establishing information management systems for collecting and sharing data</td>
<td>15</td>
</tr>
<tr>
<td>4. Ongoing education assessment</td>
<td>5</td>
</tr>
<tr>
<td>5. Preparedness reflection</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Key Messages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the purpose and logistics involved in a multi-sectoral assessment and identify the information required for the education sector.</td>
<td>A multi-sectoral assessment is a process to gather cross-sectoral information on the emergency and to evaluate physical and human resources available.</td>
</tr>
<tr>
<td>2. Explain how to analyse, use, and share information from multi-sectoral assessments.</td>
<td>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.</td>
</tr>
<tr>
<td>3. Describe the purpose and logistics of a rapid education assessment in collaboration with the Ministry of Education.</td>
<td>Planning for an assessment involves a number of key steps, including establishing lines of communication and learning how to contact key informants.</td>
</tr>
<tr>
<td>4. Identify the information needed for and prepare or adapt a rapid education assessment tool for use in 1) the area of displacement in resettlement camps, 2) the area of displacement in host communities, and 3) the area affected by an emergency.</td>
<td>Ongoing education assessments may be necessary to collect additional data or new data as conditions on the ground change.</td>
</tr>
<tr>
<td>5. Identify mechanisms for two-way information management created for effective analysis, communication and reporting of assessment data from field to country level, and from education sector/cluster with government to other clusters and OCHA.</td>
<td>Coordination and collaboration with education authorities, community and other implementing agencies is essential in a rapid assessment process.</td>
</tr>
<tr>
<td>6. Explain how assessment data is used to formulate an emergency response plan.</td>
<td>Information from an assessment needs to be systematically collected and disseminated to key stakeholders.</td>
</tr>
<tr>
<td>7. Describe the purpose of ongoing education assessments.</td>
<td></td>
</tr>
</tbody>
</table>
**Method:**
- Plenary discussion, role-play, group work, group presentations

**Material needed:**
- Module 7 slide presentation
- Handout 7.1: Sample Multi-sectoral Assessment
- Handout 7.2: Multi-sector Assessment Data – 2 weeks after onset
- Handout 7.3: Rapid Education Assessment Planning Tool
- Handout 7.4: Sample Rapid Education Assessment – Individual School
- Handout 7.5: Information Management Case Study: Mozambique
- Handout 7.6: Sample Information Management Flow Chart for Assessment Data and Information
- Handout 7.7: Preparedness and response actions for Education Assessment
- Role cards for District 1, District 2 and District 3 teams

**Preparation for this module:**
- Prepare role cards and distribute sets on each table prior to the session. If possible, copy role cards for D1, D2 and D3 on different colour paper to colour code them

**WCAR CD:**
- Assessment and Analysis Guidelines – IASC
- Ongoing Emergency Assessment: Flood Affected Refugee Camps, Dadaab, Kenya
- Education Needs Assessment (ENA) Toolkit
- Short Guide Education Needs Assessment
1. Multi-sectoral rapid assessment – purpose and logistics

25 minutes

1. Ask participants: *What information do you need to collect for the emergency in Momaland 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?*
   - *Have you been involved in a multi-sectoral assessment?*
   - *Who did it; what was involved?*
   - *What information did you collect?*

3. [Slide] Explain that the assessment tools that are important for the education include:
   1) Multi-sectoral rapid assessment
   2) Rapid education assessment
   3) On-going education assessments

Here is a suggested time-frame:

**Multi-sectoral rapid 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 forms the basis for the subsequent education assessment.

4. Then ask participants what the role of the education sector/cluster should be in an initial multi-sectoral assessment. Take responses and explain the following:

   The role of the education sector:
   - Identify members for 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
Exercise in Multi-Sectoral assessment template
(10 min)
In a sample multi-sectoral assessment only the following three questions regarding education were asked. (see handout 7.1 for the sample multi-sectoral rapid assessment form)
Do these questions give the information we are looking for? In groups design a more appropriate set of questions.

<table>
<thead>
<tr>
<th>10. Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10.1 Can IDP children be accommodated in existing schools?</strong></td>
</tr>
<tr>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>If yes, what percentage?</td>
</tr>
<tr>
<td><strong>10.2 Are community buildings / facilities available that can be used as schools?</strong></td>
</tr>
<tr>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>If yes, how many?</td>
</tr>
<tr>
<td><strong>10.3 Are schools being used to accommodate IDPs?</strong></td>
</tr>
<tr>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>If yes, how many?</td>
</tr>
</tbody>
</table>

2. Rapid education assessment – purpose and logistics

40 minutes

1. Tell participants that they are going to be engaged in designing an education sector assessment for the Momaland emergency. Ask: What information needs to be collected?

2. What components would need to be addressed in planning a rapid education assessment?

3. Participants will remain in their groups but have new roles. Distribute the role cards to each group. (There may more than one group assigned to D1, D2 and D3 depending on the number of participants.)

4. Tell participants that they will keep their agency affiliations but change their roles from national to district level (e.g., MoE becomes DEO; UNICEF country officer becomes the district level officer, etc). The exception is the provincial education officer from Session 6 who will become the school committee representative. The roles for each of the districts are:
   - District education officer
   - Save the Children emergency field officer
   - UNICEF district emergency field officer
   - NGO representative
   - Red Cross district representative
   - School committee representative

5. Give participants a few minutes to read their new roles.

Exercise in Planning Rapid Education Assessment
(35 min).
*Note to Facilitator: If the session needs to be condensed, have half of the district team design the assessment plan and the other half adapt the assessment tool.*

Tasks
1) Ask participants to review the data and information collected from the multi-sectoral assessment on Handout 7.2: Multi-sector Assessment Data – 2 weeks after onset
2) Groups are to make a plan for the rapid education assessment for their district, using Handout 7.3: Rapid Education Assessment Planning Tool as their guide. Ask groups to record the plan on chart paper.
3) Groups will then design the assessment tool or adapt the sample tool on Handout 7.4: Sample Rapid Education Assessment
4) Remind participants to identify and apply the appropriate INEE MS:
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 district teams to read Handout 7.5: Information and Communication Case Study: Mozambique to get ideas for their plans.

3. Have each group 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 in 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 coloured cards and place them under the Assessment poster on the Preparedness Wall.
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. Are the question on education appropriate?

<table>
<thead>
<tr>
<th>1. Assessment Team Information</th>
<th>Date of assessment (dd/mm/yyyy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of team leader</td>
<td>Contact</td>
</tr>
</tbody>
</table>

| 2. Geographic information       |                                |
|---------------------------------|                                |
| District                        | VDC                            |
| No. of wards affected           | VDC P Code                     |
| Ward                            |                                |
| Settlement / Village            | Latitude (Y)                   |
|                                 | Longitude (X)                  |

| 3. Population data              |                                |
|---------------------------------|                                |
| 3.1 Affected population (count) |                                |
| Families                        | Female                         |
|                                 | Male                           |
|                                 | Children under 5               |
|                                 | Total population               |

| 3.11 Number of Persons          |                                |
| Dead                            |                                |
| Injured                         |                                |
| Missing                         |                                |

| 3.2 Are IDPs* present?          | ☐ Yes ☐ No (IDPs = individuals outside their village of residence) |
|                                 |                                                               |
| If yes, how many?               |                                                               |

| 3.3 Vulnerable groups           |                                |
| Count of persons                | Unaccompanied elders           |
|                                 | Unaccompanied minors           |
|                                 | Severely III / Disabled        |
|                                 | Pregnant / Lactating Women     |
|                                 | Female headed households       |

| 4. Logistics (to be revised)    |                                |
| 4.1 Is the critical transportation infrastructure fully functional, and if not, what are the limitations? | |
| ☐ Destroyed, damaged, blocked or submerged roads | |
| ☐ Destroyed, damaged, blocked, or submerged bridges | |
| ☐ Destroyed, damaged, or submerged airports/airfields | |
| ☐ Destroyed, damaged, or submerged helicopter landing zones (HLZ) | |

| 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 gird | |
| ☐ 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 not accessible

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): □
□ 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?: ……………… hours

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
Pop. With access to functioning sanitary facilities: □ 0% □ 25% □ 50% □ 75% □ 100%
Access to facilities: □ Adequate □ Inadequate
Narrative

8. Health
Main health concerns: □ Diarrhoea □ Infections □ Vomiting □ Dehydration □ Respiratory □ Trauma / Injuries
Availability of medicines/medical supplies: □ Adequate □ Basic □ Inadequate
Functioning health facilities:
□ Primary Health Care without Doctor □ Primary Health Care with Doctor □ Hospital □ None
Local (S)HP/PHC accessible for VDC population? □ Yes □ No
Any mortality in the VDC?  □ Yes  □ No

9. Shelter

9.1 What is the level of housing damage? Number of houses:
- Destroyed, no habitation:
- Severely damaged, not safe for habitation:
- Moderately damaged, safe for habitation:
- Not damaged:
  Total number of houses:

9.2 Are community shelter facilities available?
- □ Yes  □ No
  If yes, number of facilities:
  Total Capacity: (how many people can accommodate)

Narrative on types & location:

10. Education

10.1 Can IDP children be accommodated in existing schools?
- □ Yes  □ No
  If yes, what percentage?

10.2 Are community buildings / facilities available that can be used as schools?
- □ Yes  □ No
  If yes, how many?

10.3 Are schools being used to accommodate IDPs?
- □ Yes  □ No
  If yes, how many?

11. Displaced Population Data

11.1 Displaced population

<table>
<thead>
<tr>
<th>Families</th>
<th>Female</th>
<th>Male</th>
<th>Total population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 1</td>
<td>Under 5</td>
<td>Children 5 -17</td>
<td>Pregnant Women</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11.2 Are there any people that need immediate special assistance  □ YES  □ NO

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>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</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>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</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>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

11.7 When do you plan to return home

If not yet, any specific concerns
<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
<th>HOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.8. Are People Still Coming</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When was the last date people came</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.9 Are there People in other places</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.10 Is the Host Community Assisting the IDPS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(OBS)11.11 What are the short &amp; medium term effects on the host community?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The multi-sectoral assessment of the emergency in Momaland conducted by a number of agencies, including government, OCHA, Momaland Red Cross, and several NGOs resulted in the following information useful for the education sector:

<table>
<thead>
<tr>
<th>District</th>
<th># IDPS</th>
<th># Schools Used by IDPs</th>
<th># of Non-School Camps</th>
<th># IDP Children 3-5</th>
<th># IDP Children 6-12</th>
<th># IDP Children 13-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>District 1</td>
<td>95,000</td>
<td>28</td>
<td>20</td>
<td>9500</td>
<td>19,000</td>
<td>9500</td>
</tr>
</tbody>
</table>

Comments: Roads inundated by floodwaters. Accessible when water levels drop. The bridge on the main road from capital to D1 has been destroyed. The only road access is to take the secondary road to D3 is not damaged. Majority of population affected. Severe shortage of food and drinking water. Displaced families located in public facilities – mostly schools but camps have just been set up in locations on higher ground. No education activities are being conducted due to IDP situation and school damage.

District 2 | 60,000 | 15 | 15 | 6000 | 12,000 | 6000 |

Comments: Access by road or river difficult to some zones as bridge on main road is slightly damaged. It is expected to be repaired soon. Red Cross boats are getting through with both food and non-food items and have helped set up camps. Numbers are estimates only communicated through mobile phones. Some areas accessible by helicopter for aerial and supply drops. It is believed that all schools are closed. The army is repairing one of the bridges and access by road is expected to be restored in a week.

District 3 | 20,000 -10,000 from Momaland | 5 | 5 | 2000 | N/A | N/A |
|           | -10,000 from Romaland          |   |   |     |     |     |

Comments: Small number of schools damaged by rain. However, fully occupied by displaced families, mostly from Romaland. All classes cancelled. Schools located on high ground and only a few were damaged. However many homes damaged by landslides. Mostly the vulnerable and landless population has been displaced. Severe shortage of food and drinking water. High number of displaced located in open air. There is road access and a supply truck from WFP is expected in one or two days. WASH sector has delivered drinking water and equipment for pit latrines which will be deployed to the camps.

TOTALS | 175,000 | 48 | 40 | 17,500 | 35,000 | 17,500 |
### Data needs
- What information do you need to collect? Data on schools? Damage? Number of available teachers, students, number? 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 required 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? To whom should the information be disseminated?
**Guidance Notes**

This form is for field staff assessing the situation in each school. It is a guide to help us all find the information needed to inform emergency education programming.

Pages 1-4 are for a **rapid assessment** although it may not be possible to gather great detail or all the information. However please record the information carefully and clearly and note down any relevant reasons why the data may not be accurate or complete. Ideally the data on this form will be gathered from the head teacher and direct observation and inspection of the school.

Pages 5 & 6 are provided for when there is an opportunity to consult teachers, parents, SMC members, local education officials and children, or to observe a class directly. Please attach additional sheets if you get extra information.

**Rapid Assessment Data**

<table>
<thead>
<tr>
<th>Question</th>
<th>All</th>
<th>Most</th>
<th>Half</th>
<th>Few</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Development Committee:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Yes, Functional</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Yes, not Functional</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ None</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers attending school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>...........................................................................</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers have the relevant syllabi</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>...........................................................................</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are you using volunteers to teach?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>...........................................................................</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children attending school</td>
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<tr>
<td>...........................................................................</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children have textbooks</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>...........................................................................</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children have materials (pens books etc)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>...........................................................................</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children come to school hungry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>...........................................................................</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school has enough furniture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>...........................................................................</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school has chalk/blackboards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>...........................................................................</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How many extra children in school because of recent displacements?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>...........................................................................</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have local education officials been able to reach and support the school?</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>...........................................................................</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have pupils/the school received assistance from NGOs/UN?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>...........................................................................</td>
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<td></td>
</tr>
</tbody>
</table>

Note any help received:
### Constraints

Indicate whether the following are factors affecting school attendance and/or function, use: **Yes – Large factor, Yes – Small Factor** or NO (not a problem)

<table>
<thead>
<tr>
<th>Factor</th>
<th>Large/Small/ NO</th>
<th>Large/Small/ NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>School damaged</td>
<td>Children cannot afford school fees</td>
<td></td>
</tr>
<tr>
<td>Lack of furniture</td>
<td>Teachers do not attend because of pay</td>
<td></td>
</tr>
<tr>
<td>No education materials for children</td>
<td>Not enough teachers</td>
<td></td>
</tr>
<tr>
<td>No resources for teachers</td>
<td>Children needed at home to help family</td>
<td></td>
</tr>
<tr>
<td>School too far to walk</td>
<td>Children needed to raise income/food</td>
<td></td>
</tr>
<tr>
<td>Lack of textbooks</td>
<td>Insecurity – Children/teachers do not feel safe</td>
<td></td>
</tr>
<tr>
<td>Enough safe and hygienic sanitary facilities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other:
1. ………………………………………………………………………………………………………………………
2. ………………………………………………………………………………………………………………………
3. ………………………………………………………………………………………………………………………

### Total number of employed Teachers...

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
<th>Number With Teaching Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Students

<table>
<thead>
<tr>
<th>Grade</th>
<th>Enrolment Girls</th>
<th>Boys</th>
<th>Total</th>
<th>Attending in Nov Girls</th>
<th>Boys</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECD – A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECD - B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>4</td>
<td></td>
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<td></td>
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<tr>
<td>5</td>
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<td></td>
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<tr>
<td>6</td>
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<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

What languages are used for instruction …………………………………………………………………
How many of the children have a different native language to the above…………………..
What is roughly the average distance/time children travel to school……………………
Do many children travel further (how many, how far/long)……………………………………….
Is there a functioning HIV/AIDS Club or organisation? …………………………………………………..
**Environment**

**Classrooms**

# of Classrooms: …………

Indicate condition of the classroom and the amount of furniture

<table>
<thead>
<tr>
<th>Room #</th>
<th>Blackboard (y/n)</th>
<th>Classroom Condition</th>
<th>Furniture (Chairs/ desks/ tables)</th>
<th>Classroom condition:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>In good state,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Needs minor repair</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Needs major repair</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Furniture:

Number of chairs and tables/desks

**Latrines/Toilets**

<table>
<thead>
<tr>
<th>Who For</th>
<th>Clean &amp; Functioning</th>
<th>Dirty but Functioning</th>
<th>Not Functioning</th>
<th>Total</th>
<th>Total Number of Working Latrines/Toilets:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Water Source** (indicate what water sources are used at the school and the distance/time to them)

**Recreation Areas & Equipment** (list the recreational facilities & equipment available such as playground, sports pitches etc. Indicate if available to girls, boys or both).

**Health Provision** – What health provision/facilities available locally? What main health issues affect children in this area? Is there a Nutrition programme locally? Hygiene training?

**Resources**

**Textbooks**: List how many textbooks are available per child: (1 between 2 children, etc. e.g. 1/2)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Ratio</th>
<th>Indicate specific problem subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Resource Room** (Is there a resource room for disabled students?) Give details of resources available

**Learning Materials** (does the school have adequate chalk, pens, exercise books etc.? Indicate if there is **enough, some, few or none**)

**Teaching Aids** (such as OHP, Atlas & Encyclopaedia, school library, flash cards, manila sheets etc)

### Classroom Observation

Grade…………………… Subject……………………………………………………………

# Children:  girls ……… boys ………   Total:………   Qualified Teacher (y/n)………

1. What are children doing?
2. Who is talking most – teacher or children?
3. What is the mood of the children? Are they attentive?
4. What are the children using to learn? Are there enough textbooks?
5. Where are they sitting? Is there enough space? Are they upright/together/congested…..
6. Are there any children who are not included in an activity?
7. Are there children who appear upset?
8. What is the teacher doing? Why?
9. How is the teacher talking? Do the children ask questions?
10. Does the teacher address individual children? The whole class? A mixture of both?
12. Where in the classroom is the teacher most of the time?
13. How does the teacher manage the children? If the teacher punishes a child describe how.
14. Describe the classroom… facilities/furniture/lighting/the walls/chalkboard…..
15. Are there any issues that affect children’s safety and well-being?
Suggested Questions

Children

- What do you like about school?
- What don’t you like about school?
- Are you able to come to school every day? If not why?
- Do you have friends who cannot come to school? How can we help them to come?
- What is school like now compared to last year?
- Do you ever get scared or sad at school? If yes why is that?
- What are the three biggest problems you face now?
- What do you think could be done about them?

Teachers

- What is the most challenging aspect of your job in the current context? Why?
- What are your plans for next year?
- What kind of support and training do you receive on a regular basis?
- Why do you think teachers leave the profession?
- What reasons do you believe stop children from attending school?
- What are your 3 main concerns for children and their learning in this area/school?
- Suggest ways these issues can be solved

Head Teachers

- Which children are excluded from school and why?
- What factors currently stop children from learning? Are there factors that currently hamper children’s development? How and to what extent?
- Why do teachers leave the profession?
- How do teachers deal with issues of discipline?
- What are your 3 main concerns for children and their learning in this area/school?
- Suggest ways these issues can be solved

Parents/School Management Committee

- Is there a functioning SMC at this school; what is its role?
- How is school maintenance managed? How is it funded? Is there support from communities/SMC in addition to governmental funds?
- Does the SMC contribute to staff salaries? With funding does it have capacity to pay staff?
- How does the SMC contribute to ensuring children’s safety and protection from violence?
- Did the SMC undergo any training – formal or informal?
- Does the group help children who have dropped out of school in any way?
- Name the three biggest priorities that need to be addressed.
- Suggest ways these issues can be solved
Information management functioned effectively in Mozambique during the 2008 floods due to a number of factors. The most significant of these was that there were staff from both lead agencies dedicated to information management for the duration of the response. The dissemination of information was streamlined so technical level information such as updates on the distribution of supplies, requests for inputs into WWW matrices and SitReps came from technical level education officers, whereas more high level and strategic information (relating to the CERF proposals or feedback from Heads of Cluster meetings, for example) was disseminated by the cluster lead representatives (i.e., senior management in each agency). Senior management of the lead agencies noted the importance of lesson learning in that the ability to use the simplified matrix developed in the 2007 flood response during the 2008 emergency expedited the collection of information. In addition, the experience gained and relationships built over this period greatly assisted the sharing of this information by ensuring a collaborative atmosphere in which roles were clearly outlined.

The 2008 response was also more effective as decision-making was more consultative. Cluster coordinators proactively engaged field practitioners to enable them to have a meaningful input into strategy formation. They did this, for example, by making feedback to local level staff after each national meeting a priority, and encouraging their input into the cluster work plan.

Another important element that influenced a more successful response was having the same people in the field from one emergency to the next. This ensured continuity and staff members knew that they were drawing upon lessons learned.
HANDOUT 7.6: 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

Local Education Cluster
UNICEF, MoE & NGOs

Main Information/Data flow

Other Information/Data flow
Preparedness Actions for Education Assessment

- Develop uniform education assessment tools with education sector/cluster partners (country, context and emergency specific) in collaboration with MoE
- Ensure that pre-crisis data has been gathered and is accessible, including disaggregated data by gender, OVC and socially excluded groups
- Advocate with the MoE to incorporate a data collection and analysis system at the national/provincial/district levels for emergency education within the national EMIS
- Ensure that EMIS is electronically stored and functioning and support district education offices with IT systems and training
- Make agreements in advance among education sector/cluster members about roles and responsibilities for assessment implementation at national and local levels based on likely emergencies and geographic programme coverage
- Map capacity and location of sector/cluster members at local levels in data collection and analysis and train district and central level MoE staff in information management and data handling for EIE for the EMIS
- Work with other sectors in preparedness of multi-sectoral assessment tools to ensure/advocate for inclusion of education questions in existing multi-sectoral/other sector assessments (e.g. regular food security assessments). Provide training/orientation as required to those undertaking multi-sectoral assessments

Response Actions for Education Assessment

- Coordinate with other sectors to ensure that the multi-sectoral assessment contains education data and that the education sector is represented in the multi-sectoral assessment team
- Adapt rapid education assessment tools based on emergency context and ensure that standardised tools are being used by all partners
- Coordinate the implementation of all aspects of the education assessment, including roles and responsibilities, selection and training of rapid education assessment team members, determination of required resources, community involvement, logistics, data collection and analysis, information management and reporting
- Create a comprehensive database for data analysis with trained personnel
- Implement information management system at all levels and across sectors and agencies, ensuring access to education information by all partners
- Coordinate ongoing assessments at regular intervals as the context requires in coordination with all sector/cluster partners in order to align emergency responses to conform to new data
ROLE CARDS: DISTRICT 1 EDUCATION SECTOR TEAM

D1 District education officer
- You have some experience with emergencies since attending a half-day workshop on education in emergencies in Jabuma six months ago. You are ready to take a leadership role for the education sector. You have also attended the last two meetings of the D1 district disaster relief committee and education has now become a regular member. In the last flood the schools were closed for over 2 months, partly because they were occupied by IDPs but also because there was no thought to providing emergency education.
- You feel lucky that your home was not destroyed during the floods and your family is safe.
- You regret that there are no stockpiles of textbooks that can be deployed to the affected schools and children. The textbook printing and distribution system is centralised and cannot even meet the needs of education outside of emergencies.
- There are some accelerated learning materials in the provincial education office in Jabuma that might be helpful for this emergency period.
- You have been involved with school damage assessments and can call upon the two engineers who conducted the previous assessment and oversaw the rehabilitation efforts.
- All data on enrolment is always collected by hand subject to vehicle and fuel constraints. There is some capacity to collect data. D1 has five resource people, one in each of the 5 affected zones, who regularly monitor attendance and you would like them to serve on the multi-sectoral assessment team that you know will be collecting data. These resource people have mobile phones and access to three working motorbikes.
- You are worried about the impact of the floods on the children and have not been able to locate too many teachers yet. You know that they are essential in emergency education but do not know how to mobilise them or give them incentives to work during the emergency.
- Informal reports from school committee members in the five affected zones have indicated that over 15 schools have been damaged. In addition, IDPs have been pouring into zone 1 and occupying schools in all zones. It seems that it will be impossible to restart education soon even in the schools that were not damaged. You do not know what your authority is over the IDPs but you are interested in encouraging the aid agencies to find shelter for them quickly.

D1 UNICEF emergency education field officer
- You have worked in one previous emergency and are willing to work hard to get emergency education services to D1. You know you need to get more staff to help and have already asked the chief of education in Baruna to deploy at least one other person to D1 to help.
- 100 school kits and 8,000 learner kits are stockpiled in a warehouse in the national capital of Baruna.
- 50 ECD kits, 20 school tents and 80 tarpaulins are stockpiled in the provincial office in Jabuma.
- UNICEF has deployed 2 vehicles to D1 and D2 and 4 vehicles in Jabuma.
- Has emergency education materials in health and hygiene, water borne diseases/cholera prevention, HIV/AIDS, land mine risk awareness and life skills.
- Has current budget of emergency thematic funds of $100,000 available to spend immediately.
- Can get one person deployed from WCARO within 1 week for 3-4 weeks only to help with sector coordination, raise funds and provide surge technical support.
- Has 300 sets of literacy/numeracy materials in Baruna.

D1 Save the Children field officer (deployed from Jabuma provincial office)
- Normally based in Jabuma, Save the Children has deployed you to D1 to manage the emergency response and you arrived 24 hours after the flooding. Save has a contract with a local NGO, NGO1, to deliver quality and child friendly education in D1 and you have set up the emergency education operation there.
- Save has stockpiled 100 sets materials in the Jabuma for Child Friendly Spaces that are used for the regular programme. You also have 10 school tents and 35 Recreation Kits serving about 80 children each in the provincial office in Jabuma.
- Save has 2 trucks in the capital city, Baruna.
- Has psychosocial materials translated and facilitator training capacity in Jabuma.
- The country office has $25,000 that can be spent immediately.
D1 NGO representative

- You have been working with Save the Children in D1 for the past 5 years under contract to do teacher training in child friendly education. You supervise four field staff working in D1.
- In addition, during the last emergency you became a Save the Children trainer and you trained about 14 psychosocial facilitators in D1. You think if you can find them and if they aren’t displaced, most of them could be deployed as needed in D1.
- Has the ability to recruit some volunteer teachers/facilitators in all districts
- Has two motorcycles in provincial office but one is broken. Also has a small boat.
- Has accelerated learning materials for non-formal education and working with Save has trained over 300 non-formal education facilitators in the province to teach.

D1 Red Cross representative

- The Red Cross has ten volunteers in D1 with good experience in assessment, relief and rescue, shelter, and deployment of non-food items. You are willing to play a strong role in the emergency but don’t have any experience in the education sector.
- There are stockpiles of 2000 tarpaulins and 100 family tents in Jabuma. However from preliminary reports D1 has more displaced people.
- The Red Cross has two trucks in Jabuma which are beginning to deploy NFI. Your 10 volunteers have been involved in search and rescue operations. The Red. Cross also has 4 boats that are being used for search and rescue
- You have no computers in the D1 office. However you are willing to participate in assessment activities and mobilise some of your volunteers for that purpose.

D1 School Committee representative

- You have been active in your school committee in Zone 1 for the last 3 years and have volunteered in the classroom. You have also been involved at getting out-of-school children into accelerated learning programmes. You are also active in school governance and have been an advocate for better classrooms and teacher training.
- Your house has been damaged and you and your family have moved in with relatives. You are managing to cope with your own displacement. Your children are safe and you want to help in the emergency effort.
- You really want to see some type of education activities started as soon as possible since you have observed that the children are showing lots of symptoms of trauma.
- You are especially concerned about the hundreds of people pouring into D1, occupying schools, and are worried that they might stay for months like they did the last time. You are anxious to see the aid agencies do their job and get shelter for the displaced so the school committee can help in the recovery effort.
ROLE CARDS: DISTRICT 2 EDUCATION SECTOR TEAM

D2 District education officer
- You attended a half-day workshop on education in emergencies in Jabuma six months ago so the concept of emergency education is not new. You would like to get help from UNICEF since they work pretty closely with you in D2. You were invited to attend the last meeting of the D2 district disaster relief committee but could not go. However, your cousin is on the committee and you would like to coordinate efforts with them. In the last flood the schools were closed for over a month, partly because they were occupied by IDPs but also because there was no thought to providing emergency education.
- You feel lucky that your home was not destroyed during the floods and your family is safe.
- You regret that there are no stockpiles of textbooks that can be deployed to the affected schools and children. The textbook printing and distribution system is centralised and cannot even meet the needs of education even outside of emergencies.
- There are some accelerated learning materials in the provincial education office in Jabuma that might be helpful for this emergency period.
- You have been involved with one school damage assessment and can call upon the two engineers in the Jabuma provincial education office who conducted the previous school damage assessment and oversaw the rehabilitation efforts.
- You do not have a computerised system for education information. All data on enrolment is still collected by hand subject to vehicle and fuel constraints. There is some capacity to collect data. D2 has five resource people, one in each of the 5 affected zones, who regularly monitor attendance and you would like them to serve on the multi-sectoral assessment team that you know will be collecting data. These resource people have mobile phones and access to three working motorbikes to monitor attendance.
- You are worried about the impact of the floods on the children and have not been able to locate too many teachers yet. You know that they are essential in emergency education but do not know how to mobilise them or give them incentives to work during the emergency.
- Informal reports from school committee members in the five affected zones have indicated that over 15 schools have been damaged. In addition, IDPs have been pouring into zone 1 and occupying schools in all zones. It seems that it will be impossible to restart education soon even in the schools that were not damaged. You do not know what your authority is over the IDPs but you are interested in encouraging the aid agencies to find shelter for them quickly.

D2 UNICEF emergency education field officer
- You have worked in one previous emergency and are willing to work hard to get emergency education services to D2. You know you need to get more staff to help and have already asked the chief of education in Baruna to deploy at least one other person to D2 to help.
- 100 school kits and 8,000 learner kits are stockpiled in a warehouse in the national capital of Baruna.
- 50 ECD kits, 20 school tents and 80 tarpaulins are stockpiled in the provincial office in Jabuma.
- UNICEF has deployed 2 vehicles to D1 and D2 and 4 vehicles in Jabuma.
- Has emergency education materials in health and hygiene, water borne diseases/cholera prevention, HIV/AIDS, land mine risk awareness and life skills.
- Has current budget of emergency funds of $100,000 available to spend immediately.
- Can get one person deployed from WCARO within 1 week for 3-4 weeks only to help with sector coordination, raise funds and provide surge technical support.
- Has 300 sets of literacy/numeracy materials in Baruna.

D2 Save the Children emergency protection provincial focal point
- Normally based in Jabuma, Save the Children has deployed you to D2 to manage the emergency education and protection response and you arrived 24 hours after the flooding. Save has a contract with a local NGO, NGO2, to deliver quality and child friendly education in D1 and you have set up the emergency education operation there.
- Save has stockpiled 100 sets materials in the Jabuma for Child Friendly Spaces that are used for the regular programme. You also have 10 school tents and 35 Recreation Kits serving about 80 children each in the provincial office in Jabuma.
- Save has 2 trucks in the capital city, Baruna.
- Has psychosocial materials translated and facilitator training capacity in Jabuma.
- The country office has $25,000 that can be spent immediately.
**D2 NGO2 representative**
- You have been working with Save the Children in D2 or the past 5 years under contract to do teacher training in child friendly education. You supervise four field staff working in D2.
- In addition, during the last emergency you became a Save the Children trainer and you trained about 14 psychosocial facilitators in D2. You think if you can find them and if they are not displaced, most of them could be deployed as needed in D2.
- Has the ability to recruit some volunteer teachers/facilitators in all districts
- Has two motorcycles in provincial office but one is broken. Also has a small boat.
- Has accelerated learning materials for non-formal education and working with Save has trained over 300 non-formal education facilitators in the province to teach.

**D2 Red Cross representative**
- The Red Cross has ten volunteers in D2 with good experience in assessment, relief and rescue, shelter, and deployment of non-food items. You are willing to play a strong role in the emergency but do not have any experience in the education sector.
- There are stockpiles of 2,000 tarpaulins and 100 family tents in Jabuma but you know these will not go far. However from preliminary reports D2 has more displaced people.
- The Red Cross has two trucks in Jabuma which are beginning to deploy NFI. Your 10 volunteers have been involved in search and rescue operations. The Red Cross also has 4 boats that are being used for search and rescue
- You have no computers in the D2 office. However you are willing to participate in assessment activities and mobilise some of your volunteers for that purpose.

**D2 School Committee representative**
- You have been active in your school committee in Zone 1 for the last 3 years and have volunteered in the classroom. You have also been involved at getting out-of-school children into accelerated learning programmes. You are also active in school governance and have been an advocate for better classrooms and teacher training.
- Your house has been damaged and you and your family have moved in with relatives. You are managing to cope with your own displacement. Your children are safe and you want to help in the emergency effort.
- You really want to see some type of education activities started as soon as possible since you have observed that the children are showing lots of symptoms of trauma.
- You are especially concerned about the hundreds of people pouring into D2, occupying schools, and are worried that they might stay for months like they did the last time. You’re anxious to see the aid agencies do their job and get shelter for the displaced so the school committee can help in the recovery effort.
ROLE CARDS: DISTRICT 3 EDUCATION SECTOR TEAM

D3 Acting District education officer

- You have been acting DEO in D3 for 4 months and would like to return to your previous position, but you know the MoE doesn’t prioritise D3 and turnover is high due to its isolation.
- You attended a half day workshop on education in emergencies in Jabuma six months ago. You would like to get help from UNICEF since they work closely with you in D3. You were invited to attend the last meeting of the D3 district disaster relief committee but couldn’t go. In the last flood the schools were closed for over a month, because they were occupied by IDPs but also because there was no thought to providing emergency education.
- You feel lucky that your home was not destroyed during the floods and your family is safe.
- You regret that there are no stockpiles of textbooks that can be deployed to the affected schools and children since the textbook printing and distribution system is centralised and cannot meet the needs of education even outside of emergencies.
- There are some accelerated learning materials in the provincial education office in Jabuma that might be helpful for this emergency period.
- You have been involved with one school damage assessment and would like help from the two engineers in the Jabuma provincial education office who conducted the previous school damage assessment and oversaw the rehabilitation efforts.
- You don’t have a computerised system for education information. All data on enrolment is still collected by hand subject to vehicle and fuel constraints. There is some capacity to collect data for the education sector. D3 has three resource people who regularly monitor attendance and you would like them to serve on the multi-sectoral assessment team that you know will be collecting data. These resource people have mobile phones and access to one working motorbike which they share to monitor attendance.
- You already have a teacher shortage and are worried about being able to locate teachers to help re-start education. You do not know how to mobilise them or give them incentives to work during the emergency.
- You are especially worried about all the refugees coming in from Romaland, occupying schools and taking aid that could be used by IDPs in D3.
- It seems that it will be impossible to restart education any time soon even in the schools that were not damaged. You don’t know what your authority is over the Romaland refugees but you are interested in encouraging the aid agencies to find shelter for them quickly or have the Romaland government take responsibility for them.

D3 Save the Children emergency protection provincial focal point

- Normally based in Jabuma, Save the Children has deployed you to D3 to manage the emergency education and protection response and you arrived 24 hours after the flooding. Save has a contract with a local NGO, NGO3, to deliver quality and child friendly education in D3 and you have set up the emergency education operation there.
- Save has stockpiled 100 sets materials in the Jabuma for Child Friendly Spaces that are used for the regular programme. You also have 10 school tents and 35 Recreation Kits serving about 80 children each in the provincial office in Jabuma.
- Save has 2 trucks in the capital city, Baruna.
- Save has psychosocial materials translated and facilitator training capacity in Jabuma.
- The country office has $25,000 that can be spent immediately.
D3 UNICEF emergency education field officer

- You have worked in one previous emergency and are willing to work hard to get emergency education services to D3. You know you need to get more staff to help and have already asked the chief of education in Baruna to deploy at least one other person to D3 to help.
- 100 school kits and 8,000 learner kits are stockpiled in a warehouse in the national capital of Baruna.
- 50 ECD kits, 20 school tents and 80 tarpaulins are stockpiled in the provincial office in Jabuma. UNICEF has deployed one vehicle to D3 and four vehicles in the provincial office in Jabuma.
- Has emergency education materials in health and hygiene, water borne diseases/cholera prevention, HIV/AIDS, land mine risk awareness and life skills.
- Has current budget of emergency thematic funds in the country office of $100,000 available to spend immediately.
- UNICEF can get one person deployed from WCARO within 1 week for 3-4 weeks only to help with sector coordination, raise funds and provide surge technical support.
- Has 300 sets of literacy/numeracy materials in Baruna.

D3 NGO3 representative

- You have been working with Save the Children in D3 or the past 5 years under contract to do teacher training in child friendly education. You supervise one field staff member working in D3. NGO3 is the only NGO working in D3.
- During the last emergency, you became a Save the Children trainer and you trained three psychosocial facilitators in D3. You think if you can find them and if they aren’t displaced, and they could be deployed to help the displaced.
- Has the ability to recruit some volunteer teachers/facilitators in the zones.
- Has 2 motorcycles in provincial office but one is broken. Also has a small boat.
- Has accelerated learning materials for non-formal education and working with Save has trained over 25 non-formal education facilitators in the province to teach.

D3 Red Cross representative

- The Red Cross has only two volunteers in D3 but they have good experience in assessment, relief and rescue, shelter, and deployment of non-food items. You are willing to play a strong role in the emergency but don’t have any experience in the education sector since it hasn’t been a priority in previous emergencies.
- There are stockpiles of 2000 tarpaulins and 100 family tents in Jabuma but you know these won’t go far. However from preliminary reports D3 has disproportionately more displaced people, especially from Romaland. You are worried about the capacity to help them and have asked your provincial office in Jabuma to deploy an additional 3 volunteers from other districts not affected.
- The Red Cross has 2 trucks in Jabuma which are beginning to deploy NFI. Your two volunteers have been involved in search and rescue operations. The Red Cross also has 4 boats that are being used for search and rescue.
- You have no computers in the D3 office. However you are willing to participate in assessment activities and mobilise your volunteers for that purpose.

D3 School Committee representative

- You started a school committee 3 years ago because of the challenges facing education in D3. You are very concerned that children have little education opportunity and you are disappointed that there is no consistent leadership in D3. The MoE doesn’t seem to care about it because of its remoteness. You have volunteered in the classroom. You’ve also been involved at getting out-of-school children into accelerated learning programmes. You have informal literacy classes in your home for out-of-school children.
- Your house has been damaged and you and your family have moved in with relatives. You are managing to cope with your own displacement. Your children are safe and you want to help in the emergency effort.
- You really want to see some type of education activities started as soon as possible since you have observed that the children are very upset as a result of the emergency.
- You are especially concerned about the hundreds of people from Romaland pouring into D3, occupying schools, and are worried that they might stay for months. You’re anxious to see the aid agencies do their job not only in Momaland, but also want Romaland to take care of its own people. The resources in D3 are so limited that it can’t afford to take care of Romaland refugees.
# Planning our response in Education in Emergencies

## Module Outline

<table>
<thead>
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<th>Contents</th>
<th>Minutes</th>
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<td>1. Sector/cluster group response planning exercise</td>
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<tr>
<td>2. Plenary discussion</td>
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<td>3. Preparedness reflection</td>
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## Learning Objectives
1. Be able to know what data is relevant from multi-sectoral and rapid education assessments and how it should be analysed to formulate an education response in collaboration with the MoE.
2. Use a log frame template to draft 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 multi-sectoral rapid assessment and the education rapid assessment will provide the information necessary to plan an education response.

A response plan should address the components of emergency education, identify roles and responsibilities of education sector partners, calculate costs, and create a time line 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, and improve partnerships among all education stakeholders, facilitate information sharing, joint programming and shared technical expertise.

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

**Material needed:**
- Module 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
- Handout 8.4: Preparedness and response actions for education response planning
1. Sector/cluster group response planning exercise

45 minutes

1. Remind participants that the Rapid Education Assessment has been completed. The assessment team worked in the Provincial Education Office in Jabuma 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. The district groups will now analyse the data and begin to develop their emergency response plans with the data they have.

2. 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.

3. Ask groups to review Handout 8.3: Sample Emergency Response Planning Tool. The 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).
   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 - Foundational Standards:
   Analysis 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.
2. Plenary discussion

25 minutes

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?
- Are 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?

In conclusion, show the corresponding slide #7 with the points to retain for the planning of an emergency response. Close by telling participants that they should keep their plans posted since they will be returning to them during the subsequent exercises.

3. Preparedness reflection

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 Session 20. Have participants put responses on coloured cards and place on the Preparedness wall under Education Response Planning sign.
### HANDOUT 8.1: Data from Rapid Education Assessment: Three Weeks after the Initial Flooding

<table>
<thead>
<tr>
<th>Zone</th>
<th># primary schools occupied by IDPs</th>
<th># host community primary students not at school due to IDP occupation</th>
<th># of schools damaged or destroyed</th>
<th># IDP children age 3-5</th>
<th># of IDP children age 6-12</th>
<th># of IDP children age 13-17</th>
<th># Host community teachers available</th>
<th># IDP teachers available</th>
<th># Romaland teachers available</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1</td>
<td>Zone 1</td>
<td>8</td>
<td>4000</td>
<td>7</td>
<td>1</td>
<td>3500</td>
<td>6000</td>
<td>6000</td>
<td>2200</td>
</tr>
<tr>
<td></td>
<td>Zone 2</td>
<td>8</td>
<td>4000</td>
<td>8</td>
<td>0</td>
<td>2000</td>
<td>2000</td>
<td>3600</td>
<td>1300</td>
</tr>
<tr>
<td></td>
<td>Zone 3</td>
<td>6</td>
<td>3000</td>
<td>5</td>
<td>0</td>
<td>1000</td>
<td>1700</td>
<td>1500</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Zone 4</td>
<td>4</td>
<td>2000</td>
<td>3</td>
<td>0</td>
<td>1000</td>
<td>1700</td>
<td>1500</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Zone 5</td>
<td>2</td>
<td>800</td>
<td>1</td>
<td>0</td>
<td>1000</td>
<td>1700</td>
<td>1500</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Totals</td>
<td>28</td>
<td>13,800</td>
<td>24</td>
<td>1</td>
<td>9500</td>
<td>19,000</td>
<td>9500</td>
<td>10</td>
</tr>
<tr>
<td>D2</td>
<td>Zone 1</td>
<td>10</td>
<td>4000</td>
<td>4</td>
<td>0</td>
<td>2500</td>
<td>7000</td>
<td>3000</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Zone 2</td>
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<td>2000</td>
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<td>2800</td>
<td>1800</td>
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</tr>
<tr>
<td></td>
<td>Zone 3</td>
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<td>2</td>
<td>0</td>
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<td>1200</td>
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<tr>
<td></td>
<td>Zone 4</td>
<td>3</td>
<td>1800</td>
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<td>0</td>
<td>1000</td>
<td>1000</td>
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<td>0</td>
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<tr>
<td></td>
<td>Totals</td>
<td>20</td>
<td>8800</td>
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<td>12,000</td>
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</tr>
<tr>
<td>D3</td>
<td>Zone 1</td>
<td>3</td>
<td>1200</td>
<td>0</td>
<td>0</td>
<td>800</td>
<td>2400</td>
<td>1200</td>
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</tr>
<tr>
<td></td>
<td>Zone 2</td>
<td>1</td>
<td>400</td>
<td>1</td>
<td>0</td>
<td>600</td>
<td>800</td>
<td>400</td>
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<tr>
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<td>Zone 3</td>
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</tr>
<tr>
<td></td>
<td>Totals</td>
<td>5</td>
<td>2000</td>
<td>1</td>
<td>0</td>
<td>2000</td>
<td>4000</td>
<td>2000</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>TOTALS</td>
<td>53</td>
<td>24,600</td>
<td>35</td>
<td>2</td>
<td>17,500</td>
<td>35,000</td>
<td>17,500</td>
<td>16</td>
</tr>
</tbody>
</table>
### Previously Collected Data

**IDP Population Data: From Multi-Sectoral Assessment – 2 Weeks**

<table>
<thead>
<tr>
<th>District</th>
<th># IDPs</th>
<th># Schools pre-crisis</th>
<th># Schools destroyed or damaged</th>
<th># Primary Schools used by IDPs</th>
<th># of non-school camps</th>
<th># Children 3-5</th>
<th># Children 6-12</th>
<th># Children 13-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>District 1</td>
<td>95,000</td>
<td>56</td>
<td>25</td>
<td>28</td>
<td>20</td>
<td>9500</td>
<td>19,000</td>
<td>9500</td>
</tr>
<tr>
<td>District 2</td>
<td>60,000</td>
<td>42</td>
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### Pre-Crisis Data: From Provincial Education Office

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</table>
1. What are the target groups that will be served in each district? Consider:
   - Ages 3-5, 6-12, 13+
   - Out of school children in both host and displaced communities
   - School going children in both host and displaced communities
   - Displaced children from Momaland
   - Displaced children from Romaland
   - 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 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

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<td>School kit</td>
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<tr>
<td>Learner’s kit</td>
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<td>Teachers/facilitators</td>
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## HANDOUT 8.3 Sample Emergency Education Response Planning Tool

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<th>Implementing Partners</th>
<th># and Type of Resources Required</th>
<th>Cost</th>
<th>Monitoring Indicators</th>
<th>Target Group / and Number of Children to Be Served</th>
<th>Location</th>
<th>Time Frame</th>
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<td>Implementing Partners</td>
<td># and Type of Resources Required</td>
<td>Cost</td>
<td>Monitoring Indicators</td>
<td>Target Group / and Number of Children to Be Served</td>
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HANDOUT 8.4: Preparedness and response actions for education response planning

Preparedness Actions for Education Response Planning

☐ Create education contingency plans for likely emergency scenarios at national/sub-national levels, including preparedness activities for each technical component of education response, roles and responsibilities of sector partners, types and number of resources required, target groups, and estimated budget
☐ Advocate for inclusion of education in national multi-sectoral contingency plans
☐ Ensure baseline/pre-crisis data for vulnerable areas is accessible
☐ Establish agreements/MoU with education sector partners about roles and responsibilities for technical and geographic response in likely emergencies
☐ Ensure uniform education response plan template that all partners have agreed on

Response Actions for Education Response Planning

☐ Activate education sector/cluster at national level and in affected provinces/districts
☐ Activate sector/cluster governance structures, communication and information management systems
☐ Activate coordination and communication mechanisms with other sectors in response planning
☐ Jointly complete education response plan using agreed template based on assessment data and findings and previously conducted capacity mapping exercise
☐ Create and implement education sector response plan, establishing roles and responsibilities, target groups and locations to be assisted, and number and type of resources required.
☐ Identify activities for the components of emergency education response, including: assessment, human and financial resource mobilisation, establishment of temporary learning spaces, procurement and deployment of education supplies, provision of psychosocial support, mobilisation and training of teachers and other education personnel, implementation of appropriate emergency education curricula, and development of monitoring plan
☐ Develop a coordinated budget and timeline for the response plan and ensure that all partners, including MoE, agree on priorities identified
☐ For recovery phase of the emergency, implement response plan activities including rehabilitation and construction of schools; resumption of formal education, including back to school campaigns, reintegration of students and teachers, and education curricula and align plan according to date collected in on-going assessments
Human and Financial Resources

Module Outline

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<tr>
<th>Contents</th>
<th>Minutes</th>
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<td>1. Human resource planning and mobilisation</td>
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<td>2. Financial resource mobilisation</td>
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<tr>
<td>3. Preparedness reflection</td>
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Learning Objectives

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, Flash Appeal).
3. Outline the different steps for resource mobilisation and prepare a brief funding proposal for a "pitch" document, a Flash Appeal.

Key Messages

Experienced personnel with different sets of knowledge and skills are often required for different phases of an emergency response to coordinate and implement the various components of emergency education. Knowing the scope and impacts of the emergency on the community involved, will help determine the type of skill sets and experience needed for staff and resource mobilisation.

The education sector/cluster should coordinate staffing and human resource needs by identifying agency capacity to hire and deploy staff; assess needs; and determine which needs can be filled by local, country level or external deployment of personnel. The sector should also determine if contracting existing NGOs or community organisations to provide emergency education services would meet the human resource needs.

The humanitarian financing tools are the Flash Appeal, the CERF and the CAP. The education sector/cluster should support government in collaborating on sectoral response plans and projects proposed in these financing tools.

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, and actions to date, future activities, expected impact and funding requirements.
Method:
- Presentation, case study, group work, gallery walk

Material needed:
- Module 9 slide presentation
- 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
- Handout 9.4: Preparedness and response planning for human and financial resources
- (From Session 6) Handout 6.1: Emergency Response Capacity Mapping Tool by Components of Emergency Response
- Handout 6.2: Capacity Mapping Tool by Geographic Area
- Momaland scenario and assessment data from Sessions 6, 7 and 8

WCAR CD:
- CAP Liberia 2006
- CAP Guidelines
- CAP Leaflet
- Humanitarian Funding Overview
1. Human resource planning and mobilisation

60 minutes

**Note to Facilitator:** The section on Human Resource Mobilisation can be eliminated from this 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 different HR requirements and processes.

(10 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

(30 minutes)

**Exercise in Human Resource Planning**

1. Tell participants that they will now develop a human resource plan for the Momaland emergency. They will work in their groups, but return to their **country/provincial level roles** from Session 6 in order to plan a national level human resource response.

**Roles**

- Ministry of Education emergency focal point
- Provincial education officer
- UNICEF emergency education focal point at country level
- Save the Children emergency education focal point at country level
- NGO working in province
- Red Cross working in province

**Tasks**

1) Use your capacity mapping tools from Session 6.
   - Handout 6.1: Emergency Response Capacity Mapping Tool by Components of Emergency Response
   - Handout 6.2: Capacity Mapping Tool by Geographic Area
   - Use Handout 9.2: Sample Terms of Reference for Emergency Education Coordinator...
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 (20 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?
   - Is short term, longer term, or a combination of different duration terms preferable? Why?
   - If the number affected by the emergency doubled, what impact would this have on your staff mobilisation plan?

2. Financial resource mobilisation
   45 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

Note to Facilitator: The section on Financial Resource Mobilisation can be eliminated from this session if it is not appropriate to the target training audience. It is most appropriate for education cluster leads, including UNICEF, and Save the Children and may not be applicable in all cases.
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. Issue
   2. Action to date
   3. Future activities
   4. Expected impact
   5. Funding requirements

   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 crises
   - 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* for funding of psychosocial support for teachers and children, as well as temporary learning spaces which provide protective and life saving interventions.

   - 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.

(30 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 Momaland. They will stay in their country level teams.

**Tasks**

1) Based on the information they have so far about the Momaland 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:
   - Issue
   - Action to date
   - Future activities
   - Expected impact
   - Funding requirements

   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 in 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 coloured cards and place them under the Human and Financial Resources poster on the Preparedness wall.
<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>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Support staff</td>
<td>Provincial level</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>District level</td>
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</tr>
</tbody>
</table>


HANDOUT 9.2: Sample Terms of Reference for Emergency Education Programme Coordinator

Job Title: Emergency Education Programme Coordinator
Place of Work: District _x_ office
Contract Length: 6 months, renewable
Reports to: Emergency Education Manager, Provincial/National Office
Level: TBD

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. 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, 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 emergencies.
- 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 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 (psychosocial 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 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 points\(^5\)
- 100,000 children attend schools and have basic learning and play materials.
- 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.

\(^5\) Establishment of latrines and water points is budgeted in this proposal but will be implemented by WASH cluster partners.
- 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 behaviour, including HIV/AIDS and hygiene issues, and have access to play and recreation.
- 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.

<table>
<thead>
<tr>
<th>EDUCATION CLUSTER</th>
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<tbody>
<tr>
<td><strong>Save the Children</strong></td>
<td></td>
</tr>
<tr>
<td>Project Title: Ensuring access to basic education in flood-affected areas</td>
<td>$350,000</td>
</tr>
<tr>
<td>Objectives:</td>
<td></td>
</tr>
<tr>
<td>- Re-establish access to and improve quality of primary education for children in areas where SCA is working;</td>
<td></td>
</tr>
<tr>
<td>- Establish community services around schools including ECD, 40 School Management Committees and build local capacity on emergency preparedness and response</td>
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<tr>
<td>- Promote a protective learning environment</td>
<td></td>
</tr>
<tr>
<td>Beneficiaries:</td>
<td>25,000 learners, 500 teachers in SCA areas</td>
</tr>
<tr>
<td>Partners:</td>
<td>Provincial and district MoE, UNICEF &amp; other cluster partners</td>
</tr>
<tr>
<td><strong>UNICEF</strong></td>
<td></td>
</tr>
<tr>
<td>Project Title: Ensuring access to quality education in flood affected areas</td>
<td>$1,500,000</td>
</tr>
<tr>
<td>Objectives:</td>
<td></td>
</tr>
<tr>
<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.</td>
<td></td>
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<tr>
<td>- Promote resumption of quality education through establishment of 75 School Management Committees.</td>
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<tr>
<td>Beneficiaries:</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>
</tr>
<tr>
<td>Partners:</td>
<td>MoE at provincial and district levels</td>
</tr>
<tr>
<td><strong>Concern Worldwide</strong></td>
<td></td>
</tr>
<tr>
<td>Project Title: Supporting basic education in two flood affected districts</td>
<td>$150,000</td>
</tr>
<tr>
<td>Objectives:</td>
<td></td>
</tr>
<tr>
<td>- Ensure continued access to basic quality education for children in 20 schools</td>
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<tr>
<td>- Promote protective and enabling environment in and around schools for 10,000 school going children</td>
<td></td>
</tr>
<tr>
<td>Beneficiaries:</td>
<td>20 SMCs, 80 teachers, 30 government officials, and approximately 10,000 learners in two districts</td>
</tr>
<tr>
<td>Partners:</td>
<td>National NGOs, district MoE</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$2,000,000</td>
</tr>
</tbody>
</table>
**Preparedness Actions for Human and Financial Resources**

- Identify human resource needs as part of contingency planning for minimum level of readiness for likely emergency scenarios
- Determine how emergency education staff – from MoE, UN and NGOs - will be deployed or local NGOs and CBOs engaged to meet the needs of likely affected areas
- Prepare ToR for emergency education staff/coordinators to be readily adapted and advertised in the event of an emergency
- Ensure all education sector/cluster partners are familiar with funding mechanisms, including the Consolidated Appeal Process (CAP), the Central Emergency Response Fund (CERF)
- Provide orientation for the sector/cluster on formats for fundraising proposals, and learn how to write a Flash Appeal
- Know cost per unit of education supplies and freight costs
- Ensure all partners are involved and included in resource mobilisation efforts and for drafting fundraising proposals
- Maintain and strengthen relations with donors at the country level in advance of emergencies

**Response Actions for Human and Financial Resources**

- Identify human resource needs at national level and in affected areas
- Issue pre-prepared terms of reference for required additional emergency education staff or NGOs to implement response actions
- If appropriate, activate procedures for deploying surge staff from international agencies
- Determine funding needs for supplies, materials and human resources as outlined in the education response plan, based on needs assessment
- Develop Flash appeal and apply for additional emergency funding (e.g. CERF) as needed. Ensure that rationale for education as first response in the emergency is strongly emphasised using key messages including education as life-saving and life-sustaining, children’s right to education in emergencies is fundamental, communities prioritise education in disaster or conflict situations and schools are a critical protective environment for children
## Early Childhood Development Before, During and After Emergencies

### Module Outline

<table>
<thead>
<tr>
<th>Contents</th>
<th>Minutes</th>
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<tbody>
<tr>
<td>1. What is Early Childhood Development?</td>
<td>20</td>
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<tr>
<td>2. Why is Early Childhood Development important before, during and after emergencies?</td>
<td>25</td>
</tr>
<tr>
<td>3. Approaches to Early Childhood Programming before, during and after emergencies</td>
<td>40</td>
</tr>
<tr>
<td>4. Preparedness reflection</td>
<td>5</td>
</tr>
</tbody>
</table>

### Learning Objectives

1. Understand the concept of Early Childhood Development in general, including intersectoral linkages.
2. Describe the importance of ECD before, during and after emergencies.
3. Choose appropriate approaches to programming for young children before, during an emergency.
4. Integrate emergency interventions into transition to stable conditions.

### Key Messages

- Armed conflicts, forced migration or natural disasters cause many threats to a child's development.
- Early Childhood programmes prioritise the restoration of a sense of normalcy in their lives and protection against other threats.
- They promote children's intellectual, social and personal development.
- Early Childhood programmes help teach young children some concepts of nutrition and health.
- They raise parents' and educators' awareness of children's needs (health, nutrition, hygiene, water cleanliness, protection and stimulation).
<table>
<thead>
<tr>
<th><strong>Method:</strong></th>
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<tbody>
<tr>
<td>- Group work, plenary discussions, and presentations</td>
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<tr>
<th><strong>Material needed:</strong></th>
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</thead>
<tbody>
<tr>
<td>- Module 10 slide presentation</td>
</tr>
<tr>
<td>- Handout 10.1: A Few Early Childhood Development Ideas</td>
</tr>
<tr>
<td>- Handout 10.2: Benefits of Early Childhood Development Programmes</td>
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<tr>
<td>- Handout 10.3: Matrix to Establish Priorities</td>
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</tbody>
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<table>
<thead>
<tr>
<th><strong>WCAR CD:</strong></th>
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<tbody>
<tr>
<td>- Early Childhood Care and Development in Emergencies, Principles and practice - The Consultative Group on ECCD &amp; INEE</td>
</tr>
<tr>
<td>- ECD Kit Guidelines for caregivers - UNICEF</td>
</tr>
<tr>
<td>- ECD Kit Handbook for caregivers – UNICEF</td>
</tr>
<tr>
<td>- ECD UNICEF Resource pack</td>
</tr>
<tr>
<td>- Early Childhood Development – IIEP</td>
</tr>
<tr>
<td>- ECD, Good practice guide – INEE</td>
</tr>
<tr>
<td>- Early Childhood Care and Education in emergency situations – UNESCO</td>
</tr>
<tr>
<td>- ECD Guidelines for Emergencies, The Balkans – Save the Children</td>
</tr>
<tr>
<td>- Early Childhood Care and Education - A Trainer’s Manual</td>
</tr>
</tbody>
</table>
1. What is Early Childhood Development?

20 minutes

*Note to Facilitator:* The field of Early Childhood goes by various names, in different countries as well as within individual countries, where different stakeholders may use different references. If this concept is not clear enough, refer participants to Handout: *Early Childhood Care? Development? Education?* (UNESCO Policy Brief on Early Childhood, 2002) in CD and share in plenary country-teams experience.

**Exercise**

Tell participants they will address the Early Childhood Development concept through a "True or false?" exercise. Designate three opposite corners of the room: "True", "False" and "Not sure". Read the questionnaire - Handout 10.1 A few Early Childhood Development Ideas. For each statement, participants answer “True”, “False” or “Not sure” by positioning themselves in one corner of the room. Ask one or two participants to argue their answers. At this stage, do not say whether the answers are correct. After the questionnaire is read, give Handout 10.1 to each participant to correct and discuss in plenary, emphasising the following points:

- The unborn child may be vulnerable to other health problems, including development problems if the mother did not have a balanced diet.
- Negative effects on brain growth can lead to irreversible intellectual disabilities.
- Many environmental factors will interact continuously with the child’s individual biological potential and vice versa, which will ultimately have an impact on the child’s development.
- The quality of certain adult-to-children interactions - such as how to talk to and stimulate children - affects the detailed structure of the brain, the number of brain cell interconnections and therefore how the brain operates.
- Children may be deprived of stimulation and attention, food and support, and contact with other children, with all these privations having highly negative impacts on child development.
- Lack of educational, play and leisure opportunities can have far-reaching consequences.

2. Why is Early Child Development important before, during and after emergencies?

25 minutes

**Exercise**

- Ask participants: “What might the benefits of early childhood development programmes in emergency be?” and invite them to share their personal experiences.

Divide participants into small discussion groups based on an emergency (adapted from their country) selected by each group and one of 5 following groups:

- “Children shall have the right to live and develop to their full capacity” *Convention on the Rights of the Child, 1989*
- “Developing and improving all aspects of early childhood protection and education, especially for the most vulnerable and disadvantaged children” *Objective 1 of the Dakar Framework for Action, 2000*
- “Addressing Early Childhood Development means creating the conditions for [the youngest] children to thrive equally in their physical, social/emotional, and language/cognitive development” *World Health Organisation*
1. Children
2. Parents, brothers, sisters, close family
3. Communities
4. Schools and health services
5. Society

Each group prepares a list of benefits on a flipchart paper and then reports briefly in plenary. Then give Handout 10.2 Benefits of Early Childhood Development Programmes to participants and compare answers in plenary. Show the corresponding slides.

Conclude mentioning the following:

- The benefits of Early Childhood Development programmes can also be summarised using how the child’s life was improved even after the programme.
- In the short term, such programmes may have immediate positive impacts on the child, but can also produce lifelong economic and social benefits in terms of contribution to family, community and society lives.
- They can increase the effectiveness of other programmes by creating synergies and positive interactions in the fields of child and parent health, nutrition and education, as well as women-oriented responses.
- Protection mechanisms are broken in emergencies. Therefore Early Childhood Development programmes may protect young children where the family, society and government are no longer able to ensure their well-being.
- These programmes can restore young children to a normal context during a crisis.
- Emergencies often provide an opportunity to bring a new concept and programmes focused on Early Childhood development where they do not exist.

3. Approaches to Early Childhood Development programming before, during and after emergencies

40 minutes

Exercise (30 minutes)
Create small groups (or more depending on the number of people and the country), one or more for each type of unstable condition below. Each group is to complete a matrix to indicate priority actions and interventions within the group’s assigned condition.

Give Handout 10.3: Matrix to Establish Priorities.

Group 1 - Wars (country-based, impact on bordering countries)
Group 2 - Civil strife (national or local)
Group 3 - Natural disasters (drought, floods)
Group 4 - Ongoing violence (neighbourhoods, communities)

After 30 minutes, bring participants back into plenary and have groups give 10-minute presentations of their ideas in relation to the situation they were assigned. After each presentation, allow other participants to contribute additional ideas. Allow time for discussion and descriptions of experiences that participants may have had with children in emergencies. Ask “What specific actions have you taken with children?”. Conclude showing the corresponding slide.

Responses might include:

- Ensure children protection, in terms of physical security and legal rights
- Give a beneficial and constant support
- Provide a psychosocial and emotional well-being
- Help children understanding events
- Offer games and leisure activities
- Ensure children participation
- Create Child Friendly Spaces
4. Preparedness reflection

5 minutes

1. Identify the Minimum Standards that to apply Early Childhood Development.

2. Have participants put preparedness actions already identified plus any additional actions on coloured cards and post them under the Early Childhood Development poster on the Preparedness wall. Ask what would be some of the realistic obstacles to ensure effective implementation of ECD programmes?
Check TRUE or FALSE or NOT SURE:

<table>
<thead>
<tr>
<th></th>
<th>TRUE</th>
<th>FALSE</th>
<th>NOT SURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Language learning begins during the early months of life as the infant hears those around him/her speak.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2. Because the brain is making so many connections from pre-birth to age 3 that the first three years of life are the most critical for brain development.</td>
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<td></td>
</tr>
<tr>
<td>3. A balanced diet during pregnancy promotes the smooth development of the child’s brain.</td>
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<td></td>
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<tr>
<td>4. During early childhood, negative experiences and lack of stimulation can lead to harmful lasting effects on child development.</td>
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<tr>
<td>5. Reading to an infant is of little value since they don’t understand what is being read to them.</td>
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<tr>
<td>6. Early Childhood Development Programmes can be likened to “pre-school education”.</td>
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</tbody>
</table>

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6 Excerpt adapted from “ECD Unicef Resource pack”, UNICEF.
ANSWERS

1. Language learning begins during the early months of life as the infant hears those around him/her speak.
Answer: False
Recent research on intrauterine life has revealed that the unborn baby hears its mother’s voice (flow and intonation) as early as that period.

2. Because the brain is making so many connections from pre-birth to age 3, the first three years of life are the most critical for brain development. After age 3, the “window of opportunity” closes.
Answer: False
- Even if the first three years of life constitute the fastest brain development period (cell growth and neural connections), this does not mean that the brain stops growing and forming neural connections!
- The brain continues to grow and mature well into adolescence; thus, it is virtually impossible to make the general claim that the window of opportunity closes by age three. (Nelson, 2000)
- Yet learning is a lifelong process!

3. A balanced diet during pregnancy promotes a smooth development of the child’s brain.
Answer: True
- Diet plays a key role in the health of the mother and baby during pregnancy. She should adopt a balanced diet and pay special attention to the consumption of 4 key nutrients: iron, folate (vitamin B9), calcium and essential fatty acids (vegetable oils, fatty fish, nuts…). Tobacco and alcohol should be banned.
- Malnutrition in the antenatal period can cause neural deficiency that will impact the child’s subsequent intellectual operation.

4. During early childhood, negative experiences and lack of stimulation can lead to harmful lasting effects on child development.
Answer: True
- In fact, many environmental factors will continuously interact with the child’s individual biological potential and vice versa, which will ultimately impact the child’s development.
- It has been demonstrated that the quality of relationships with people and the environment, or conversely, psychological or emotional stress, have effects on brain structure activity and development, and may thereby influence the young child’s intellectual, psychological and emotional behaviour.
- The child’s inherent physical, social and psychological faculties will diminish if they do not grow.
- E.g.: Playing is essential through which the child can explore, learn, work, cooperate, cope and adapt.

5. Reading to an infant is of little value since they don’t understand what is being read to them.
Answer: False
Reading story telling, singing, music to a baby are all good to assist in the baby’s future learning. Even if a baby cannot read, listening to others is crucial to the development of the baby’s language, and it is important to ensure an interaction-rich environment.
Extensive studies have shown that children in intense language interaction and communication settings have better learning abilities.

6. Early Childhood Development programmes can be likened to “pre-school education”.
Answer: True & False
Early Childhood has varied terminology across countries. (Unlike early childhood referring to the early phase of life, Early Childhood as a professional field and subject is capitalised.) Early Childhood focuses on a holistic approach and addresses the child’s physical, emotional, social, as well as cognitive development. In addition, its activities are much broader and fundamental, as parents and communities are held accountable for Early Childhood development.

These basic principles⁷ should be considered when implementing an Early Childhood Development programme:

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1. Whatever the institutional environment, these programmes should incorporate appropriate child development approaches in terms of health and nutrition as well as safety and learning.
2. They must sustain cross-sector continuity between them.
3. Regardless of what label is accorded, the programme preceding a child’s primary education should be designed to facilitate the child’s preparation for and transition to formal schooling. Pedagogical continuity between the last year of an early childhood programme and the first year of formal schooling is of great importance.

**Early childhood education: Kindergarten**

In emergency, when things are still fairly chaotic, when mothers have to line up to get food rations, everyone is helped if a secure space (like a large tent or a shelter with just a roof and floor\(^8\)) is set aside for looking after small children. This can usually be done quickly and mothers or, often child-heads of families, can feel confident about leaving their children there for the day. A meal may be given. Toys can also be supplied. These spaces are sometimes called “child-friendly spaces”.

**Orphans and unaccompanied children benefit particularly**

Both in the child-friendly space and outside, these organised activities can range from playgroups for younger children to more structured nursery schools. Kindergartens can help parents or guardians (who care for the children for the majority of the day) to make the best they can of the period of early childhood. Kindergartens are not just preparation for Primary 1, and should not resemble a primary school in any way.

A kindergarten exists to use play, games, and other activities to pre-primary children:

- to develop the child’s ability to relate to other children,
- to learn some moral values, and
- to gain a basis for learning in school and outside

We recognise a good kindergarten if the children are singing and dancing, playing games, making things, and talking to each other a lot, with a wide range of activities for the individual child to choose from.

Kindergartens do not have to be expensive. The principal cost is for basic toys (coloured blocks, balls, etc.), games equipment such as skipping ropes, and for coloured pencils or crayons and rough paper.

Small hand-held blackboards (slates\(^9\)) should also be provided. There are some excellent plastic slates (plain black on one side, squares on the other) made in India.

We can easily recognise that a kindergarten has become a substitute for primary school if we see the children sitting silent in rows when they should be playing, singing or laughing.

---

\(^8\) Called “paillotte” in French and “rukuba” in Arabic.

\(^9\) Not all school systems have the tradition of using slates.
<table>
<thead>
<tr>
<th>FOR</th>
<th>CHANGES IN</th>
<th>NATURE OF THE CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children</td>
<td>Psychosocial Development</td>
<td>Improved cognitive development (thinking, reasoning); improved social development (relationship to others); improved emotional development (self-image, security); improved language skills</td>
</tr>
<tr>
<td>Health &amp; Nutrition</td>
<td></td>
<td>Increased chances of survival; reduced morbidity; improved hygiene; improved weight/height for age; improved micronutrient balance</td>
</tr>
<tr>
<td>Progress and Performance in Primary School</td>
<td></td>
<td>Higher chance of entering; less chance of repeating; greater learning and better performance</td>
</tr>
<tr>
<td>Adults (parents, brothers, sisters, close family)</td>
<td>General Knowledge</td>
<td>Health and hygiene; nutrition (related to own status)</td>
</tr>
<tr>
<td>Attitudes and Practices</td>
<td></td>
<td>Leadership skills; health and hygiene; preventive medical practices; opportune treatment; nutrition; improved diet</td>
</tr>
<tr>
<td>Relationships</td>
<td></td>
<td>Improved self-esteem; better husband-wife, parent-child, and child-child relationships</td>
</tr>
<tr>
<td>Employment</td>
<td></td>
<td>Caregivers freed to seek or improve employment; new employment opportunities created by programme; increased market for programme-related goods</td>
</tr>
<tr>
<td>Communities</td>
<td>Physical Environment</td>
<td>Sanitation; spaces for play; new multipurpose facilities Social participation improved solidarity; increased participation of women; community projects benefiting all</td>
</tr>
<tr>
<td>Schools and Health Services</td>
<td>Efficiency</td>
<td>Better health attention through grouping or changed user practices; reduced repetition and drop-out in schools</td>
</tr>
<tr>
<td></td>
<td>Effectiveness</td>
<td>Greater coverage</td>
</tr>
<tr>
<td></td>
<td>Capacity</td>
<td>Greater ability/confidence and/or changes in organisation; improved methods and curriculum content</td>
</tr>
<tr>
<td>Society</td>
<td>Quality of Life</td>
<td>A healthier population; reduced number of days lost to sickness; a more literate, educated population; greater social participation; an improved labour force; reduced delinquency; reduced fertility and early births; reduced social inequalities</td>
</tr>
</tbody>
</table>

### Matrix to Establish Priority Actions/Interventions for Young Children

<table>
<thead>
<tr>
<th>Types of Emergencies</th>
<th>Stages within Emergencies (including preparation for unstable conditions)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Preparation for</td>
</tr>
<tr>
<td>Wars (country based, impact on bordering countries)</td>
<td></td>
</tr>
<tr>
<td>Civil strife (national, local)</td>
<td></td>
</tr>
<tr>
<td>Natural disasters (drought, floods)</td>
<td></td>
</tr>
<tr>
<td>Ongoing violence (neighbourhoods, communities)</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

Excerpt adapted from “ECD Unicef Ressource pack”, UNICEF.
Adapting what we teach to the emergency situation

Module Outline

<table>
<thead>
<tr>
<th>Contents</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Educational and other needs of children in emergencies</td>
<td>15</td>
</tr>
<tr>
<td>2. Basic education, functional literacy, life skills, and emergency themes</td>
<td>10</td>
</tr>
<tr>
<td>3. Some elements of teaching in emergency from pre-school to youth</td>
<td>20</td>
</tr>
<tr>
<td>4. Preparedness reflection</td>
<td>5</td>
</tr>
</tbody>
</table>

Learning Objectives

1. Identify the educational needs of children in emergencies, from ECD 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.

3. Consider special education styles such as acceleration and learning at home.

4. Review teaching materials that address specific themes, including life skills, health and hygiene issues, safety and security, peace and conflict resolution.

Key Messages

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.

People other than trained teachers can help be used to teach extra materials.

Emergency themes should be relevant to the context and where possible, use existing materials and those approved by education authorities.
Method:
- Presentation, case study, group work

Material needed:
- Module 11 slide presentation
- Handout 11.1: Framework for Learning for Children Affected by Emergencies
- Handout 11.2: Tool for Planning Emergency Education Curricula
- Handout 11.3: Preparedness and response actions for emergency education curricula
- Hard copies of syllabuses in literacy, numeracy, life skills, emergency themes, psychosocial support
- CD with soft copies of emergency education curricula
- Momaland scenario materials

Preparation for this module:
- Make copies of each of the emergency education curricula in literacy and numeracy, life skills, emergency themes, and psychosocial support curricula on the CD

WCAR CD:
- Activities for Alternative Schools - UNICEF
- Mine Risk Education - Child to Child
- Environmental Education Training of Trainers - UNESCO
- Health Education Curriculum for Kindergarten - IRC
- Peace Education Teacher Training Manual - INEE
- Peace Education Curriculum - Liberia
- Peace Education Module – UNICEF Solomon Islands
- Rapid Education Response, Teachers Guide - UNICEF Liberia
- Teacher Emergency Package Guide - NRC & UNESCO
- Life Skills Based Hygiene Education
- Child Hygiene and Sanitation Training - Somalia
- Children Living in Camps, Activities - Child-to-Child
1. Educational and other 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 Momaland emergency.

2. Show the slide depicting a classroom before the emergency in Momaland. Ask participants:
   - How are these children experiencing education and their daily lives?
   - What are the conditions of a normal classroom and children’s experience in it?

   Responses might include:
   - Normality of daily school schedule
   - Predictability in learning and living environments
   - Stability in school surroundings
   - Good health
   - Friends and family

3. Next show the slides of flooded classrooms and displaced children. Ask participants
   - In establishing and structuring emergency education, should children’s experience be exactly the same as in a pre-emergency classroom?
   - 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
   - Diseases
   - Safety and security

4. Remind participants that they have already looked at the psychosocial needs of children in emergency. Activities such as play and recreation are very effective in helping children overcome the psychosocial impacts. Emergency education interventions also address other learning needs. Show the slides and explain the education needs of children affected by emergencies.

1) Survival skills: learning to live where you live
   Children need to learn skills for a new environment, such as
   - Safety measures
   - Health and hygiene promotion and understanding health threats in emergency context (e.g., waterborne diseases, diarrhoea)
   - Environmental education

2) Developmental skills:
   Children need to learn skills to develop resilience, competence and a sense of belonging, such as
   - Conflict resolution
   - Moral education
   - Awareness of human rights and rights of children
   - Psychosocial development
   - Emotional well being and development in the context of conflict
   - Recreation and creativity
   - Coping with the effects of instability

3) Learning skills:
   Children need to develop/strengthen basic academic skills of literacy and numeracy, which help children to learn, such as
   - Literacy
What children need to learn in an emergency is not greatly different from what they need to learn before or after. The emergency will reduce the possibilities available. However, occasionally it will be necessary to add something which helps the children cope better, or change the teaching style to fit the realities.

5. Point out that Handout 11.1 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. Basic education, functional literacy, 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 a number of countries. Ask participants their experiences in using emergency education materials and packages, such as:
   - Content and training required?
   - Audience?
   - Partners?
   - Outcomes?

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
   - MoE 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. Tell participants that there are a number of emergency education materials that have been photocopied for them to review, as well as soft copies on the CD that has been provided. They will be using these materials in the next exercise.

3. Some elements of teaching in emergency from pre-school to youth

20 minutes

Exercise in Designing Emergency Curricula Plan
1. Tell participants that they will now have an opportunity to design a plan to meet the education
needs of the children of Momaland who have been affected by the floods.

2. Participants will work in their district teams. Teams will be assigned the following age groups:
   - D1: Ages 6-12, both school going and out of school children
   - D2: Ages 13+, both school going and out of school children
   - D3: Ages 3-5, children from both Momaland and Romaland
3. Remind participants to note the applicable INEE MS, such as:

   INEE MS - Teaching and Learning Standards:
   
   - **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 3 Instruction and Learning Processes:** Instruction and learning processes are learner-centred, participatory and inclusive.

Tasks: Using Handout 11.2, Tool for Planning Emergency Education Curricula participants will be assigned one age group and complete the following tasks:

1) Select appropriate materials from those provided on the CD and in hard copy in the areas of:
   - Play and recreation and other psychosocial support activities
   - Literacy/numeracy/life skills
   - Supplementary emergency themes
2) Identify what types of teachers and community members might be recruited and trained
3) Identify the time-frame for implementing the curricula
4) Identify which agencies will be responsible for implementing the curricula
5) Explain how agencies will coordinate with the district education officials

4. In plenary, ask groups:
   - What emergency themes did you prioritise to meet the needs of the affected population in the case study/own country?
   - 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? Did you adapt them – how?
   - Were there any particular Minimum Standards that helped you in your decisions – which were these?
   - 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. What would need to be done in advance?

2. Ask participants to record ideas on coloured cards and place them on the Preparedness wall.
## HANDOUT 11.1: Framework for Learning for Children Affected by Emergencies

<table>
<thead>
<tr>
<th>Skill</th>
<th>Theme</th>
</tr>
</thead>
</table>
| **Survival skills: learning to live where you live** | - Safety measures  
- Health and hygiene promotion and understanding health threats in emergency context (e.g., waterborne diseases, diarrhoea)  
- Environmental education |
| **To participate in communities safely and productively** | - Social harmony, peace and tolerance  
- Conflict resolution  
- Moral education  
- Civic responsibility and ability to effect change  
- Awareness of human rights and rights of children  
- Psychosocial development  
- Emotional well being and development in the context of conflict  
- Recreation and creativity  
- Coping with the effects of instability  
- Physical development  
- Cultural identity and heritage  
- Language (mother tongue) |
| **Developmental skills** | - Literacy  
- Numeracy  
- World learning  
- Science  
- History  
- Geography  
- Civics |
| **To develop resilience, competence and a sense of belonging** | - Literacy  
- Numeracy  
- World learning  
- Science  
- History  
- Geography  
- Civics |
| **Learning skills: learning to learn** | - Literacy  
- Numeracy  
- World learning  
- Science  
- History  
- Geography  
- Civics |
<table>
<thead>
<tr>
<th>Curriculum Areas</th>
<th>Materials</th>
<th>Teacher Training</th>
<th>Time-frame</th>
<th>Responsible Agencies</th>
<th>Coordination with Education Authorities / Approvals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Psychosocial Support Materials</td>
<td>ECD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Recreation and Play)</td>
<td>Primary Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Secondary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Youth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Literacy and Numeracy</td>
<td>ECD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Primary Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Secondary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Youth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Other Themes, e.g. Mine awareness</td>
<td>ECD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Primary Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Secondary</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Youth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Preparedness Actions for Emergency Education Curricula

- Assess capacity of MoE to deploy textbooks and teaching materials to affected areas in likely emergencies and agree on alternatives
- Identify appropriate materials in literacy, numeracy, life skills and other emergency education curricular needs. Translate, adapt and localise materials and safeguard/pre-position soft or hard copies as appropriate
- Identify strategies for mobilising and training teachers and volunteers in advance with education sector/cluster members in emergency-prone areas

Response Actions for Emergency Education Curricula

- Determine if it is feasible and appropriate to teach the formal curriculum and whether textbooks are available for deployment to affected areas. In cases of refugee learners, ensure that curricula from countries of origin are accessible
- Deploy appropriate literacy, numeracy, life skills, and other appropriate emergency education curricula, including on health, hygiene promotion, HIV/AIDS prevention, environmental education, peace education, and other appropriate emergency themes
- Ensure culturally and linguistically appropriate materials are accessible by all education sector/cluster partners
- Develop a curricula plan that reaches early childhood learners through secondary school age children
- Involve community stakeholders including children and youth in curricular planning and implementation
- Integrate psychosocial support classroom materials in curricular plan
- Mobilise and train teachers and community facilitators in delivery of emergency curricula
# Inclusion in Education in Emergencies

## Module Outline

<table>
<thead>
<tr>
<th>Contents</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Impact of emergencies on excluded groups – role-play</td>
<td>30</td>
</tr>
<tr>
<td>2. Barriers to education and strategies for overcoming barriers for girls and other excluded groups</td>
<td>30</td>
</tr>
<tr>
<td>3. Preparedness reflection</td>
<td>5</td>
</tr>
</tbody>
</table>

## Learning Objectives

1. Identify the general barriers that affect excluded and vulnerable groups’ access to education e.g. including community beliefs, economic, infrastructure, education and policy barriers.

2. Recognise that impact of emergencies on excluded groups such as OVC and children with special needs - and on girls - can make these barriers worse.

3. Develop strategies to supporting actors in emergency so they promote more gender-equitable and inclusive practices in both emergency and recovery responses including 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, workloads and physical, emotional and psychological safety are often further compromised. In many cases, 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 affect differently some 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.
- Method:
  - Presentation, role-play, brainstorm, group work

- Material needed:
  - Module 12 slide presentation
  - Role-play cards
  - Handout 12.1: Some Barriers to Access to Education in Emergencies
  - Handout 12.2 Tool: Inclusion Strategies for Education in Emergencies
  - Handout 12.3: Definitions and Key Concepts Used in the Discussion of Gender
  - Handout 12.4: Prevention Strategies in Schools for Sex and Gender Based Violence
  - Handout 12.5: Preparedness and response actions for gender and inclusion

- WCAR CD:
  - Pocket Guide on Inclusion – INEE
  - 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
  - Embracing Diversity Tool Kit – UNESCO
  - IASC Guidelines for Gender Based Violence Interventions
  - Gender Handbook IASC
  - INEE Pocket Guide on Inclusion
  - INEE Cross-Cutting issues
  - Gender in Emergencies Handbook – SC
1. Impact of emergencies on 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 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 groups may 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:

- Older children
- Children with disabilities
- Refugees and internally displaced children
- Ethnic or religious minority communities
- Former combatants
- Separated children / orphaned and vulnerable children (OVC)
- Rural children / children from pastoralist communities

Note to Facilitator: If the trainees already 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. Divide participants into groups of 3-6 participants and assign one of the excluded groups to each role-playing group.

2. On each role card there are several suggestions to get them thinking about a scenario they might role-play, but they are free to invent one from their own country experience that shows inequity for their group regarding access to education.

3. 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.

4. 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?
2. Barriers to education and strategies for overcoming barriers for girls and excluded groups

30 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.

3. Explain that the barriers to education can be categorised into several areas. Refer participants to Handout 12.1.
   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

Exercise in Barriers to Inclusion and Strategies for Overcoming Them

1. Tell participants that they will continue to work in their role-play groups and will do the following:
   - 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.
   - Then brainstorm a list of strategies to overcome these barriers. These can include programmes, 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.

2. Participants should identify the appropriate INEE MS, such as:
   - INEE MS - Access and Learning Environment Standards:
     Standard 1 Equal Access: All individuals have access to quality and relevant education opportunities.
   - INEE MS - Education Policy Standards:
     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.

3. 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 coloured cards and put them on the Preparedness wall under the Inclusion sign.
ROLE-PLAY CARDS ON EXCLUSION 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 programme 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
- Children

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
## HANDOUT 12.1: Some Barriers to Access to Education in Emergencies

<table>
<thead>
<tr>
<th>Category</th>
<th>Barriers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic and family resource</td>
<td>• School tuition fees, books, supplies&lt;br&gt;• Clothing and shoes&lt;br&gt;• Household girls’/boys’ work/ Childcare and domestic duties&lt;br&gt;• Agricultural and market duties&lt;br&gt;• Fetching wood, fodder, and water&lt;br&gt;• Malnutrition&lt;br&gt;• Disabilities&lt;br&gt;• Parental illiteracy/lack of awareness about education&lt;br&gt;• Early marriage</td>
</tr>
<tr>
<td>barriers</td>
<td></td>
</tr>
<tr>
<td>Policy barriers</td>
<td>• Insufficient national budget for primary/secondary education&lt;br&gt;• Absence of policies to address dropout caused by emergencies, pregnancy, displacement&lt;br&gt;• Absence of child labour laws&lt;br&gt;• Lack of enforcement of compulsory education policies&lt;br&gt;• Policy favouring boys/males as workers&lt;br&gt;• Fees policy&lt;br&gt;• The policy of free education is weak or not implemented&lt;br&gt;• Formulation of curricula&lt;br&gt;• Support of conventional role for women&lt;br&gt;• Education policy against married students</td>
</tr>
<tr>
<td>Infrastructure barriers</td>
<td>• Distance to school (may also be made better, of course)&lt;br&gt;• Absence of roads/transport&lt;br&gt;• Inadequate basic services in communities (e.g. water, electricity, fuel)&lt;br&gt;• Inadequate basic services in schools (e.g. separate, clean latrines)&lt;br&gt;• Absence of/poor facilities&lt;br&gt;• 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&lt;br&gt;• Gender, cultural and other stereotypes&lt;br&gt;• Perceptions of insecurity&lt;br&gt;• Limited roles for girls, women and other disadvantaged groups&lt;br&gt;• Differential treatment of girls (e.g. poor nutrition and health care)&lt;br&gt;• Lack of economic and social opportunities for educated girls and other disadvantaged groups&lt;br&gt;• Early marriage&lt;br&gt;• Glorification of „motherhood”&lt;br&gt;• Female seclusion&lt;br&gt;• Sexual abuse/harassment&lt;br&gt;• Domestic violence&lt;br&gt;• Belief that girls should leave school as soon as they have enough education to make money&lt;br&gt;• Men viewed as breadwinners&lt;br&gt;• Inheritance patterns&lt;br&gt;• Male-dominated / majority group –dominated education system&lt;br&gt;• Gender differentiated child rearing practices</td>
</tr>
<tr>
<td>Educational / school-based barriers</td>
<td>• Lack of gender-sensitive and exclusion sensitive teachers, curriculum, materials&lt;br&gt;• Lack of role models&lt;br&gt;• School calendar/schedule in conflict with girls” or rural children”s domestic or livelihood responsibilities</td>
</tr>
<tr>
<td>• Curriculum and instructional strategies not relevant to girls’ learning needs</td>
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<tr>
<td>• Language of instruction barriers for second language learners</td>
<td></td>
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<tr>
<td>• Threatening/non-supportive learning environment</td>
<td></td>
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<tr>
<td>• Expensive books/school costs/budgets/school uniforms</td>
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<tr>
<td>• Teacher quality</td>
<td></td>
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<tr>
<td>• Poor management</td>
<td></td>
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<tr>
<td>• Lack of confidence in girls / other disadvantaged children as learners</td>
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<tr>
<td>• Unfair, corrupt or discriminatory scholarship practices at local or community level</td>
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</tbody>
</table>

**THINK ABOUT IT!**

Is it always girls who are deprived from access to education?

In certain regions of Lesotho boys are kept out of school because they have to look after the cattle, in Zanzibar or parts of Niger they are responsible for earning money as i.e. in the tourist or trade sector.

In a region in Liberia parents “fed well their girls and let boys starve” because they bring more wealth, in Southern Sudan a girl is well protected because a marriage brings cattle, in some areas an educated girl brings more.

In many cases the young male adolescents are mobile and very vocal: Don’t forget to listen to those who do not speak loudly!
<table>
<thead>
<tr>
<th>Group</th>
<th>Create access to education</th>
<th>Once there, aid learning</th>
</tr>
</thead>
</table>
| **General measures which also generally help Girls** | • Involve communities and local authorities  
• **Offer reduced or flexible hours in the classroom**  
• Assess ways of ensuring safe routes to school  
• Install water points at schools  
• Improve the school environment, i.e., separate latrines for boys and girls  
• Waive school fees if financially sustainable  
• Engage women as members of school management committees  
• Identify the presence of women’s groups, which can encourage girls” schooling  
• Support the formation of children’s advocacy groups in communities to encourage out-of-school children to attend  
• Provide training for female teachers and recruit them  
• Adopt appropriate targets for girls” education in line with international goals (Millennium Development Goals, Education for All, etc.)  
• Providing sanitary materials and facilities for girls and women teachers  
• Involving community members to ensure safe travel to and from school, particularly for girls | • Include gender issues in teacher training and training programmes with education authority personnel  
• Ensure the physical environment is inviting for girls – safety, clothing, sanitary supplies  
• Review the curriculum for gender bias and adapt to combat stereotypes  
• Offer culturally appropriate sports and recreation activities for girls  
• Create mechanisms for girls to report sexual abuse (peer counsellor, trained teachers)  
• Disaggregate attendance by sex  
• Encourage the creation of a code of conduct for teachers if one does not already exist  
• Support children’s advocacy activities for girls” education  
• Provide childcare for teenage mothers and for young mothers in teacher training programmes  
• Providing school feeding programmes or take-home rations for girls (and for the babies of girl mothers) |
| **Children with disabilities** | • Research government policy on children with disabilities and advocate at national and local level for inclusion  
• Outreach/sensitisation of community on importance of education for disabled children  
• Provide special transport when needed by bicycle, vehicle or wheelbarrow  
• Encourage teachers to meet with students individually to find out access needs  
• Identify numbers of disabled children and where possible number s of children infected with HIV and children living with AIDS and insist on budget to support accessibility | • Hire and train teachers with disabilities  
• Provide awareness training on disability issues for teachers and students  
• Work with teachers to identify and cope with “hidden” disabilities, e.g., learning  
• Encourage teachers to profile students with special needs and track their progress  
• Adapt classroom and other school facilities where possible – seating arrangements, limit background noise, ensure good lighting, accessible latrines  
• Support development of a non-discriminatory curriculum and learning materials  
• Encourage teachers to use body language clearly to support learning for hearing-impaired children |
| **Refugees and internally displaced** | • Establish primary schools using curriculum from place of origin  
• Build capacity of local schools to admit | • Create space within learning structures to focus on psychosocial support and healing |
<table>
<thead>
<tr>
<th>Category</th>
<th>Recommendations</th>
</tr>
</thead>
</table>
| Children | IDP children by upgrading facilities and furniture  
Provide supplies to children to encourage attendance  
Initiate school feeding programmes if needed and agree as key strategy with education cluster  
Provide scholarships for children to attend secondary and higher education | 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 |
| 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 | Review teaching materials to ensure that they contain positive images of minority groups  
Hire and train teachers form 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 |
| Former combatants | Offer accelerated learning programmes to prepare children to return to school and re-enter the formal curriculum  
Review any education programmes that may have been developed for former child soldiers in-country and build on these  
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 programmes 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 | Young children should be taught name and place of origin as part of school curriculum  
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 know of separated children |
| 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 free education in rural areas | Ensure that rural children receive a quality education that is relevant to their needs |
|   | 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 |   |
**HANDOUT 12.3: Definitions and Key Concepts Used in the Discussion of Gender**

**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 more or less fixed before birth and unchangeable.

**Gender analysis** – systematically gathering and examining information on differences between girls, 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, 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 12.4: Prevention Strategies in Schools for Sex and Gender Based Violence

From IASC Guidelines for Gender Based Violence Interventions in Humanitarian Settings (2005)

<table>
<thead>
<tr>
<th>Prevention Strategies</th>
<th>Education and Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>Establish prevention and monitoring systems to identify risks in schools and prevent opportunities for teachers to sexually exploit or abuse students</td>
</tr>
<tr>
<td>Include discussion of sexual violence in life skills training for teachers, girls and boys in educational settings</td>
<td>Provide materials to assist teachers that include information on sex or gender based violence and care for survivors (school kits)</td>
</tr>
<tr>
<td>Ensure all teachers sign and understand a code of conduct</td>
<td>Provide psychosocial support to teachers who are coping with their own problems as well as their students</td>
</tr>
<tr>
<td>Support the establishment of a mechanism for children that provides support and enables them to report sex or gender based violence</td>
<td>Establish community based protection activities and mechanism in places where children gather for education</td>
</tr>
<tr>
<td>Actively recruit female teachers</td>
<td>Work with local authorities to develop and disseminate a code of conduct for teachers</td>
</tr>
</tbody>
</table>
### Preparedness Actions for Gender and Inclusion

- Address barriers to education of girls, socially excluded children and OVC prior to emergencies through regular programming as part of EFA mandate
- Address specific policies to increase enrolment, and strategies such as the following: adopt gender and child rights sensitive curricula and teacher training, improve access to girl friendly water and sanitation facilities, adopt flexible school calendars, and change school fee and uniform policies to remove barriers for girls and OVC
- Increase community and child participation in education policy and promotion of girls’ and OVC education prior to emergencies through social mobilisation with all stakeholders
- Agree through the education sector/cluster capacity mapping exercise how inclusion strategies will be addressed in an emergency response based on geographical and technical coverage and expertise of partners
- Disseminate resources on inclusive education – such as the INEE Pocket Guide on Inclusive Education in Emergencies – to all stakeholders and ensure that all partners understand the key barriers (13.2) and strategies to address them (13.3)
- Ensure that all education stakeholders are orientated on the IASC Guidelines on Prevention of Gender Based Violence in Humanitarian Settings, in schools

### Response Actions for Gender and Inclusion

- Support the MoE at all levels to implement previously agreed policies to ensure enrolment of girls and OVC after an emergency
- Adopt gender and child rights sensitive curricula and teacher training
- Implement appropriate strategies for improving access to girl friendly water and sanitation facilities in collaboration with the WASH sector/cluster
- Adopt flexible school calendars, and change school fee and uniform policies to remove barriers for girls and OVC, as appropriate, including addressing disability considerations
- Actively recruit female teachers and those from excluded ethnic and language groups
- Promote community sensitisation campaigns on benefits of girls’ education in terms of employment and economic development
- Empower SMCs, PTAs, youth clubs and others to monitor access to education of girls and OVC
- Train teachers to encourage equity in the classroom through participatory child-friendly inclusive teaching methodologies
- Incorporate human rights and children’s rights in the classroom curricula and disseminate key resources such as the IASC Guidelines on Prevention of GBV
Emergency Education Preparedness and Response during and after Armed Conflict

Module Outline

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<th>Minutes</th>
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<tr>
<td>2. Programmatic responses to ensuring access to education</td>
<td>15</td>
</tr>
<tr>
<td>3. Peace education and education for peace</td>
<td>10</td>
</tr>
<tr>
<td>4. Preparedness and response planning</td>
<td>15</td>
</tr>
<tr>
<td>5. Preparedness reflection</td>
<td>5</td>
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</tbody>
</table>

Learning Objectives

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 and learning at home, and paraprofessional training.

Education in these cases may require negotiation with non-state entities, such as rebel groups. Other strategies to prevent attacks on schools may include 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.
- **Method:**
  - Plenary session, case studies, group work

- **Material needed:**
  - Module 13 slide presentation
  - Handout 13.1: The Impact of Armed Conflict on Children’s Right to Education
  - Handout 13.2: Policies and Decisions for Safeguarding Children Affected by Armed Conflict
  - Handout 13.3: Approaches to Ensuring Access to Education during and after Armed Conflict
  - Handout 13.4: Exercise in Preparedness and Response Planning for Education in Armed Conflict
  - Handout 13.5: Preparedness and response actions for education during and after armed conflict

- **WCAR CD:**
  - Helping Children Outgrow War – USAID
  - Children Living with Armed Conflict – UNICEF
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 13.1 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 13.2: 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: Graça 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 mechanism on children affected by conflict

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
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:

- **Mozambique** - Education and Reintegration of Mozambican Refugees in Malawi. This programme of the Jesuit Refugee Service established the Mozambican Open Learning Unit for Mozambican refugee children in Malawi to enable them to study the Mozambican curriculum in Portuguese. When they were repatriated, the Unit moved with the children so that their education was not interrupted.

- **Occupied Palestinian Territories** – In response to curfews and school closures, a catch up education programme was implemented consisting of lessons broadcast on TV stations and self-learning worksheets distributed to over 12,000 children.

- **Afghanistan** – In response to schools being targeted by insurgent and ideological attacks, community groups negotiated with local religious leaders to become involved in school governance, thereby building support for education and discouraging attacks.

- **Eritrea** - During the 1980s conflict, classes were often held under trees, in caves or in camouflaged huts built from sticks and foliage. If the schools were threatened by fighting, they moved to safer locations. Teachers and students moved together and shelter and food was provided for all of them.

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

10 minutes

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 programmes 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. 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. Remind participants that Education for Peace alone cannot work miracles, particularly as it is often given only to victims, after the fact.

6. 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.

4. Preparedness and response planning for education during/after armed conflict

15 minutes

1. Refer participants to Handout 13.3: 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 facilitator: 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 13.4: Exercise in Preparedness and Response Planning for Education in Armed Conflict
- Use information on Handout 13.4 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 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?

5. 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 coloured cards and place them on the Preparedness wall under the appropriate technical component.
HANDOUT 13.1: The Impact of Armed Conflict on Children’s Right to Education

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 behaviour, to develop respect for others and learn 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, sexual abuse, 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. In most civil conflicts, schools are either destroyed or occupied by armed forces, or by displaced people.

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).

August 1996: Graça Machel’s report on the *Impact of Armed Conflict on Children* is introduced in the fifty first session of the United Nations 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.


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.
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 textbooks (within copyright limitations). 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. They will be supported by a national system for gathering information on security related incidents, with the help of military and local leaders.

**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; it 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. It should 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.

Case Study: Schools as Zones of Peace in Nepal

Nepal experienced a 10-year Maoist insurgency in which schools were literally and ideologically caught in the crossfire of the Maoists and the army. Maoists introduced curriculum that was in conflict with the state curriculum. Schools were taken over by army to use as military staging grounds, and students were taken for Maoist indoctrination and recruited to join the insurgency. Strikes and occupation closed the schools for prolonged periods. 344 students and 145 teachers were killed in the conflict.

UNICEF, in partnership with local administrators, parents, community leaders, trained community facilitators, and local NGOs and INGOs, developed the Schools as Zones of Peace initiative. The partners mobilised community support to keep the conflict out of the schools. Community facilitators trained by UNICEF conducted back-door negotiations with the Maoists to respect the concept of zones of peace. Open negotiations with all parties were not possible because they could have compromised the negotiators. The components of the programme included: 1) Analysis by parents, teachers, and community members about how the conflict affects the school and how the school can contribute to peace; 2) Negotiation of a codes of conduct with all parties to keep the conflict out of the schools; 3) Provision of psychosocial counselling for students and teachers to support them in dealing with the impacts of violence; 4) Provision of land mine awareness activities to protect students and teachers from UXOs.

After the peace accord and elections, new violence and political unrest broke out among groups claiming exclusion from the political process in the Terai plains region, causing additional school closures, harassment of teachers, and recruitment of students for political purposes.

A reformulated SZOP programme was initiated in 2008 targeting 9 districts which includes 1) National and district level advocacy and media campaigns; 2) Negotiation of national codes of conduct and statements supporting SZOP; 3) Negotiation of district codes of conduct and 4) Negotiation of school codes of conduct embedded in child friendly school initiative.

Source: UNICEF Nepal
### HANDOUT 13.4: Exercise in Preparedness and Response Planning for Education in Armed Conflict

<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>
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</table>
HANDOUT 13.5: Preparedness and response actions during and after armed conflict

Preparedness Actions for Education during and after Armed Conflict

- Develop education sector/cluster contingency plan for likely armed conflict scenario coordinated with other sectors
- Identify emergency education materials and delivery modalities appropriate for ensuring access to education and continuity of education during possible prolonged conflict and violence
- Stockpile appropriate education supplies and materials
- Support the MoE to develop curricula for home-based schooling and accelerated learning and appropriate teacher training methodologies for situations of chronic conflict
- Advocate for policies preserving schools as zones of peace and gain commitment to adhere to these policies or principles from government, political parties, elected officials, and community leaders and other potential stakeholders
- Consider developing peace/human rights and civic education as part of national curriculum and in non-formal education settings
- Advocate for adoption and implementation of Education for All policies

Response Actions for Education during and after Armed Conflict

- Establish appropriate education delivery modalities during armed conflict including distance learning, accelerated and open learning programmes
- If necessary, identify alternative venues to schools to ensure the safety of students and teachers
- Negotiate with political leaders and community officials for adherence to policies of schools as zones of peace to guarantee that schools are not targeted during conflict and that teachers and students are not threatened or recruited into armed groups
- If necessary coordinate education agreements with bordering countries to ensure that children who become refugees can continue their education in their mother tongue and syllabus of country of origin
- Create programmes and policies to reintegrate former combatants into the education system after armed conflict
- Advocate for eradication of impunity in the case of attacks on education staff, students, teachers unions, etc through UN sanctions and enforcement of UN Resolution 1612
- Implement peace/human rights/civic education in formal and non-formal education settings to promote a culture of justice and peace
- Advocate for adoption and implementation of Education for All policies
Psychosocial Support and Strategies

Module Outline

<table>
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<th>Minutes</th>
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<tr>
<td>2. Recognising symptoms of stress in adults and children and strategies to meet needs</td>
<td>60</td>
</tr>
<tr>
<td>3. Psychosocial support classroom materials for ECD, 6-12, and adolescents</td>
<td>45</td>
</tr>
<tr>
<td>4. Preparedness reflection</td>
<td>5</td>
</tr>
</tbody>
</table>

Learning Objectives

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 procedures that teachers can follow to recognise symptoms and refer severely affected children to specialised care, in coordination with the protection cluster with government and partners.

5. Design a set of activities that help children cope with trauma and reduce the emotional and social affects of an emergency experience.

Key Messages

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.

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.

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. They can also take place for children not yet of school-age (ECD). One challenge for agencies is how to organise these activities so that the worst affected children are identified and enabled to participate in them in a protective environment.

The overriding purpose of the education interventions in emergencies is to help children deal with the psychosocial impact and disruption to their lives caused by the emergency.
Method:
- Slide presentation, group drawing exercise, group planning work

Material needed:
- Module 14 slide presentation
- Handout 14.1: Tool for Recognising the Symptoms of Stress in Children in Emergencies
- Handout 14.4: Age Specific Activities for Children after Stressful Events
- Handout 14.5: Tool for Designing a Two-Week Programme in Psychosocial Support
- Handout 14.6: Preparedness and response actions for psychosocial support strategies
- CD or hard copy 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)

WCAR CD:
- IRC’s Psychosocial Teacher Training Guide
- UNICEF-MENA 2002 Psychosocial Play and Activity Book for Children and Youth Exposed to Difficult Circumstances
- Psychosocial support-NRC
- INEE MS: Psychosocial Checklist
- Children’s stress
- Guidelines on mental health support
1. **Slide presentation on the impact of war on children in Darfur**

   **20 minutes**

   1. Explain that participants are about to see the perspectives of children who experienced the Darfur crisis, both in drawings and their own words. Show the slides from Session 14 slide presentation of the children’s drawings and read the words (or have participants take turns reading). After each one, ask the participants to comment on each child’s reaction.
   
   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 will 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 the slide and refer to the diagram in Handout 14.2: 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**

   **60 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 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 - Access and Learning Environment Standards:**
   **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 participants 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 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:
   - 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
   - Opportunity for play and recreation

5. Summarise the types of psychosocial interventions and show the accompanying slide:
   - 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
   - Provide opportunities for social integration and unity
   - Enhance child development by providing variety of educational experiences

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 14.3 to build local capacities, supporting self-help and strengthening the resources already present. Externally driven and implemented programmes often lead to inappropriate mental health and psychosocial support and frequently have limited sustainability.

### 3. Psychosocial support classroom materials for ECD, 6-12, and adolescents

45 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. Show the participants where to find these materials on the CD. Give them about 15 minutes to review the materials at their tables.

5. Refer participants to Handout 14.5 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?

4. 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. Write them on coloured cards and place on the Preparedness wall under the Psychosocial Support sign.

2. Make sure that the actions include adaptation, translation, and safeguarding of psychosocial play and recreation materials that are ready for duplication and distribution.
<table>
<thead>
<tr>
<th>Age Group</th>
<th>Possible Symptoms</th>
</tr>
</thead>
</table>
| Very young children (0 – 5 years) | - Anxious clinging  
- 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 |
3 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.

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>
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<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>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>

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 emergencies, 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 programmes 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, different people are affected in different ways and require different kinds of support. 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.
### HANDOUT 14.4: Age Specific Activities for Children after Stressful Events

<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</td>
<td>Stories, essays, poetry, video production</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, or - 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>
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</tbody>
</table>
**HANDOUT 14.5: Tool for Designing Two-Week Classroom Programme in Psychosocial Support**

Assumes a six day week

<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>
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<td>Day 12</td>
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### Preparedness Actions for Psychosocial Support Strategies

- Map capacity of education sector/cluster members at national and local levels with expertise/experience in psychosocial support materials, strategies and activities
- Adapt, translate, localise and stockpile or safeguard psychosocial support teacher training and classroom materials for use in emergency-prone areas
- Ensure pre-positioning or stand by agreements with local suppliers for recreation and play supplies required for use in psychosocial support activities
- Identify sector partners, including local NGOs and CBOs, that can mobilise and train facilitators to provide structured classroom and group play, recreation and other activities
- Ensure that all members of the education sector receive orientation on the rationale, tools, and strategies of psychosocial support and that they are aligned with MoE policy
- Ensure coordination with protection sector/cluster in all preparedness actions

### Response Actions for Psychosocial Support Strategies

- Based on assessment data, determine target numbers of affected children and identify numbers of facilitators/teachers required to deliver psychosocial support classroom activities
- Ensure coordination, recruitment, mobilisation and training of facilitators by appropriate agencies
- Ensure dissemination and deployment of appropriate psychosocial teacher and classroom resources with play and recreation supplies and materials to schools and temporary learning spaces, in coordination with MoE and logistics partners
- Ensure coordination of existing community resources and capacities to build on culturally appropriate community based support for children
- Coordinate delivery of services with protection sector/cluster partners
Choosing and training teachers in an emergency

Module Outline

<table>
<thead>
<tr>
<th>Contents</th>
<th>Minutes</th>
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<tbody>
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<td>1. Mobilisation and training of teachers and other education personnel</td>
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<tr>
<td>2. Policy and practices related to teacher certification, compensation, and incentives</td>
<td>20</td>
</tr>
<tr>
<td>3. Exercises in mobilisation, recruitment, teacher training, and certification/compensation</td>
<td>40</td>
</tr>
<tr>
<td>4. Preparedness reflection</td>
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</table>

Learning Objectives

1. Identify the types of teachers and education personnel required in an emergency.
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 types of training needed for deployment of untrained people as teachers.
4. Design a plan for recruitment, training, deployment and monitoring of teaching personnel.
5. Outline issues of teacher certification and compensation.

Key Messages

In emergencies, qualified teachers are often unavailable or, if there, are ill-prepared and need support. Teacher training can update trained teachers and help untrained teachers. 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.
Method:
- Presentation, group work, group reports, gallery walk

Material needed:
- Module 15 slide presentation
- Handout 15.1: Key Steps in Teacher Mobilisation and Training
- Handout 15.2: Teacher Training
- Handout 15.3: Selection of primary teachers
- Handout 15.4: Sample Terms of Reference for Volunteer Community Facilitator
- Handout 15.5: Sample Teacher’s Code of Conduct
- Handout 15.6: Strategies for Teacher Compensation, Incentives, and Certification
- Handout 15.7: Two programmes (Zambia and Sudan)
- Handout 15.8: Support for teachers
- Handout 15.9: Preparedness actions for mobilising and training teachers and other education personnel

WCAR CD:
- INEE Guidance on Teacher Compensation
- What is Different about Teacher Training in Situations of Emergency?
- What Do Teachers Need to Learn?
- Summary of Suggested Strategies: Teaching and Learning Methods
- Creating a teaching force in an emergency
1. Mobilisation and training of teachers and other education personnel

25 minutes

1. Ask participants what some of the challenges are in recruiting teachers and other education personnel after an emergency. Responses might include the following:
   - Teachers themselves have been displaced, injured or even killed
   - More teachers are needed than are available
   - Teachers aren’t trained in providing psychosocial support or other emergency instructional needs
   - Teachers in affected communities may not be able to collect pay
   - A policy, or lack of policy or lack of money 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 slides with these steps:
   - Estimate number of teaching staff needed
   - Work with education authorities and partners to ensure a consistent approach in qualifications, selection criteria, training, incentives, support and monitoring
   - Identify and mobilise qualified people (or those with experience in teaching), and other community members to act as teachers
   - Including older children/adolescent (if necessary)
   - Work with community to mobilise teachers and untrained teachers
   - 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
   - Work to have teacher trainings validated and certified by the education authorities, so that this can be accredited to future national teacher training undertaken

3. Train untrained teachers and supervisors to collect and update information on all children’s access, attendance and educational progress. (See handout 15.1) Train teachers on:
   - Psychosocial support and gender sensitivity
   - Supplementary packages and emergency themes if being used
   - Literacy/numeracy and life skills materials
   - Use of education kits if they are being used
   - Teaching methods, particularly participatory methods
   - Teaching methods for pre-school children or for adults (where applicable)

4. Teacher training activities must be organised to prepare untrained teachers 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 should be mobilised and prepared to play a broader community leadership and support role.

Ask participants to identify some teacher training strategies that could be used in an emergency context. They should always remember that a mixed model might be the best.

- Pre-service
- In-service
- Distance learning
- Groups
- Mentoring

Exercise in Mobilisation and Training of Teachers
Ask participants to think about how they might develop a teacher training strategy for their districts in Momaland. Refer them to the handouts.
Ask participants to identify and apply the appropriate INEE MS:
INEE MS - Teachers and Other Education Personnel Standards:
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.

INEE MS - Foundational Standards - Community Participation Standard:
Standard 2 Resources: Community resources are identified, mobilised and used to implement age-appropriate learning opportunities.

Ask the district teams (if used) to do the following exercise.

- Identify the challenges for your districts D1, D2 and D3 regarding availability of teachers.
- Identify the agencies that have the capacity to mobilise and train teachers.
- How many teachers will you need to recruit in order to meet the needs of the children in your districts?
- Ask district teams to give brief reports on their plan.

2. Policy and practices related to teacher certification, compensation, and incentives

20 minutes

1. 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 or lack of money may make it impossible to pay volunteer teachers/community teachers
   - Teachers have no incentive to work during difficult times

2. Have participants read the short case study about IDP teachers in Colombia and comments about teachers and salaries in Handout 15.6: 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 for suggestions on how to overcome the challenges of transfer of teachers’ salaries in both cases. Ask them if they have experience addressing this challenge in their own country.

3. Mobilisation, recruitment, teacher training, and certification/compensation

40 minutes

Exercise in Teacher Recruitment and Training
Be aware that teachers in an emergency face new challenges (i.e. adapted curricula, different teaching environment, coping with psychological impact on children.). When qualified teachers are not available, it is necessary to recruit and train people who have some knowledge of the subjects to be taught and, those who, though unqualified, have some experience of teaching.

Secondary school leavers are a good example, young men and women hoping to go back to school or college. This group should be given every encouragement to teach. Firstly, it means that they will keep their minds active and, by teaching, consolidate what they know. Secondly, there is a chance that they will discover that they enjoy teaching and will want to be trained to enter the profession. Teachers never have good salaries, but many people will stay with teaching
if they can see an educational ladder ahead of them.

As a culminating exercise, tell participants that district teams will be assigned different tasks to address the needs in their districts in teacher mobilisation, training, and compensation issues. The teams will be given 30 minutes to prepare their plans.

**Assignments:**
- Group 1: Design a mobilisation and recruitment strategy for teachers and other education personnel
- Group 2: Design an interview and selection process for volunteer teachers
- Group 3: Design a training strategy for secondary teachers in literacy, numeracy and other emergency curricular areas in D1
- Group 4: Design a strategy on certification, incentives and pay for newly recruited teachers in D2
- Group 5: Design a training strategy for primary teachers in the use of school kits, literacy, numeracy and other emergency curricula.

Ensure that participants have identified the appropriate INEE Minimum Standards before beginning their assignments:

- **INEE MS - Teachers and Other Education Personnel Standards:**
  - **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 Supervision and Support:** Support and supervision mechanisms for teachers and other education personnel function effectively.

- **INEE MS - Teaching and Learning Standards:**
  - **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.

**Tasks:**
- Use all relevant handouts to aid in development of plans
- Review the information about your district from Sessions 6 and 7 and the emergency curriculum plan you developed in Session 13.
- Calculate numbers based on data from rapid education assessment.
- Present plans in chart or diagram form on chart paper.
- Be prepared to give a brief presentation in a gallery walk.
- Conduct a gallery walk, asking a reporter from each group to describe the plan

### 4. 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 coloured cards and place them on the Preparedness wall under the Teacher Mobilisation and Training sign.

2. Identify the INEE Minimum Standards that apply to teacher mobilisation and training.
HANDOUT 15.1: 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/community teachers
- 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 clusters of paraprofessional teachers
- 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, using an existing curriculum and teacher guides
- 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
  - 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
Pre-service (can be residential)
- 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 qualified teachers who can mentor and support „new” teachers in their schools.

TEACHER TRAINING AND TEACHER EDUCATION – THE DIFFERENCE

Teachers have to be trained. They can be trained before they start teaching (pre-service) or while they are teaching (in-service).

Teachers who already know (or are supposed to know) the subject are given a teacher-training course, which is typically relatively short, rarely more than a year. A teacher-training course will involve teaching practice in front of real classes in a real school. Teacher-training courses can require as much as half the trainee's time to be spent as a teacher in the classroom.

Teachers who also need to learn more about the subject they teach are said to need teacher-education courses. These courses, which are bound to be longer, can be arranged so that the teacher gets the equivalent of an academic qualification alongside the teacher's certificate.

VARIOUS 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
- 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
- In this model professionals train a strong team of facilitators, who then train a lower level, who then train an even lower level. There may even be a lower level still.
The cascade looks good but it is not appropriate for complex training. Generally much is lost at each level and since there is usually little supervision it can be unhelpful. The amount of dilution is immense.

Training with video / Peer teaching

Simply making a video of several teachers -- both good and bad -- at work and then showing the results to them, or to other teachers and trainees, in a relaxed but critical session can do wonders for improving teaching. Mannerisms are noticed. Techniques can be discussed (‘Should John have waited so long before telling the girl that she had the right answer?’). An evaluation of different techniques can be made.

Video is useful because untrained teachers, especially those who may have been badly taught themselves, may not actually know what a good lesson looks like. Video also standardises the courses given over a large area or over time.

Sometimes overlapping with micro-teaching (the teaching of small topics in short lessons) peer teaching is a useful tool, especially if linked with video work.
This general checklist can be adapted to local circumstances when interviewing to appoint teachers. The mark is out of 25.

INTERVIEWING PRIMARY SCHOOL TEACHERS

Note: In a community where people fled together there will not be a great need to see actual certificates. Otherwise, it is normally not difficult for a person with knowledge of the education system to establish what level the person actually reached.

ACADEMIC QUALIFICATION (FIVE POINTS)
Primary leaver/Grade 8 0 points
Incomplete secondary 1 point
Grade 10 (Certificate level) 2 points
Grade 12 (Diploma level) 3 points
Diploma in non-teaching subject 4 points
Degree or diploma in teaching subject 5 points

TEACHING QUALIFICATION (FIVE POINTS)
None 0 points
Short courses / emergency training 1 point
Qualification to teach secondary 2 points
Qualification to teach primary 4 points
Extra qualifications on top of 2 or 4 5 points

TEACHING EXPERIENCE (FIVE POINTS)
Teaching any class, primary or secondary - not the number of years since qualification; lecturing does not count!

<table>
<thead>
<tr>
<th>Experience</th>
<th>Points</th>
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<tbody>
<tr>
<td>None</td>
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<tr>
<td>1 year or less</td>
<td>1</td>
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<tr>
<td>2 years</td>
<td>2</td>
</tr>
<tr>
<td>4 years</td>
<td>3</td>
</tr>
<tr>
<td>5 years or more</td>
<td>4</td>
</tr>
<tr>
<td>Enhanced experience i.e. at least 3 years teaching with additional examining or inspecting or training, experience</td>
<td>5</td>
</tr>
</tbody>
</table>

INTERVIEW (TEN POINTS)

<table>
<thead>
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<tr>
<td>Standard of Language</td>
<td>0 1 2</td>
</tr>
<tr>
<td>Voice, presence</td>
<td>0 1 2</td>
</tr>
<tr>
<td>Motivation</td>
<td>0 1 2</td>
</tr>
<tr>
<td>Dynamism, energy</td>
<td>0 1 2</td>
</tr>
<tr>
<td>Overall impression</td>
<td>0 1 2</td>
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</tbody>
</table>
Note: There are many terms for volunteer teachers. This is a term used by 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 programme 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 programmes that involve children and youth at all levels of implementation
- Flexibility along with a team player attitude
- Local language skills required.
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
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 lists you make 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 transferring 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. Work to have teacher trainings validated and certified by the education authorities for future accreditation for non-certified teachers.

Case Study:
Salaries for teachers in Colombia are allocated to the teachers’ province of origin. Therefore, one of the difficulties faced by internally displaced teachers is that it takes a long time to have their salaries transferred to a temporary area, even if there is a need for teachers in those areas.
SPARK PROGRAMME (ZAMBIA): TEACHERS TRAINED, SYLLABUS ACCELERATED

Tragically in some countries the teaching force is badly depleted by AIDS, a good example of a slow emergency. The Spark programme in Zambia took secondary school-leavers and trained them as emergency teachers in the community schools. With the training focussing on teamwork they (both young men and women) got enthusiastic and worked very hard, even inventing new techniques. Many remained as teachers.

Why were they needed? What was the emergency? In Zambia, in the late nineties, a new problem started arising. The AIDS epidemic killed not only parents but also active teachers. The teachers were dying faster than new ones could be trained.

Simultaneously, the need to handle large numbers of children of AIDS-affected families, orphans or simply impoverised, who had become the poorest of the poor and could not afford to stay for 9 years in the government system (even though it was not especially costly) meant that new solutions had to be found. Solutions which could quickly give them a basic education and allow them to cross back to the formal system if things got better.

The Catholic Church set up „community schools” in churches, and halls, (and in one case in a night club in Lusaka) which took in any children and had minimal resources.

A programme was developed to train secondary school leavers as emergency teachers for these schools. These teachers were paid little, but with a mixture of willingness and lack of other employment they turned out to be very enthusiastic and innovative.

An additional element was the creation of a new primary scheme of work, through which primary school could be completed in four years. The teachers were trained on this and contributed a great deal to its evolution. From the onset, the scheme of work and the training were based on surveys of the parents, guardians and pupils about what they considered important to learn. For instance, uneducated parents wanted their children to be able to communicate with the government more than almost any other things, so letter writing and oral English were strengthened. Learning lessons from the School in a Box, the emergency training was eventually linked with the provision of school kits for the community schools and the whole was referred to as the Zedukit.

TEACHER ASSISTANCE COURSE, SUDAN

In Khartoum the Sudan Open Learning Unit provided a self-help course for teachers in the camps for displaced people. On this „Teacher Assistance Course”, the basics which a teacher needs are broken down into forty short (8-page or 10-page) modules for self-study, with topics such as „How to Start and End a Lesson” and „Understanding the Level of the Learner”. The modules can be studied by one teacher alone, but it is recommended that they should be studied in groups once a week. Where possible a trained teacher should be part of the group.

The modules may be used out of sequence, and they may be taken one by one.
Case Study:
We should not forget that the best way of supporting education efficiently is to support the teachers.
In a school in Southern Sudan the manager could not afford to raise the salaries provided by the government but from a very small school fee, made sure that each teacher had his own desk and chair in the staffroom, had enough books, pens and equipment, had lamps (and later a bicycle).
The timetable was re-done to allow a free day (necessary for “following up” so many bureaucratic things) and finally there was a simple loan and insurance system in place based on small compulsory deductions from their salaries, small as they were.
The result was a great loyalty from the teachers and a great increase in their efficiency.
### Preparedness Actions for Mobilisation and Training of Teachers and Other Education Personnel

- Map capacity of sector/cluster at national and local levels to recruit and mobilise teaching personnel, including establishment of a database of retired teachers, local NGO facilitators, etc.
- Identify, localise, adapt and translate teacher training materials and safeguard/pre-position for use in emergency-prone areas
- Advocate for policies on validation and certification of emergency education teaching personnel prior to an emergency, including for teachers from refugee populations
- Prepare job descriptions and codes of conduct in advance with MoE
- Identify teacher training design options and include in contingency plans
- Include emergency education preparedness and response in pre-service and in-service training for teachers in collaboration with relevant MoE bodies

### Response Actions for Mobilisation and Training of Teachers and Other Education Personnel

- Estimate the number of teaching staff required based on needs assessment data
- Ensure funding where appropriate for NGOs and other implementing partners for training of experienced teachers as well as para-professionals and facilitators with MoE
- Support MoE to create job descriptions and selection committees for rapid recruitment and deployment of additional teachers
- Design teacher training strategy with MoE in collaboration with affected community, including curriculum and teacher guides to be used. Consider a cascade training approach if there is an urgent need to train large numbers in a short period
- Train teachers and supervisors to collect and update information on all children’s access, attendance and education progress
- With sector/cluster leaders at national and local levels, mobilise trained teachers as leaders of clusters of paraprofessional teachers/facilitators, and older children or adolescents to assist in facilitating activities for younger children
- Train teachers/education personnel on use of education kits if they are being used; psychosocial support and gender sensitivity; materials on 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
- Ensure that there are codes of conduct and compensation mechanisms for teachers
- Ensure that teaching personnel receive credit for training received during emergency and that processes are put in place for future certification
# Temporary Learning Spaces

**Module Outline**

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## Learning Objectives

1. State the purpose and benefits of temporary learning spaces in meeting the needs of children and communities in an emergency context.

2. Apply the principles of child friendly spaces in designing a temporary learning space, including where practical community participation in the design and site location.

3. Identify the human and material resource needs of temporary learning spaces, including education supplies and physical structures.

4. Plan and design a temporary learning space, including appropriate structures, choosing location, establishing capacity, for different age groups (from ECD through to adolescent and youth needs).

5. Address safety, protection and WASH needs in temporary learning spaces.

## Key Messages

Assessments should inform where, when, and how to establish temporary learning spaces. Guidelines should be followed in establishing, maintaining and supporting them.

Temporary learning spaces are often established using local resources and labour with community participation. Other alternatives should be explored when local resources are not available or inappropriate for the context.

Temporary learning spaces may be required to 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 youth, and other sectors including WASH, protection, health, shelter, and nutrition.
Method:
- Slide presentation, group work including design and drawing, gallery walk

Material needed:
- Module 16 slide presentation
- Lists of emergency education supplies, including school kits and ECD kits
- Handout 16.1: How to Set up a Child-Friendly Space
- Handout 16.2: Temporary Learning Space Planning
- Handout 16.3: Preparedness and response actions for temporary learning spaces
- Role Cards for WASH and Child Protection sector representatives
- IDP and Host Community Affected Children Data: Rapid Education Assessment - 3 Weeks after Onset (from Session 8)

Preparation for this module:
- Make sure there are 5-7 flip charts and other supplies available
- Ask colleagues from the WASH and child protection sectors/clusters to participate in the session or assign roles for WASH and child protection representatives to two participants

WCAR CD:
- TarpaTent Guidelines – Madagascar
- Child Friendly Spaces in Emergencies – SC
1. **Session 16 slide presentation and introduction to temporary learning spaces**

   **40 minutes**

1. Tell participants that they will now address the planning, design and establishment of temporary learning spaces to respond to the emergency in Momaland. 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 slide and summarise 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. What criteria would they use to identify sites for temporary learning spaces, and considering the facts of the Momaland emergency? 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, dust, noise and disturbance
   - At a distance from main roads and distribution points and 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 programme), 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)
   - Location agreed in consultation with local community

6. The Sphere Standards outline guidelines that 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 16.1: How to Set up a Temporary Learning Space for this list.
Sphere Standards for Water and Sanitation – Some key points:

1. Access to safe drinking water
2. Access to water to wash hands after defecation and before eating or preparing food
3. Water point drainage is well planned, built and maintained
4. Separate toilets latrines for girls and boys and sited to minimise threats to users and offer a degree of privacy
5. For schools 1 latrine to 30 girls and 1 latrine to 60 boys (including urinals)
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
7. Pit latrines are at least 30 metres from any groundwater source that is used and should be built downhill from any water supply
8. In malarial environments mosquito control is undertaken such as good drainage, covering pit latrines, covering open wells, etc.
9. Access to solid waste disposal, i.e. refuse containers or clearly marked and fenced refuse pits, etc.
10. Shelters, paths and water and sanitation facilities are not flooded

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:

1. Provide access to all-inclusive, integrated basic services that help ensure children’s right to survival, development, participation and protection.
2. Focus on children’s overall wellbeing including their education, health, and protection, social and emotional wellbeing
3. Creates a network and harnesses local capacity that promotes psychosocial wellbeing
4. Aims to provide a secure environment that is family focused and community based
5. Provide targeted programmes for preschool, primary school aged children, youth and parents

8. Show the slide of a diagram of the example temporary learning space from Turkey after the earthquake. Ask participants:
   - What structures are included?
   - What is protective and supportive of children and women in this design?
   - What services are included?
   - What is missing? (Latrines)

2. Planning and designing temporary learning spaces

45 minutes

Exercise in Planning and Designing Temporary Learning Spaces

1. Tell participants that they will now engage in planning and designing temporary learning space for the displaced children in the Momaland flood or any other locally known emergency.

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 address not only 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** roughly 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 temporary learning space
   - Involvement of community, including organisations, children, etc.

   **After the design the plan will be given to a professional architect.**

5. Participants can use the handouts to assist them in their planning.
   - Handout 16.1: How to Set up a Child Friendly Space
   - Handout 16.2: Temporary Learning Space Planning

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

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

   - **INEE MS Access and Learning Environment Standards:**
     - 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.

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.
3. Gallery walk and plenary discussion

20 minutes

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

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?*
- *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 – who and in what areas?*
- *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? What is your plan B?*

4. Preparedness reflection

5 minutes

1. Conclude by asking participants what the implications are for planning for temporary learning spaces BEFORE AN EMERGENCY. 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 Coloured cards and place them on the Preparedness wall under the Temporary Learning Spaces sign.
## 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 cleared of harmful objects, such as UXOs, sharp metals and glass, shade and protection against wind, rain and dust
- away from main roads and distribution points
- away from stagnant water, polluted drainage sites
- away from military zones
- 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 for volunteers (education personnel, parents, peer educators, etc)
- Ensure communication channels are established and accessible
- Provide security briefing to staff
- Ensure that staff know and adhere to code of conduct

## Provision of child-friendly activities
- Conduct a variety of programmes 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
Programming for adolescents and youth

- Organise daily schedules with a variety of play activities, including arts, recreation and learning activities. Ensure that active play and quiet time are scheduled.
- If appropriate, organise separate activity places for a variety of experiences. Ensure that the activities meet the psychosocial needs of children.

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 and 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 pit latrines, covering open wells, etc
- Access to solid waste disposal, i.e. refuse containers or clearly marked and fenced refuse pits, etc
- Shelters, paths and water and sanitation facilities are not flooded
## Handout 16.2: Temporary Learning 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>
<tbody>
<tr>
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</tr>
</tbody>
</table>
**HANDOUT 16.2: Preparedness and response actions for temporary learning spaces**

<table>
<thead>
<tr>
<th>Preparedness Actions for Temporary Learning Spaces</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Ensure that pre-crisis baseline data is collected on number and location of schools and number of teachers and students in areas vulnerable to likely emergencies</td>
</tr>
<tr>
<td>□ Consider model designs for temporary learning spaces with community input in consensus with MoE and all emergency education partners</td>
</tr>
<tr>
<td>□ Based on likely emergency scenarios, determine essential supplies needed for temporary learning spaces, including weather appropriate tents, tarpaulins, local building materials, and determine options for procurement</td>
</tr>
<tr>
<td>□ Determine availability of stockpiled supplies with other sectors and agencies and consider pre-positioning or stand-by agreements</td>
</tr>
<tr>
<td>□ Agree on minimum standards for WASH and protection for temporary learning spaces in collaboration with WASH and protection sectors/clusters ensuring they are education specific to location/context</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Response Actions for Temporary Learning Spaces</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Determine site location criteria for temporary learning spaces, ensuring safety and security, ensuring protection against weather, noise, main roads and away from stagnant water and upstream from latrines</td>
</tr>
<tr>
<td>□ With community participation including teachers and learners, plan sites and designs preserving previous social arrangements to the extent possible</td>
</tr>
<tr>
<td>□ Consider alternative shelters such as churches, markets, homes, and other buildings if available, and salvage building materials from damaged school buildings where possible</td>
</tr>
<tr>
<td>□ Plan sites according to child friendly criteria, and integrating services with other sectors, such as WASH, protection, shelter and mother support</td>
</tr>
<tr>
<td>□ Determine essential supplies needed including weather appropriate tents, tarpaulins, blackboards, and ensure timely procurement</td>
</tr>
<tr>
<td>□ Ensure local community is involved in training, designing, building, erecting and maintaining temporary learning spaces</td>
</tr>
<tr>
<td>□ Collaborate with child protection and WASH to ensure that temporary learning spaces have adequate water, sanitation and hygiene facilities and supplies according to the agreed standards, and that they are designed to protect children against abuse</td>
</tr>
</tbody>
</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.
- The WASH priority is water for households, not temporary learning spaces or schools.
- 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 4 weeks for the drilling rig to reach D3 and then at least 2 months to drill holes for the community in the affected villages.
  - 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 water filters) will need to be used otherwise water-borne diseases such as cholera will mostly likely occur.
  - Prior to the floods only approx. 50% of the households in all 3 Districts were using pit latrines. Many of the pits are still usable; however; the structures above ground have been destroyed.
  - 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 makeshift 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 „sex 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 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.
<table>
<thead>
<tr>
<th>District 1</th>
<th># primary schools occupied by IDPs</th>
<th># host community primary students not at school due to IDP occupation</th>
<th># of schools damaged or destroyed</th>
<th># IDP children age 3-5</th>
<th># of IDP children age 6-12</th>
<th># of IDP children age 13-17</th>
</tr>
</thead>
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<tr>
<td>Zone 1</td>
<td>8</td>
<td>4000</td>
<td>7</td>
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<td>3500</td>
<td>6000</td>
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<td>6000</td>
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<tr>
<td>Zone 3</td>
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<td>2000</td>
<td>3600</td>
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<td>3</td>
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<td>1700</td>
</tr>
<tr>
<td>Zone 5</td>
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<td>0</td>
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<td>1700</td>
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<tr>
<td>Totals</td>
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<td>13,800</td>
<td>24</td>
<td>1</td>
<td>9500</td>
<td>19,000</td>
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<table>
<thead>
<tr>
<th>District 2</th>
<th># primary schools occupied by IDPs</th>
<th># host community primary students not at school due to IDP occupation</th>
<th># of schools damaged or destroyed</th>
<th># IDP children age 3-5</th>
<th># of IDP children age 6-12</th>
<th># of IDP children age 13-17</th>
</tr>
</thead>
<tbody>
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<td>1000</td>
<td>1200</td>
</tr>
<tr>
<td>Zone 4</td>
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<td>2</td>
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<td>1000</td>
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<tr>
<td>Totals</td>
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<td>10</td>
<td>1</td>
<td>6000</td>
<td>12,000</td>
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<table>
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<th>District 3</th>
<th># primary schools occupied by IDPs</th>
<th># host community primary students not at school due to IDP occupation</th>
<th># of schools damaged or destroyed</th>
<th># IDP children age 3-5</th>
<th># of IDP children age 6-12</th>
<th># of IDP children age 13-17</th>
</tr>
</thead>
<tbody>
<tr>
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<td>800</td>
<td>2400</td>
</tr>
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<td>1</td>
<td>0</td>
<td>600</td>
<td>800</td>
</tr>
<tr>
<td>Zone 3</td>
<td>1</td>
<td>400</td>
<td>0</td>
<td>0</td>
<td>400</td>
<td>800</td>
</tr>
<tr>
<td>Totals</td>
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<td>2000</td>
<td>1</td>
<td>0</td>
<td>2000</td>
<td>4000</td>
</tr>
<tr>
<td>TOTALS</td>
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<td>24,600</td>
<td>35</td>
<td>2</td>
<td>17,500</td>
<td>35,000</td>
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</tbody>
</table>
Disaster Risk Reduction in Education

Module Outline

<table>
<thead>
<tr>
<th>Contents</th>
<th>Minutes</th>
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<tbody>
<tr>
<td>1. Video on earthquake-affected schools in China and brainstorming what DRR means in plenary</td>
<td>10</td>
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<tr>
<td>2. DRR and the Hyogo Framework for Action</td>
<td>15</td>
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<tr>
<td>3. Designing DRR interventions for education at school, community and sector levels</td>
<td>30</td>
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<tr>
<td>4. Preparedness reflection</td>
<td>5</td>
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Learning Objectives

1. Understand 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 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.

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 and 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.
Method:
- Plenary discussion, presentation, group work

Material needed:
- Module 17 slide presentation

Preparation for this module:
- Film Clip from China
- Handout 17.1: School Disaster Reduction and Readiness Checklist
- Handout 17.2: DRR and Education – Examples of Good Practice
- Handout 17.3: Preparedness actions for disaster risk reduction

WCAR 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
- Safe Schools in Safe Territories
1. What does Disaster Risk Reduction mean to you?

10 minutes

1. Play the film clip from the China earthquake on the following link: [Note: Download it before the session!]
   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 17 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

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.

2. 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

3. Provide some examples of DRR activities in other sectors such as:
   - financial support through cash transfers;
   - building dams and flood levies;
   - construction of disaster-resistant infrastructures
   - Building capacity of Disaster Management Committees at district and community levels.

4. 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 wiping out years of development gains

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.

5. **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.

6. **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 resumption of normal education. 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.

7. 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

8. 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
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.

3. 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.

4. 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.

5. 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 coloured cards and place them under appropriate posters on the Preparedness wall (can apply to all of the technical components).
HANDOUT 17.1: School Disaster Reduction and Readiness Checklist

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 and understanding in advance of emergency situations.

☐ 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 for doing so.

☐ We have insurance coverage to pool economic risks.

Risk RED: Risk Reduction Education for Disasters
www.riskred.org
**PHYSICAL PROTECTION**

- 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.

- The building has been checked by local fire department for fire safety.

- If our school required repair or retrofit, this has been completed without minimal disruption of education.

- We practice preventative maintenance on our buildings, protecting them from damp and other damage, and repairing damage when it occurs.

- **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.

- **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.

- 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.

- We have limited, isolated, and secured any hazardous materials to prevent spill or release.

- We have off-site back-up of critical information, including student emergency contacts and release permissions.

- 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.

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**RESPONSE CAPACITY: SUPPLIES & SKILLS**

- 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.

- 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.

- We have emergency supplies for students and staff to last for at least the first 72 hours (including at least 12 liters 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).

- We have identified resources for psychosocial support if needed.

- We have plans to use our resources for mutual aid and to support local community response.

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Risk RED: Risk Reduction Education for Disasters

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 Goal2 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.
- Implement a systematic plan to retrofit and/or repair existing schools to meet minimum standards for life safety in the event of known or expected hazards. Demolish unsafe irreparable school buildings and replace them.
- Implement routine checks to ensure schools adhere to minimum standards and safety measures are not undermined.

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.
- Schools 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 programmes 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, a concerted was undertaken to integrate disaster risk reduction into the school curriculum and train teachers for its implementation. The development of child-centred and practical skills curriculum and a strategy for reaching faculty of the National College of Education will lead to 6,000 teachers trained have 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 programme 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. It 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, local NGO Sustainable Development Resource Centre worked with ten local non-governmental schools, training students and teachers participated in school contingency planning for disaster risk reduction, and tested learning materials.
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. "Protection of Educational Buildings against Earthquakes"

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.
Preparedness Actions for Disaster Risk Reduction

- Implement school disaster risk reduction plan at the individual school level, involving the whole school community, setting milestones and taking action steps to achieve risk reduction and response preparedness.
- Communicate and coordinate with education authorities to support school safety initiatives such as conducting school drills and school-level risk assessments, provision of first aid materials, establishment of early warning communication mechanisms and general awareness raising on potential hazards and how to react to them with learners, teachers and communities.
- At national policy level, implement policies on school retrofitting, construction and design that mitigate potential impacts of likely emergencies in vulnerable regions. Ensure that new schools are designed and site planning is according to risk reduction principles, and support retrofit of existing schools in disaster-prone areas.
- Advocate for inclusion of disaster risk reduction in the national school curriculum and teacher training programmes.
- Ensure that children are encouraged and facilitated to participate in disaster risk reduction efforts as agents of risk reduction within their communities.
- Facilitate coordination between development and humanitarian partners, and their corresponding national counterparts, to plan and budget for disaster risk reduction in education as a long-term strategy to prevent loss of lives and safeguard education.
## Transition and Recovery: Resumption of Normal Education

### Module Outline

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### Learning Objectives

1. Design a plan for resumption of normal education.
2. Identify strategies for reintegrating students affected by the emergency, including back-to-school and go-to-school campaigns.
3. Understand need for record-keeping, respect of examinations and other issues of certification.
4. Identify strategies for reintegrating teachers.
5. Discuss if anything introduced in the emergency should be retained.

### Key Messages

- 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.
Method:
- Presentation, case studies in resumption of normal education, group planning

Material needed:
- Module 18 slide presentation
- Handout 18.1: Case Studies in Back-to-School and Go-to-School Campaigns
- Handout 18.2: Student Reintegration: Policy Recommendations on Certification and Learning
- Attainments of IDP and Refugee Children
- Handout 18.3: Reintegration of Teachers
- Scenario: Resumption of Normal Education in Momaland: Five Months after Onset
- Handout 18.5: Catch-up (Bridging and Acceleration)
- Handout 18.6: Preparedness and response actions for resumption of formal education

Preparation for this module:
- Duplicate Momaland scenario
1. **Elements of the resumption of normal education**

30 minutes

1. Explain that in addition to the rehabilitation and construction of schools, the recovery phase of emergency education involves interrelated elements that contribute to the resumption of normal education:
   - 1) Back-to-school campaigns
   - 2) Reintegration of students
   - 3) Reintegration of teachers
   - 4) Maintaining continuity

2. 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. However it is important to be aware that funding may sharply diminish after an emergency is over.

3. Review the back-to-school campaign case studies briefly. Ask participants to look at Handout 18.1: Case Studies in Back to School and Go to School Programmes. Ask participants to identify what is necessary to implement these campaigns.

4. Explain that another element of resumption of normal 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 similar issues and how they have dealt with them in their own countries.

6. Refer to Handout 18.2: 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 re integrating 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. Participants 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 normal methodologies and programmes 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

Refer participants to Handout 18.3: Reintegration of Teachers for a list of issues and needs related to teacher reintegration.

### 2. Developing a strategy for resumption of normal education in Momaland

**40 minutes**

1. Explain that the district teams will now have an opportunity to develop a strategy for the resumption of normal education in Momaland.

2. Distribute the Scenario: Resumption of Normal Education in Momaland: 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 villages in D1, D2 and D3.
   - Most of the damaged schools have been sufficiently repaired to restart normal 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 Normal Education**

1. Districts are to work in their district teams to develop a plan for one element of resumption of normal education in Momaland.
Assignments are as follows:
- Group 1: D1: Back to school campaign
- Group 2: D1: Post emergency curriculum
- Group 3: D2: Reintegrating students
- Group 4: D2: Reintegrating students
- Group 5: D3: Reintegrating teachers
- Group 6: D3: Reintegration of students

Ask participants to identify and apply the appropriate INEE Minimum Standards, such as:

- **INEE MS - Teachers and Other Education Personnel Standards:**
  - **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, follow a code of conduct and are appropriately compensated.
  - **Standard 3: Support and Supervision:** Support and supervision mechanisms for teachers and other education personnel function effectively.

- **INEE MS - Teaching and Learning Standards:**
  - **Standard 1: Curricula:** Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular emergency.
  - **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

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

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 normal education and what activities should be implemented in advance.

2. Ask participants to record ideas on cards and place them on the Preparedness wall under the Resumption of Normal Education sign.
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.

Ivory Coast
The socio-political crisis affecting Ivory Coast for the past seven years has resulted in the degradation of educational infrastructures. The division of the country between the government-controlled south and the Forces Nouvelles controlled north, with UN peacekeepers patrolling a buffer zones in between, resulting in a tenuous situation. Thousands have fled their homes, most taking refuge in government-controlled areas, overwhelming the health and education services available. A Back-to-School campaign held at the end of 2006-early 2007 promoted the return to school of over 686,000 children, including over 282,800 girls. This is compared to an estimated 149,000 children enrolled in 2005, including 60,000 girls. Special provision was made for accelerated learning.

Angola
Nearly 30 years of civil war led to large population displacement and the collapse of health and education infrastructures, leaving 44% of Angola’s children out of school. School buildings were destroyed and teachers fled because of the insecurity. In early 2003, Angola’s Ministry of Education and UNICEF launched a Back-to-School campaign in two of Angola’s 18 provinces. In the UNICEF supported provinces, 4600 classrooms were rehabilitated. The initiative was later expanded to cover the entire country. The campaign also succeeded in mobilising the Ministry of Education to recruit an additional 29,000 teachers.

Home from Juba
After years of applying for permission, it suddenly became possible for nearly three thousand Ugandan refugees in Juba, South Sudan, to return to Uganda in 1992. As they lined up to board the planes at Juba airport, the Sudanese security officers went through all their possession and removed every document that referred to their time (usually over ten years) in Sudan. They particularly picked out the school certificates, which they destroyed on the spot, shouting: “If you do not want to stay here, you won’t need these.”

In Uganda when the first arrivals reported that this was happening, an advocacy group requested UNHCR to radio to Juba and arrange for the returnees to deposit all their certificates in the UNHCR office before going to the airport, so they could be sent later in a diplomatic bag.

It was not done. The result? Several years of disruption for these students, who were unable to prove what level they had reached and were unable to compete with Ugandans at home for the very limited school opportunities.

What do we learn? When the returning is taking place, the following should take place:
* Every one who was at school should be given a transcript, detailing where they have reached in education.
* Teachers should be given transcripts of their service and training.

Echo Bravo 2009
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 (promotion) formal evaluation or access to examinations.

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.
Certification Issues
- A major part of achieving sustainability of education programmes 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)
Scenario: Resumption of Normal Education in Momaland: Five Months after Onset

It is five months after the floods. Nearly 70% of the displaced families are in the process of returning to their villages in D1, D2 and D3. The school repair and construction programme will take well over a year to implement. However, most of the damaged schools have been sufficiently repaired to restart formal schooling though some are still not in good condition. 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 normal education.

1. Lack of teachers
There is a shortage of qualified teachers to teach in the camp schools and in D1 and D3. Local education authorities and NGOs are having a hard time recruiting enough teachers. Most of the IDP teachers are returning home and are beginning to work in their former schools. However, some 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. Girls’ access to education
There has been some attempt by the district education authorities, with strong advocacy from sector partners, to start community mobilisation to increase the number of girls attending primary school. This modest effort is expected to result in a 5% increase in girl’s enrolment in D1 and D2. Two of the challenges now are to (a) meet and exceed this number, (b) keep girls in school once they are enrolled, and (c) ensure that primary school age girls who are not in school gain access.

3. Relevant education for youth
Little funding has been made available for the youth population from the affected areas. Secondary schools do exist; however, in many ways this is not such a problem in D1, D2 and D3, as many of the youth who would normally be in secondary school are only in mid-primary. During the emergency response phase, some separate intensive classes were initiated and, for those attending with positive results. For these over-age students there is a need to get them to enrol and stay in school, but many are not interested in attending school 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. Two of the challenges are to (a) ensure education is relevant to youth and overage students and addresses their current and future needs, and (b) increase access and support to out-of-school youth.

4. 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 D1 that were attending school before the flood 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.

5. Student dropouts and out-of-school-children
A large number of children, especially youth, are not in school. Many youth have sought work in the main villages, especially in D1, or the provincial capital to help support either their families or themselves. Overall, the migration to the provincial capital and D1 since the flood has noticeably increased. In parts of D2 and D3, about 20% if primary level students have not returned to school as normal education has been restarted. A significant amount of farmland was damaged by the floods and parents have children at home, either to take care of younger siblings or to help with replanting. 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.
What do we mean by alternative or accelerated education?

Several countries now have alternative systems of Basic Education which claim to provide a sufficient education; they also enable the child or student to join a later class in the conventional primary school.

They try to help children to „catch-up” and are often use a compressed (shortened) syllabus. The word „accelerated” is used when the course is substantially shorter than the new one, for instance doing the equivalent of two years in one.

They are usually for children or youth who are starting school too late or for people who are too old to sit in normal classes or to spend several years repeating the whole of the primary school.

They are sometimes called „bridging” classes, though this term also refers to classes which are designed to allow a transition from one system to another or one cycle to another, such as the numerous „Class Zeros” set up to prepare refugees for a secondary school in a new language.

In the LRA-affected part of Northern Uganda, the on-going conflict has caused massive population movement from the traditional dispersed compound pattern into very constricting camps guarded by a not always well-behaved government military and official militia.

Normal primary school has resumed in these camps. However in many camps there is a significant number (now growing as peace seems to be coming) of 'boys' and 'girls' who were abducted into the rebel army and managed one way or another to return. Many of the girls have small babies and/or are pregnant.

Echo Bravo with the help of the primary schools provides accelerated education (3 or 4 years of primary instead of 7) in the afternoons for these returning young people. Echo Bravo works with War Child Holland on this and hopes soon to expand to resource centre based skills training in another displaced area nearer the Sudan border.

The programme has been successful at different levels. The crucial factors have been:
- Hosting by the primary schools (often the same headmistress will supervise the afternoon group).
- The provision of baby-sitting at the school.
- The huge attendance by the former abductees, usually with a majority of girls, which put paid to any doubts about whether they wanted to finish their primary schools or not.
A further group which would benefit from being targeted for training is young mothers who have not been able to pursue further education, either because of early marriage or because of pregnancy (or both).
Case Study: 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.

Source: UNICEF OPT

Case Study: Eritrea

Education is almost always identified by refugees or displaced people 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. In Eritrea in the late 1980s, classes were often held under trees, in caves or in camouflaged huts built from sticks and foliage.

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.


Case Study: Distance Education in Sudan

A distance education programme targeting refugees and urban displaced between the ages of fourteen and thirty was set up in Sudan in the 1980s. Assistance from the International Extension College in Britain helped to establish The Sudan Open Learning Unit * in Khartoum that produced all the materials. Full lower secondary courses were made available in English, math, biology, physics and chemistry comprising thirty self-study modules. A primary health care course was also available for health care trainers. Students could meet with tutors and study together at regional study centres.

* Later SOLO, the Sudan Open learning Organisation

Source: Annie Foster AED in “From Emergency To Empowerment”
HANDOUT 18.6: Preparedness and response actions for resumption of formal education

**Preparedness Actions for Resumption of Formal Education**

- Establish/strengthen MoE policies and mechanisms for teacher recruitment, compensation and certification prior to an emergency
- As part of regular programming, implement strategies to recruit, train and certify more female teachers
- Address needs of socially excluded groups in the development context, which will provide a foundation for reintegration of students in emergency contexts
- Become familiar with curriculum materials and strategies for student reintegration, including accelerated learning programmes; vocational, distance and non-formal education curricula, and curricula and programmes for special needs students and former combatants (if applicable)
- Become familiar with strategies for Back to School and Welcome to School campaigns
- Create mechanisms for provision of textbooks and uniforms to facilitate resumption of education (local procurement processes, stand-by agreements, pre-positioning, etc)
- Ensure MoE policies for validation of training for education personnel during emergencies and mechanism for additional training opportunities and certification post-emergency, including for teachers from refugee communities
- Where displaced students are integrating or reintegrating into education systems, support MoE to develop clear policy guidance related to the equivalency of curricula, programmes, and examinations

**Response Actions for Resumption of Formal Education**

- Conduct Back to School and Welcome to School campaigns with community level leadership to ensure that students return to school and non-school going children enrol in school during the recovery phase
- Ensure development or provision of curricular materials including accelerated education, vocational education and non-formal education, which also address the needs of children with special needs and former combatants
- Ensure that OVC have equal access to education after emergencies through financial, psychosocial, health, nutrition and community support services
- Ensure provision of textbooks, uniforms and other education and recreation materials to facilitate resumption of formal education
- Ensure that teachers recruited and trained during emergencies have an opportunity for additional training and certification, including teachers from refugee communities
- Implement policies that ensure 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.
# Rehabilitation and Construction of Schools

## Training Facilitation Module Outline

<table>
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<th>Contents</th>
<th>Minutes</th>
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<td>1. Role of government, donors, agencies and communities in the rehabilitation and construction of schools</td>
<td>30</td>
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<tr>
<td>2. Developing a plan to implement school repair and construction</td>
<td>35</td>
</tr>
<tr>
<td>3. Preparedness reflection</td>
<td>5</td>
</tr>
</tbody>
</table>

## Learning Objectives

1. Discuss and assess the roles of the government and education partners in the rehabilitation and construction of schools in emergencies

2. Identify the purpose, content and logistics of a school damage assessment and roles of agencies in supporting the MoE to conduct assessments

3. Identify appropriate standards for school repair and reconstruction, including community involvement, use of local materials, application of child friendly principles, cost effectiveness, and application of disaster risk reduction/mitigation principles

## 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.

Donors can provide technical support as well as funding, but it is critical that the education sector work closely with donors in damage assessments and planning in order to incorporate community and child friendly inputs.

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.
Method:
- Presentation, case study, group work

Material needed:
- Laptop, projector, screen, flipcharts, markers
- Handout 19.1: Case Study: School Repair and Construction in South Sudan
- Handout 19.2: Roles of Stakeholders in School Repair and Construction
- Handout 19.3: School Design and Building Standards
- Handout 19.4: Sample Flow Chart in Prioritising and Assessing School Retrofit Projects
- Handout 19.5: Developing a Plan to Implement School Repair and Construction
- Handout 19.6: Preparedness and response actions for rehabilitation and construction of schools

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

WCAR CD:
- Guidance notes on Safer School Construction – INEE
- Child Friendly Hygiene and Sanitation Facilities in Schools
- Child Friendly Schools Checklist
1. Role of government, donors, agencies and communities in the rehabilitation and construction of schools

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 the slide presentation of the case study of school repair and construction in South Sudan. Ask participants to take out Handout 19.1: Case Study: School Construction in South Sudan.

Exercise in Identifying Roles of Stakeholders

1. Have participants work at their tables in groups of 3 and give them 10 minutes to complete the information on the chart provided. If there was not sufficient information on the slide presentation to respond, they should note that.

2. In plenary, ask participants to identify the roles of the stakeholders:
   - Ministry of Education
   - Local education authorities
   - UNICEF and other UN agencies
   - International NGOs
   - Contractors
   - Local communities
   - Donors

3. Explain that while UNICEF played a major role in the South Sudan 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(ies) have the capacity to receive donor funding directly and manage large scale construction projects?

4. 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

5. Discuss the following questions related to the South Sudan case study:
   - How were communities involved? What were the benefits?
   - How did the different organisational structures enable communities to be involved?
   - How should donors be involved in the implementation of rehabilitation and construction programs?

Point out that donors can play a significant role in decisions that will affect how education is delivered in communities.

6. Give the example of the Pakistan earthquake and show the accompanying slide. 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. UNICEF’s role was to incorporate a human needs assessment in addition to structural damage assessment. This type of assessment addressed:
   - Child focused needs
   - Community needs, including decisions about school placement
   - Needs for physically disabled
7. Return to the South Sudan case study to address standards and design. Ask participants:
   - What standards were implemented?
   - What design elements were incorporated into the schools?
   - Is there anything you would recommend that was left out of the design and standards?

8. Tell participants to look at Handout 19.3: School Design and Building Standards. Ask them if they have anything to add to the list of standards and design elements.

2. Developing a plan to implement school repair and construction

35 minutes

Plenary (10 minutes)

1. Tell participants that they will have an opportunity to develop a plan for school repair and construction in their districts in Momaland. Before they do they need to address the process of damage assessment.

2. Refer participants to Handout 19.4: Sample Flow Chart in Prioritising and Assessing School Retrofit Projects and show the corresponding slide of the chart.

3. 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”.

4. Review the flow chart.

5. 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?

(25 minutes)

Exercise in School Rehabilitation and Construction

1. Participants will work in their district teams to develop plans for their districts. Beforehand, remind them to apply the appropriate INEE MS:

   - **INEE MS Access and Learning Environment Standards:**
     - **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.

   - **INEE MS - Foundational Standards**
     - **Community Participation Standard 2 Resources:** Community resources are identified, mobilised and used to implement age-appropriate learning opportunities.
Using Handout 15.5: Developing a Plan to Implement School Repair and Construction, groups should do the following:

1) Determine the numbers of schools that need to be rebuilt or repaired, based on data from the rapid education assessment.

2) Use the chart to identify which agencies are responsible for which activity listed on the chart. They can add or change activities based on what they think is required to repair and construct schools.

3) Identify a time line for the activities.

They can also use Handout 19.2: Roles of Stakeholders in School Repair and Construction, to help them determine responsibilities. They should consider INEE MS standards as appropriate.

2. Debrief the activity with the following discussion questions:
   - How long will it take to complete repair and reconstruction?
   - Who is in charge of the process? What is the role of UNICEF, Save the Children and other agencies?
   - What is the role of communities?
   - Assuming it will take some time to complete the process, how can your districts begin formal education activities during construction?

What are some challenges in completing the plans you’ve made? How can your district overcome them?

3. 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 coloured cards and place them under the School Rehabilitation and Construction sign on the Preparedness wall
<table>
<thead>
<tr>
<th>Program Elements</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roles of stakeholders</td>
<td></td>
</tr>
<tr>
<td>Ministry of Education</td>
<td></td>
</tr>
<tr>
<td>Local education authorities</td>
<td></td>
</tr>
<tr>
<td>UNICEF and other UN agencies</td>
<td></td>
</tr>
<tr>
<td>International NGOs</td>
<td></td>
</tr>
<tr>
<td>Contractors</td>
<td></td>
</tr>
<tr>
<td>Local communities</td>
<td></td>
</tr>
<tr>
<td>Program goals</td>
<td></td>
</tr>
<tr>
<td>Building standards</td>
<td></td>
</tr>
<tr>
<td>Design</td>
<td></td>
</tr>
<tr>
<td>Training</td>
<td></td>
</tr>
<tr>
<td>Benefits to communities</td>
<td></td>
</tr>
<tr>
<td>Responsibility</td>
<td>Example governmental bodies</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Hazard assessment</td>
<td>National or local emergency or disaster management agency</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>
</tr>
<tr>
<td>Building code enforcement</td>
<td>National, regional or district, or local government</td>
</tr>
<tr>
<td>Design and construction of schools</td>
<td>Ministry or department of education, public works; regional or local government</td>
</tr>
<tr>
<td>Maintenance</td>
<td>School district, Local school</td>
</tr>
<tr>
<td>Provision or acquisition of school site</td>
<td>District or local government</td>
</tr>
<tr>
<td>Land use planning</td>
<td>Ministry or department of planning or urban and rural development</td>
</tr>
<tr>
<td>Training provision and certification of contractors and construction workers</td>
<td>Ministry or department of vocational and technical training</td>
</tr>
<tr>
<td>Training provision and certification of engineers and architects</td>
<td>Ministry or department of education,</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Financing</td>
<td>Ministry or department of education or finance, Planning Commission, Program coordination unit</td>
</tr>
<tr>
<td>School administration</td>
<td>Ministry or department of education, school boards or districts</td>
</tr>
<tr>
<td>School –Community relations</td>
<td>Ministry or department of education, school boards or districts</td>
</tr>
</tbody>
</table>
Handout 19.3: 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
HANDOUT 19.4: Sample Flow Chart for Prioritising and Assessing Retrofit Projects
(Adapted from INEE Draft Guidance Notes)

Other factors which may influence prioritisation:

- Disruption of school operations
- Available engineering analysis, design and construction expertise
- Political pressure
- School calendar, occupancy
- Age of children
- Accessibility of hazard data
- Resource mobilisation
- Type of school (public, private, etc.)
- Number of buildings and rooms
### HANDOUT 19.5: Developing a Plan to Implement School Repair and Construction

<table>
<thead>
<tr>
<th>District:</th>
<th>No of Schools to Repair</th>
<th>No of Schools to Build</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity</strong></td>
<td><strong>Who is responsible</strong></td>
<td><strong>Timeframe</strong></td>
</tr>
<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>
</tr>
<tr>
<td>Coordination of community involvement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication/coordination plan</td>
<td></td>
<td></td>
</tr>
<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>
</tr>
<tr>
<td>Training of workers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality assurance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintenance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assumptions:**

1. There is sufficient funding from donors to repair and rebuild.
2. The education authorities will lead.
3. Communities will play a key role.
HANDOUT 19.6: Preparedness and response actions for rehabilitation and construction of schools

Preparedness Actions for Rehabilitation and Construction of Schools

☐ Develop construction and retrofitting/rehabilitation standards and codes with the relevant national authorities to reduce risk of school damage in likely emergency scenarios
☐ Ensure that design standards and policies for construction, rehabilitation and retrofitting reflect child friendly principles and include water points, latrines with gender separation, solid waste disposal, have proximity to homes, adequate ventilation, etc.
☐ Incorporate community and educator involvement in design and construction standard development
☐ Establish stand-by agreements with local construction contractors

Response Actions for Rehabilitation and Construction of Schools

☐ Identify main implementing partners involved in funding construction or rehabilitation of learning spaces, classrooms, and transitional classrooms, including development banks and other donors
☐ Conduct school damage assessment and needs for rehabilitation and construction
☐ Ensure availability of funding and efficient contracting process
☐ Ensure participation of local communities in planning, designing, building, and maintenance of rehabilitation and construction projects
☐ Encourage the use of local, safe, cost effective construction materials
☐ Ensure that design standards and policies for construction, rehabilitation and retrofitting reflect child friendly principles with appropriate WASH and protection considerations which have been agreed during preparedness phase
☐ Establish monitoring systems with community participation to ensure repair and construction are implemented ensuring safety and high quality
☐ Establish maintenance protocols involving community participation
☐ Remember to “build back better”
Monitoring and Evaluation of Education in Emergencies

Module 20
Duration 120 minutes

<table>
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<th>Module Outline</th>
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<tr>
<td>2. Monitoring indicators for components of emergency response</td>
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<tr>
<td>3. Monitoring tools and logistics</td>
</tr>
<tr>
<td>4. Evaluating the impact of emergency education response</td>
</tr>
<tr>
<td>5. Preparedness reflection</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Key Messages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Define the purpose of monitoring education in emergencies.</td>
<td>Monitoring is a process of gathering information to measure whether and to what extent an intervention has achieved its objectives.</td>
</tr>
<tr>
<td>2. Identify the role of the MoE and local education authorities in monitoring how education partners can support the monitoring process.</td>
<td>Evaluation is a systematic process to determine the merit or value of an intervention.</td>
</tr>
<tr>
<td>3. Identify monitoring indicators for the components of an education in emergencies response plan and create or adapt a monitoring tool.</td>
<td>Education indicators for the components of education in emergencies outline key quantitative measures of activities and programme initiatives.</td>
</tr>
<tr>
<td>4. Identify both process and impact indicators which monitor both the impact of response and effectiveness of the cluster/coordination mechanism in place.</td>
<td>The education sector/cluster supports the MoE 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.</td>
</tr>
<tr>
<td>5. Design a monitoring plan, including who should monitor, monitoring team training, data collection, gap analysis, and programmatic adjustments based on monitoring results.</td>
<td>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.</td>
</tr>
</tbody>
</table>
Method:
- Presentation, group work

Material needed:
- Module 20 slide presentation
- Handout 20.1: Tool for Developing Monitoring Indicators
- Handout 20.1a: Alternative Exercise in Writing Monitoring Indicators
- Handout 20.2: Sample Monitoring Tools
- Handout 20.3: Monitoring Planning Tool
- Handout 20.4: Preparedness and response actions for monitoring and evaluation
- Response Planning Tool from Session 8

WCAR CD:
- Sample Monitoring Tool, Pakistan
- Sample Master Data Tool
- Indicators of Quality, Education in Emergencies, Susan Nicolai, Save the Children 2003, pp. 143-144
- Monitoring Systems for Emergency Education, INEE
1. Definition and purpose of monitoring EiE

15 minutes

1. Ask participants what „monitoring“ means. Take several responses and show the slide and review:

   **Monitoring** is 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.

2. Ask 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
   - Review quantitative and qualitative aspects of education work
   - Provide an opportunity for children, their parents, teachers and others to have a say regarding the outcomes of the project
   - 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

3. 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.

4. Ask participants:
   - Who should be responsible for monitoring emergency education programming?
   - What is the MoE’s role? What is the role of other agencies?
   - What resources are needed?
   - What is the relationship between monitoring during emergencies and the national Education Management Information System (EMIS)?

2. Monitoring indicators for components of emergency response

40 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. Indicators are a framework for systematic monitoring and evaluation. Some flexibility to adapt or develop new indicators may be necessary as new challenges are faced and more is learned about existing needs.

   Show the accompanying slides defining **indicators**:
   - An indicator is an objective way of measuring that progress is being achieved, through collecting factual information.
   - 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, capacity of governments and partners to provide education during crisis). They may sometimes only be realised after the lifetime of a project or programme.

3. Explain that groups will now return to their response plans that they began in Session 8 in order to develop indicators that will help them measure their emergency response. Have groups look at the column designated for indicators. In this column they will need to identify indicators for the activities that they have undertaken in their plans associated with the components of emergency response.

4. Give the following example of a possible activity from the Response Plan:
   Deploy 200 ECD kits to D1 Zone 1 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 D1Z1
   - 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?

   Note to Facilitator: Two alternative exercises developing monitoring indicators are provided. The first is based on activities participants developed in their emergency response plans for Momaland. The second provides the activities and participants are asked to write indicators for them.

(25 minutes)

Exercise in Developing Indicators
1. Tell participants that they will work in their district teams to develop some indicators for their activities in their response plans. Assign groups only one component of emergency response plan. Assign groups:
   - Temporary learning spaces, rehabilitation and construction of schools
   - Education supplies
   - Psychosocial support
   - Teacher mobilisation and training
   - Resumption of formal education

2. Instructions:
   1) Using Handout 20.1: Tool for Developing Monitoring Indicators, review the activities they wrote in their district response plans for their assigned component.
   2) Look at the corresponding sample indicators listed on the handout. Write or adapt indicators that will best measure whether they have reached their targets. They should record their indicators on chart paper as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>1. Activity</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Activity</td>
<td>Indicator</td>
</tr>
<tr>
<td></td>
<td>3. Activity</td>
<td>Indicator</td>
</tr>
</tbody>
</table>

   Give groups about 10 minutes to write 5-6 indicators.

3. Ask each group to report back on their indicators.
5. Conclude the exercise with the following questions:
   - How will the indicators you wrote allow you to measure your results?
   - If you haven’t reached your targets what will you do? How will you adjust your emergency response?

Alternative Exercise in writing indicators
1. Provide participants with Handout 20.1a.
2. Ask groups to write monitoring indicators for the activities provided on the handout.
3. Take responses from each group on the indicators they developed.
3. Monitoring tools and logistics

30 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. Ask participants to review the monitoring tools on Handout 20.2. Give them several minutes.

3. 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?

4. 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, to ensure children’s educational needs are met.
   - The MoE and local education authorities should take the lead in monitoring supported by education sector partners.
   - As well as project staff, involve project stakeholders in the process of monitoring wherever possible. For example, teachers can also be involved in the wider process of monitoring through peer mentoring and observation, community leaders should be involved in monitoring the distribution and use of materials, as well as monitoring the activities of the school committee, and children can be trained to monitor certain aspects such as student and teacher attendance.

Note to Facilitator: The following is an optional exercise.

Exercise in Developing a Monitoring Plan

1. Tell participants that in the next exercise they will outline a monitoring plan and develop a sample monitoring tool for the components they worked on in the previous exercise.

Instructions
1) Use Handout 20.2: Sample Monitoring Tools, and Handout 20.3: Monitoring Planning Tool
2) Develop a brief monitoring plan, on the worksheet provided, responding to the following:

<table>
<thead>
<tr>
<th>Monitoring Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency(ies) responsible for monitoring</td>
</tr>
<tr>
<td>Composition of monitoring team(s)</td>
</tr>
<tr>
<td>Frequency of monitoring</td>
</tr>
<tr>
<td>Data collection and collation</td>
</tr>
<tr>
<td>Gap analysis and plan revision</td>
</tr>
</tbody>
</table>

3) On chart paper block out a possible monitoring tool for the component they were assigned in the previous exercise.

4) Identify and apply the appropriate INEE MS:
2. In plenary, have groups report back on only one of the elements of the monitoring plan. Then take a brief gallery walk to review the monitoring tools.

4. Evaluating the impact of emergency education response

30 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 programmes. It usually takes place at the end of the project, although longer projects may have a mid-term evaluation in which case conclusions drawn can be used to adjust ongoing work.

   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 (male/female) 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

Emphasise that it is essential that all stakeholders, including marginalised groups, community education committees, national and local education officials, teachers and learners, are also involved in the evaluation process and that their views and observations are taken into account. This is commonly done through interviews or focus groups. While some teachers and community leaders may also be able to take part in carrying out the evaluation, it is likely that they require additional training in order to do so. This can help them develop the conceptual basis for later „ownership“ and implementation of recommendations.

3. Refer participants to the INEE MS Analysis Standards. Point out that the standard calls for a systematic and impartial evaluation.

**INEE MS - Foundational Standards: Analysis Standard 4 Evaluation: systematic and impartial evaluations improve education response activities and enhance accountability.**

Ask participants:
- Have they ever been involved in evaluation of an emergency response?
- What are the benefits?
- What resources are needed?
- What are the obstacles to having one implemented?

Underline that in order to ensure reliability of conclusions reached in the evaluation, all information received should be cross-checked. This is particularly important where subjective observations and opinions have been recorded. Triangulation - comparing information collected in different ways from different sources- is useful in checking qualitative information for reliability or bias. Evaluation of education in emergencies should also produce results that can be easily communicated to all stakeholders.

Conclude by emphasising that 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 coloured cards and place on the Preparedness wall under the Monitoring and Evaluation sign.
### HANDOUT 20.1: Tool for Developing Monitoring Indicators

<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**  
  - Multi-sectoral  
  - Rapid Education Assessment  
  - Ongoing 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 targeted groups and locations  
Number of children benefiting from temporary schools |
| **Temporary Learning Spaces (TLS), rehabilitation and construction of Schools** | 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  
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 |
| **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>
| Choosing and Training Teachers in an Emergency | - Number of teachers/head teachers/PTAs trained  
- Number trained in teaching methods on literacy, numeracy  
- % of teachers trained/oriented, by gender  
- Number of trained and untrained teachers recruited |
| Resumption of Normal 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 |
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>
</tr>
<tr>
<td>2. Deploy xx ECD kits to serve xx children ages 3-5 in D2 Z1</td>
<td></td>
</tr>
<tr>
<td>3. Deploy xx learners kits (for individual student) to xx children ages 6-12 in D3 Z1</td>
<td></td>
</tr>
<tr>
<td>4. Order xx learner kits for deployment in D1 Z 1-5 for xx IDP children ages 6-17</td>
<td></td>
</tr>
<tr>
<td><strong>Temporary learning spaces, repair and construction of schools</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>
</tr>
<tr>
<td>3. Repair xx primary schools in D1 in all zones adhering to flood resistant building standards</td>
<td></td>
</tr>
<tr>
<td>4. Construct xx destroyed schools in D2 adhering to flood resistant building standards by xx</td>
<td></td>
</tr>
<tr>
<td><strong>Mobilisation and training of teachers and other education personnel</strong></td>
<td></td>
</tr>
<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>
<td></td>
</tr>
<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>
<td></td>
</tr>
<tr>
<td><strong>Resume normal education</strong></td>
<td></td>
</tr>
<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>
<td></td>
</tr>
<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>
<td></td>
</tr>
</tbody>
</table>
### Student Enrolment

<table>
<thead>
<tr>
<th>Location</th>
<th>Age 3-5</th>
<th>Age 6-12</th>
<th>Age 13+</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Target</td>
<td>Actual</td>
<td>Gap</td>
<td>Target</td>
</tr>
<tr>
<td>Camp 1</td>
<td>B</td>
<td>G</td>
<td></td>
<td>B</td>
</tr>
<tr>
<td>TLS 1</td>
<td>B</td>
<td>G</td>
<td></td>
<td>B</td>
</tr>
<tr>
<td>TLS 2</td>
<td>B</td>
<td>G</td>
<td></td>
<td>B</td>
</tr>
<tr>
<td>TLS 3</td>
<td>B</td>
<td>G</td>
<td></td>
<td>B</td>
</tr>
<tr>
<td>Ward 1</td>
<td>B</td>
<td>G</td>
<td></td>
<td>B</td>
</tr>
<tr>
<td>School 1</td>
<td>B</td>
<td>G</td>
<td></td>
<td>B</td>
</tr>
<tr>
<td>School 2</td>
<td>B</td>
<td>G</td>
<td></td>
<td>B</td>
</tr>
<tr>
<td>School 3</td>
<td>B</td>
<td>G</td>
<td></td>
<td>B</td>
</tr>
<tr>
<td>School 4</td>
<td>B</td>
<td>G</td>
<td></td>
<td>B</td>
</tr>
</tbody>
</table>

### Teacher Deployment

<table>
<thead>
<tr>
<th>Location</th>
<th>ECD</th>
<th>Primary</th>
<th>Secondary</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Target</td>
<td>Actual</td>
<td>Gap</td>
<td>Target</td>
</tr>
<tr>
<td>Camp 1</td>
<td>M</td>
<td>F</td>
<td></td>
<td>M</td>
</tr>
<tr>
<td>TLS 1</td>
<td>M</td>
<td>F</td>
<td></td>
<td>M</td>
</tr>
<tr>
<td>TLS 2</td>
<td>M</td>
<td>F</td>
<td></td>
<td>M</td>
</tr>
<tr>
<td>TLS 3</td>
<td>M</td>
<td>F</td>
<td></td>
<td>M</td>
</tr>
<tr>
<td>Ward 1</td>
<td>M</td>
<td>F</td>
<td></td>
<td>M</td>
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<tr>
<td>School 1</td>
<td>M</td>
<td>F</td>
<td></td>
<td>M</td>
</tr>
<tr>
<td>School 2</td>
<td>M</td>
<td>F</td>
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<td>M</td>
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<tr>
<td>School 3</td>
<td>M</td>
<td>F</td>
<td></td>
<td>M</td>
</tr>
<tr>
<td>School 4</td>
<td>M</td>
<td>F</td>
<td></td>
<td>M</td>
</tr>
</tbody>
</table>
## 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. of Children</th>
<th>N°. of Children With Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
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<td>2</td>
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<tr>
<td>3</td>
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<td>4</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>N°. of Teachers</th>
<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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>N°. of Teachers</th>
<th>Planned</th>
<th>In Progress</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tent Erection</th>
<th>Planned</th>
<th>In Progress</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## School Feeding

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Primary (dates, biscuits)</th>
<th>Secondary (oil for girls)</th>
<th>Implementing Partner</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Water Supply

<table>
<thead>
<tr>
<th>Planned</th>
<th>In Progress</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Latrines

<table>
<thead>
<tr>
<th>Planned</th>
<th>In Progress</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Implementing Partner</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
### School Management Committee/Parent Teacher Association

<table>
<thead>
<tr>
<th>SMC/PTA Formed</th>
<th>Training Conducted</th>
<th>Training Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Tent Erection</td>
<td>School Improvement</td>
<td>PTA/SMC Responsibilities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials Provided (Please indicate quantity)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Tent</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</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 collection, information sharing and reporting | ▪ Will you collect 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? |
Preparedness Actions for Monitoring and Evaluation

- Agree on a monitoring and evaluation framework prior to emergencies with education sector/cluster as part of contingency planning which monitors impact of interventions on learners, teachers and schools and effectiveness of sector response
- Support the MoE to incorporate a data collection and analysis system at the national/provincial/district levels for emergency education within the national EMIS
- Ensure that the EMIS is electronically stored and functioning and equip district education offices with IT systems, as feasible
- Agree on and pre-position standardised monitoring tools with indicators for the sector and have them ready to be adapted and used. Provide orientation as required
- Identify capacities, roles and responsibilities of sector/cluster members for M&E as part of capacity mapping exercise
- Identify potential members of monitoring team in vulnerable areas
- Ensure database of pre-crisis data of schools, teachers, and students is accessible
- Design evaluation strategies for education in emergencies interventions

Response Actions for Monitoring and Evaluation

- Confirm roles and responsibilities of education sector/cluster members in implementing the monitoring plan
- Ensure participation and roles of community members and children in monitoring activities
- Ensure that all partners have access to standardised monitoring tools developed during preparedness phase with indicators for the sector and adapt as required
- Coordinate the implementation of the monitoring, including roles and responsibilities, selection and training of monitoring team members, determination of required resources, community involvement, logistics, data collection and analysis, information management and reporting
- Create a comprehensive monitoring database and analyse data collected
- Coordinate ongoing monitoring at regular intervals as the context requires and modify emergency responses to conform to new data
- Implement evaluation of emergency response through external evaluator or through Real Time Evaluation, if possible, to assess effectiveness of emergency response and impact on children and the education system
Preparedness, Capacity Building and Contingency Planning

Module Outline

<table>
<thead>
<tr>
<th>Contents</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Preparedness planning for education in emergencies, including policy</td>
<td>30</td>
</tr>
<tr>
<td>2. Strengthening sector/cluster capacity building and preparedness with government</td>
<td>30</td>
</tr>
<tr>
<td>3. Contingency planning process for education in emergencies</td>
<td>30</td>
</tr>
<tr>
<td>4. Planning roll-out of EiE training at national and local levels</td>
<td>30</td>
</tr>
</tbody>
</table>

Learning Objectives

1. Identify priority actions for preparedness and next steps.
2. Plan for development/revision of education contingency plans.
3. Plan strategy for provincial and local level EiE training roll-out, training agenda and time line.
4. Identify other types of capacity building activities for EiE.
5. Identify preparedness actions for each technical education in emergencies component.
6. Country teams will develop a plan to initiate development or revision of existing contingency plans at the national and provincial levels as part of the next phase of national capacity building.
7. Identify priority sessions and topics for roll-out of the WCAR EiE training and identify target groups for national and local level training, training agenda and time line.

Key Messages

- Being prepared and having plans coordinated and completed prior to an emergency is essential.
- Contingency planning identifies vulnerabilities and likely emergencies in a geographic location and requires that the education sector prepare to respond to the likely needs.
- Capacity building in the education sector requires identification of partners, capacity mapping, training and sector development and coordination at national and local levels.
- Capacity building also requires strengthening of government leadership, policy development and advocacy.
Method:
- Team planning and group work, discussion

Material needed:
- Module 21 slide presentation
- Handout 21.1: Preparedness and Policy Planning For Education in Emergencies
- Handout 21.2: Mapping Education Sector Needs at Country and Local Levels
- Handout 21.3: Education Cluster/Sector Contingency Plan Template I
- Handout 21.4: Education Cluster/Sector Contingency Plan Template II
- Handout 21.5: Roll Out Training Planning Tool

Preparation for this module:
- Prior to this session, take the coloured cards that have been submitted during the preparedness reflection time after each session, type them and circulate at the start of the session. Re-tape the coloured cards prior to the session.

WCAR CD:
- Sample Contingency Plan - SCZ Somalia
- Sample Education Cluster Preparedness Plan – Uganda
- Sample Education Cluster
- Education Cluster Contingency Plan - Nepal
- IASC Inter Agency Contingency Planning Guidelines Final Nov 07
1. Preparedness planning for education in emergencies, including policy development

30 minutes

**Note to Facilitator:** This session involves planning in preparedness, capacity building and training. The planning exercises can be explained all at once, after which national/provincial/district teams can address their priority planning needs. Alternatively, the exercises can be presented sequentially and teams can plan in a more guided way. The instructions below describe the sequential approach.

1. Introduce the session by explaining the options for national and sub-national preparedness planning and show corresponding slides:
   1) Preparedness actions related to the technical components of education in emergencies, including policy (Handout 21.1)
   2) Strategies for education sector coordination/cluster strengthening at country and local levels
   3) Contingency planning for likely emergencies for education as part of multi-sectoral contingency planning processes
   4) Planning the roll out training of EiE at provincial/local levels

2. Explain that participants will first look at preparedness and policy planning needs. Return to the wall matrix that the participants have built during the entire workshop as illustrated below:

<table>
<thead>
<tr>
<th>Preparedness</th>
<th>Components of EiE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coloured cards with participant suggestions</td>
<td>Listed for relevant sessions</td>
</tr>
</tbody>
</table>

3. Review some coloured cards that were posted for several components. Then distribute the typed up version of the matrix (that the facilitator has prepared prior to the session from the information posted on the wall).

**Team Exercise in Preparedness Planning**

4. Have participants work in their national/provincial/district teams, as applicable, using Handout 20.1: Preparedness and Policy Planning for Education in Emergencies. Show corresponding slide:

   1) First consider each component of education in emergencies. Review the preparedness action recommendations from the group and determine if they are appropriate for their country/province/district based on the current status of their preparedness planning, their needs and their capacities. If so, record these preparedness actions on the handout.
   2) Then they should consider what policies might need to be enacted at the governmental level in order to aid the planning effort and mainstream education in emergencies in education policy. Show slide of examples of policies:
      - Certification policies for emergency teachers
      - Permanent emergency education focal point in the Ministry of Education
      - MoU between government, UNICEF and Save the Children on roles and responsibilities for emergency education
      - Annual funding allocations for emergency education
      - Building standards that are disaster resistant
      - Disaster risk reduction curricula mainstreamed in the national syllabus

   If policies are appropriate and realistic, then the teams should include them in their planning matrix.

5. Conclude the session by asking several teams to share one preparedness action and policy action that they plan to initiate. Remind the participants that this planning will require more comprehensive follow up at their level subsequent to the training.
2. Strengthening sector/cluster capacity building and preparedness with government

30 minutes

1. Tell participants they will turn to the next level of planning which involves the strengthening of the education sector coordination mechanism/cluster at different levels.

2. Begin by asking participants:
   1. In the Momaland (or local scenario), who were the first responders to the emergency?
   2. What kind of coordination was required in D1, D2 and D3?

3. Explain that teams will plan for capacity building among the education sector partners at country/province/district level, as applicable

4. Ask participants: What will you as leaders of EiE in your country/province/district have to do, in addition to training, to support the education actors at country/provincial/district level to prepare for and respond to emergencies?

Team Exercise in Sector/Cluster Capacity Building Planning

5. Using Handout 21.2: Mapping Education Sector needs at national and sub-national levels; teams are to consider what actions they will need to take to strengthen the functioning of the sector at national/province/district or other appropriate levels. Show accompanying slide and identify the actions they might consider:
   - Holding regular meetings at the local levels
   - Establish an identified education sector with partner agencies
   - Establish clear communication and information sharing channels from local to national level and vice versa
   - Conduct capacity mapping
   - Ensure that the national/provincial/district education office is a member of the national/provincial/district disaster management committee
   - In addition to training, carry out emergency simulations for the education sector
   - Implement preparedness actions

6. Conclude by reminding the groups that capacity building will be an ongoing activity and will require a plan, resources, leadership and commitment from all partners.

3. Contingency planning process for education in emergencies

30 minutes

1. In plenary, ask participants
   - Which countries have participated in contingency planning?
   - Define contingency planning?
   - Who were their partners? Within the education sector? Outside of the education sector?

Show the accompanying slide and review:
   - Contingency planning involves preparedness planning for most likely disasters, based on vulnerability and risk analyses
   - Elements of contingency planning include:
     - Development of likely disaster scenarios based on risk analyses with estimates of numbers of affected people and types of impact
     - Capacity mapping of government and humanitarian agencies
     - Identification of roles and responsibilities for components of emergency response
     - Response matrices prepared by all sectors
     - Preparedness actions such as developing uniform assessment instruments, supply stockpiling and long term agreements, disaster management training

Team Exercise in Contingency Planning

Show slide. Tell teams that they will:
1) Use Handout 21.3, Education Cluster/Sector Contingency Plan Template for this purpose.
2) Review a sample contingency plan in the Toolkit for reference
3) Make a plan for how they will proceed with contingency planning Possible responses include:
   - What will each agency do to ensure that a plan is created?
   - What will be each agency’s responsibilities?
   - What is the time line?
   - Which other agencies will be consulted? OCHA? Red Cross? Other government agencies?

4. Planning roll-out of EiE training at national and local levels

30 minutes

1. Tell participants that they will now evaluate the training materials in order to assess relevance for further roll-out. Show accompanying slide:

   - How effective were the sessions in meeting the learning objectives?
   - What sessions did they like the most?
   - What sessions did they like the least?
   - What were the three most important things they learned?
   - How appropriate were the materials for their country experience?
   - Were the training methodologies appropriate and effective for the target audiences in their countries?
   - Was the content appropriate?
   - What would they add or change?

Team Exercise in Planning Roll Out of EiE Training

Explain that teams will record their plans for further roll-out of the training, as applicable. To do this, they will:

1) Use Handout 21.4: Roll Out Training Planning Tool, and complete as much as possible during the planning period.

Final Considerations for teams as they complete their plans for next steps:

   - Not all options may be applicable or relevant to needs at their level
   - Prioritise next steps according to needs
   - Options are not exhaustive – think of additional capacity building actions that can be implemented

Show accompanying slides on considerations for planning.
### HANDOUT 21.1: Education in Emergency Preparedness and Policy Planning

#### Checklist

<table>
<thead>
<tr>
<th>Components of Education in Emergencies</th>
<th>Preparedness Actions</th>
<th>Who is Responsible?</th>
<th>By When?</th>
<th>Policy Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cluster/sector coordination mechanism at country and local levels</td>
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<td>2. Education assessment including information management system</td>
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<tr>
<td>3. Response planning</td>
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<td>4. Human and financial resources</td>
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<td>5. Education Supplies</td>
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<td>6. Temporary learning spaces</td>
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<td>7. Psychosocial support and strategies</td>
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<td>8. Emergency education curricula</td>
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<td>9. Choosing and training teachers and education personnel</td>
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<td>10. Rehabilitation and construction of schools</td>
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<td>11. Resumption of normal education</td>
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<td>12. Monitoring and evaluation</td>
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<tr>
<td>Levels</td>
<td>Member agencies</td>
<td>Focal points</td>
<td>Capacity building needs</td>
<td>Next steps</td>
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<td>Other</td>
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</table>
(Disaster profiles to be attached)

**Overall Objective**

**Specific objectives**

**Planning Assumptions**

**Requirements**

**Activities to be undertaken before an emergency**

<table>
<thead>
<tr>
<th>#</th>
<th>Activities</th>
<th>By whom</th>
<th>When</th>
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<tbody>
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**Activities to be undertaken during an emergency**

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<th>Activities</th>
<th>By whom</th>
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**Activities to be undertaken after an emergency**

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<th>#</th>
<th>Activities</th>
<th>By whom</th>
<th>When</th>
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</table>

**Resources required**

*Education materials/supplies:*

*Human resources:*

*Funding:*
Disaster mitigation activities to be undertaken

<table>
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<tr>
<th>#</th>
<th>Activities</th>
<th>By whom</th>
<th>When</th>
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</table>

EDUCATION CLUSTER MEMBER PROFILES

<table>
<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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<tbody>
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</table>
I. **Objectives**

1. Overall Objectives

   To ensure immediate and continued access to quality education of all affected school-aged children in a safe environment necessary to develop, protect and facilitate a return to normality and stability.

2. Specific Objectives

II. **Emergency Scenarios**

1. *Scenario xy*

   Baseline data:

   Disaggregated by sex and age:

   Major Constraints:

2. *Scenario xyy*

   Baseline data:

   Disaggregated by sex and age:

   Major constraints:

III. **Emergency Response General Principles and Procedures**

   The Education in Emergencies Task Force/Cluster will convene based on any or combination of the following trigger mechanisms:

   1) 
   2) 
   3) 

IV. **Preparedness Activities**

   -
   -

V. **Early Recovery Activities**
VI. Responsibilities and Authorities

VII. Additional Personnel Requirements

VIII. Additional Material and Financial Requirements

IX. Recovery and Reconstruction Activities
<table>
<thead>
<tr>
<th>Scenario</th>
<th>Response Area</th>
<th>Preparedness, Response and Recovery Activities</th>
<th>By Whom</th>
<th>By When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cluster / Education Sector Coordination Management</td>
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<tr>
<td>Partners: ...</td>
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<td>Human Resources needed</td>
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<td>Partners: ...</td>
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<td>Assessment:</td>
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<td>Rapid Education Assessment Conduct within first 72 hours</td>
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<td>Partners: ...</td>
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<td>Assessment after 72 hours:</td>
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<td>Temporary Learning/Safe Spaces</td>
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<td>Partners: ...</td>
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<td>Teaching/Learning Materials</td>
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<td>Partners: ...</td>
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<td>Supplies and Logistics</td>
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<tr>
<td>Scenario</td>
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<td>Preparedness, Response and Recovery Activities</td>
<td>By Whom</td>
<td>By When</td>
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<td>Recruitment, Mobilization and Training of Teachers and Para-teachers Partners: ...</td>
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<td>Psychosocial Support for Teachers and Students Partners: ...</td>
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<td>ECD Partners: ...</td>
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<td>Ongoing Assessment, Monitoring and Information Management Partners: ...</td>
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<td>Recovery and Reconstruction Partners: ...</td>
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<td>Other Partners: ...</td>
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<td>Other Partners: ...</td>
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HANDOUT 21.5: Planning Roll-Out of EiE Training

- Country _____________________________________________________________
- Team leaders _________________________________________________________
- Contact information ___________________________________________________
- Target group(s) to be trained
  At national/provincial level
  ________________________________________________________________
  ________________________________________________________________
  ________________________________________________________________
  At local level
  ________________________________________________________________
  ________________________________________________________________

- How much local training?
- Which districts/provinces?
  1. _______________________
  2. _______________________
  3. _______________________
  4. _______________________
  5. _______________________

- Possible dates of training _____________________________________
- Number of days of training __ 3 ____ 4 ____ 5 ____ other
- Number of participants ______
- Previous training in EiE _________________________________________
- Needs from education partners ________________________________

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Priority rating, 0 to 3 with 3 the highest</th>
<th>Add or change?</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Emergencies and their Impact on Children and Education</td>
<td></td>
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<tr>
<td>2</td>
<td>Rationale for Education in Emergencies</td>
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<tr>
<td>3</td>
<td>Minimum Standards for Education</td>
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<td>4</td>
<td>Technical Components of Education in Emergencies</td>
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<tr>
<td>5</td>
<td>Coordination of the Education Sector/Cluster</td>
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<tr>
<td>6</td>
<td>Emergency Scenario and Capacity Mapping</td>
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<td>7</td>
<td>Assessment in Education in Emergencies</td>
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<td>8</td>
<td>Planning our response in Education in Emergencies</td>
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<td>9</td>
<td>Human and Financial Resources</td>
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<td>10</td>
<td>Early Childhood Development before, during and after</td>
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<tr>
<td>11</td>
<td>Adapting what we teach to the emergency situation</td>
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<td></td>
</tr>
<tr>
<td>12</td>
<td>Inclusion in Education in emergencies</td>
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<tr>
<td>13</td>
<td>Emergency Education Preparedness and Response during and after Armed Conflict</td>
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<td></td>
</tr>
<tr>
<td>14</td>
<td>Psychosocial Support and Strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Choosing and training teachers in an emergency</td>
<td></td>
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</tr>
<tr>
<td>16</td>
<td>Temporary Learning Spaces</td>
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<td>17</td>
<td>Disaster Risk Reduction and Education</td>
<td></td>
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<td>18</td>
<td>Resumption of Normal Education</td>
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</tr>
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<td>Rehabilitation and Construction of Schools</td>
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<td>Monitoring and Evaluation of EiE</td>
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  - Preparedness  
  - Contingency  
  - Capacity |
| 101 | EiE Supplies and Logistics |
| 102 | Education Response to Health Emergencies |
## EiE Supplies and Logistics

### Module Outline

<table>
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<th>Contents</th>
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</tr>
</thead>
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<tr>
<td>1. Analysis of emergency education supplies in meeting emergency education needs</td>
<td>40</td>
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<td>2. Supply procurement, transportation and distribution planning</td>
<td>50</td>
</tr>
<tr>
<td>3. Best practice: standby agreements and pre-positioning</td>
<td>20</td>
</tr>
<tr>
<td>4. Preparedness reflection</td>
<td>5</td>
</tr>
</tbody>
</table>

### Learning Objectives

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 to provide schools and learners with necessary supplies including 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.

### Method:
- Presentation, group work

### Material needed:
- Optional Module 101 slide presentation
- One set each of ECD, Child, School, and Recreation Kits if possible (alternative is to use content lists in handouts)
- Handout 101.1: Sample Emergency Education Kits
- Handout 101.2: Sample Supply and Distribution Plan
- Handout 101.3: Sample Supply Delivery and Monitoring Plan
- Handout 101.4: Preparedness and response actions for supplies and logistics

### Preparation for this module:
- Sample emergency education kits if possible
- Unicef Emergency Material list
1. Analysis of emergency education supplies in meeting emergency education needs

40 minutes

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 clothing and sanitary items (soap, sanitary towels) and WASH materials such as 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?

(30 minutes)

Note to Facilitator: 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. 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. If sample kits are not available, ask participants to devise improved versions of the kits for their own contexts.

   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 can be procured locally 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
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. Emphasise the importance of purchasing locally or regionally (where possible) school and teaching materials to support the local economy and ensure that the materials are appropriate to the local situation. Head teachers should be actively involved in the selection of materials to target the limited support. Schools and teachers should be also encouraged through training and reading materials to make their own teaching aids and recreational materials.

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
   - Training sessions for DEO, SMCs and PTAs on use of kits
   - Instructions on numbers of children the supplies will serve
   - Sample educational, recreation 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).

2. Tell participants that they will review sample teaching, learning and psychosocial materials that can be used in conjunction with the kits in previous modules.

3. 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 planning

50 minutes

Note to Facilitator: This session can be deleted if it is not relevant to the target audience.

(20 minutes)
Tell participants that they will now examine the cycle of supply process and that anticipation, planning and coordination are key words in logistics. 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 Momaland 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.

Use distribution as a means of building local capacity and accountability is also fundamental. School staff, government officials, members of the PTAs and community leaders should all be involved in designing a transparent system for distribution of materials and should be held accountable for the results. The community should be informed of the distribution and each student’s entitlement from it. Direct distribution by NGO staff to students should be discouraged since this does not build the capacity of the teachers, school administrators, and regional education officials.

(20 minutes)

Exercise in Supply Planning for Momaland
Tell participants they will now make a supply plan for Momaland. 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.

Tasks
1) Identify what supplies they will order and the quantities needed for **1 item only in each zone in 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 and which partners will take responsibility for transporting supplies
4) Identify type of monitoring needed and which agencies and partners 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

20 minutes

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 Mozambique an already existing logistics company used to the area handled distribution after the floods.
   - In Cote d’Ivoire, NRC observed that cocoa lorries reached the remotest areas and made arrangements with their drivers to distribute school supplies
   - In many countries, standby agreements are 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 coloured cards and post them under the Education Supplies poster on the Preparedness wall.
### 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 (Blu-tak)</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>Rag doll</td>
<td>5</td>
</tr>
<tr>
<td>Rubber 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] [approx 10 in pack]</td>
<td>Pack</td>
<td>20</td>
<td>Young children’s artwork</td>
</tr>
<tr>
<td>6</td>
<td>Thick chalk 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**
<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 2x 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>Item Description</th>
<th>No.</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Box, metal, lockable, for storage</td>
<td>1</td>
<td>Tabards, red nylon mesh 20</td>
</tr>
<tr>
<td>Book, exercise, A4, ruled-8mm, 96 pages</td>
<td>3</td>
<td>Skittle, wooden w. 2 balls, set 2</td>
</tr>
<tr>
<td>Pen, ball-point, black</td>
<td>12</td>
<td>Volley ball, professional model 2</td>
</tr>
<tr>
<td>Handball, senior, synthetic leather</td>
<td>2</td>
<td>Volley ball net, 9.5 x 1 m w/o posts 1</td>
</tr>
<tr>
<td>Handball, junior, synthetic leather</td>
<td>3</td>
<td>Football round, junior synthetic leather 1</td>
</tr>
<tr>
<td>Whistle, referee's, non-metallic</td>
<td>2</td>
<td>Ball sponge rubber 60-80 m diameter 5</td>
</tr>
<tr>
<td>Inflating-kit for balls</td>
<td>2</td>
<td>Picket w. flag/SET 6 1</td>
</tr>
<tr>
<td>Tape, measure, 5m length</td>
<td>1</td>
<td>Skipping rope polyester 3m 6</td>
</tr>
<tr>
<td>Slate, student's, A4 (210x297mm)</td>
<td>2</td>
<td>Frisbee, 20 cm diameter 4</td>
</tr>
<tr>
<td>Chalk, white/BOX-100</td>
<td>3</td>
<td>Hopscotch game 4</td>
</tr>
<tr>
<td>Bag, UNICEF, hand, blue nylon, 360 x 230 x 610mm</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>T-shirt, UNICEF, cotton, large</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Cap, UNICEF, baseball, white, cotton</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Decal, UNICEF, round diameter 205mm</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

**Estimated Cost:** USD $250

**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 each to be placed in the middle of each of the two long sides.

- **Slate**
  The slate is intended for keeping team scores.
### Handout 101.2: 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>
<tbody>
<tr>
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</table>
### HANDOUT 101.3: 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>
<tbody>
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</table>
HANDOUT 101.4: Preparedness and response actions for supplies and logistics

Preparedness Actions for Supplies and Logistics

- With education sector/cluster, determine essential education and other supplies for likely emergency scenarios, including costs, freight, and distribution charges
- Adapt or develop culturally appropriate education and recreation pre-packaged kits
- Determine options for local, regional or overseas procurement of supplies
- Make stand-by agreements with local or regional suppliers
- Pre-position education supplies in strategic locations across the country as feasible and appropriate and maintain accurate inventories of supplies and locations, including textbooks
- Plan for potential logistical arrangements with other sectors/logistics cluster

Response Actions for Supplies and Logistics

- Based on assessment data, identify key supply needs as part of education response plan
- Identify funding sources to ensure sufficient funding to meet supply requirements
- Deploy existing stocks of supplies from pre-positioned locations and order, procure and deploy additional supplies to affected areas, as required, including textbooks in collaboration with MoE and logistics partners
- Ensure instructions for use of supplies and related activities are included as part of supply delivery
- Ensure timely delivery and distribution of supplies to local education authorities or directly to schools/temporary learning spaces
- Collaborate with logistics sector and other agencies to ensure obstacles are overcome in supply delivery
- Monitor delivery to ensure arrival, quality and proper end-user monitoring of utilisation on an on-going basis and to indicate if additional quantities are required.
Education Response in Health Emergencies

**Module Outline**

<table>
<thead>
<tr>
<th>Contents</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction to education approach to health emergencies</td>
<td>5</td>
</tr>
<tr>
<td>2. Education sector responses to health threats during emergencies</td>
<td>10</td>
</tr>
<tr>
<td>3. Education preparedness and response to epidemics and pandemics</td>
<td>10</td>
</tr>
<tr>
<td>4. Improving the education sector approach to health emergencies</td>
<td>15</td>
</tr>
<tr>
<td>5. Preparedness reflection</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Key Messages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recognise how the education sector interacts with the health sector in an emergency.</td>
<td>Education during health emergencies and pandemics requires creative and flexible approaches.</td>
</tr>
<tr>
<td>2. Describe how education can (1) seek to prevent health problems, (2) work to prepare the children and the community for health problems and (3) respond to a health emergency while keeping education going if possible.</td>
<td>Malaria, TB, HIV/AIDS, worms and other diseases and conditions have had devastating effects on education systems, in some countries on both teachers and learners. These include absenteeism and drop-out, poorer quality of education and making Education for All and MDG targets harder to achieve, Schools can encourage positive behavioural change in respect of health.</td>
</tr>
<tr>
<td>3. Use the example of the education responses over the last two decades to HIV/AIDS to help with planning responses to both short-term and long-term health emergencies.</td>
<td>Successful interventions include health lessons adapted to local culture; special teacher training; financial and community support and access to education for children who are ill. 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 activities.</td>
</tr>
</tbody>
</table>
**Method:**
- Presentation, plenary discussion, group work

**Material needed:**
- Optional Module 102 slide presentation
- Handout 102.1: Education Sector Approaches to Epidemics and Pandemics
- Handout 102.2: Template for Education in Health Emergencies
- Handout 102.3: Some examples of response to HIV/AIDS
- Handout 102.4: Preparedness/prevention and response actions for health emergencies

**WCAR 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
1. Introduction to education 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:
   a) Health threats that arise during emergencies (natural and man-made)
   b) Epidemics and pandemics, including cholera and flu

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. Define the terms.
   - **Prevention** – refers to educational activities that prevent the spread of a disease *before or during* the health emergency, and health/hygiene education, and life skills, all seeking to change behaviour for the better.
   - **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 both symptoms and diseases, as well as harmful events:
   - Diarrhoea (a symptom)
   - Cholera (a disease)
   - Dehydration
   - HIV/AIDS and other STIs
   - Malnutrition
   - Malaria (a disease)
   - Fever (a symptom)
   - Flu
   - Pneumonia
   - Worms
   - Accidents
   - Harm from mines or hitherto Unexploded Objects (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 sick;
   - children unable to attend school,
   - need for psychosocial support, etc.

3. Ask what education partners can do 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 Module 11, Adapting what we teach to the emergency situation, 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 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 at least two large regions of the world.

3. Ask participants what some of the most dangerous epidemic threats are to their country/region. In Africa one of the most deadly threats is **cholera**.
   - In many 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
   - OVC
   - Schools and education systems
   - Reference can be made to countries experiencing severe cholera epidemics during seasonal rains.

5. Another threat in many countries is **influenza**. Among the potential threats are influenzas like swine (H1N1) and avian flu, which might change into a human influenza virus with sustained human-to-human spread and become pandemics. *Note that all diseases have similar education responses when they remain a threat: hygiene above all*. Though influenza (flu) is usually relatively harmless the large numbers infected usually include some who are very young and vulnerable already.

6. Ask participants what the impact of a pandemic 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 infectious disease involves strategies such as:
   - Education about the facts of disease transmission
   - Regular hand-washing
   - Avoiding close contact with others (such as hugging, kissing)
   - Avoiding contaminated food products (infected chickens, pigs)

Refer participants to Handout 103.1: Education Sector Approaches to Epidemics and Pandemics for examples of prevention, preparedness and response strategies.
4. Improving the education sector approach to health emergencies

15 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 to one of the health emergencies below:
   - Group A: Health threats arising in emergencies
   - Group B: Epidemics and pandemics
   - Group C: What schools can do to help

Tasks
1. Use Handouts.
2. Use IEC materials and curriculum materials on the CD as relevant.
3. Develop strategies in prevention, preparedness and response according to the components of emergency response.
4. Groups may subdivide the work so that pairs are assigned prevention, preparedness and response areas.
5. Address only those components relevant to assigned health emergency.

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

5. Preparedness reflection

5 minutes

Ask participants to reflect on what they can do to better prepare for health emergencies. Record the responses on coloured cards and put them on the Preparedness wall
Facts about Epidemics and Pandemics

A **pandemic** is an **epidemic** of infectious disease that spreads through 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 sustainably among humans.

**Influenza** is a viral air borne 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 countries, cholera is a seasonal disease, occurring every year usually during the rainy season. It is usually transmitted through faecal 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

---

12 World Health Organisation
13 Save the Children Alliance, Rapid Assessment, Zimbabwe’s Cholera Epidemic
# Sample Checklist for School/Education Preparedness to Epidemics and Pandemics

## Planning and coordination
- Identify for 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 OVC.
- 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 (e.g., distance learning via local radio or TV, mobile phone trees, home based learning materials, in the event of school closures.
- 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 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 102.2: Template for Education in Health Emergencies

**Emergency:**
- HIV/AIDS
- Health threats during emergencies (cholera, diarrhoea, STIs incl. HIV/AIDS)
- Epidemics and pandemics (cholera, avian flu, swine flu)

<table>
<thead>
<tr>
<th>Components</th>
<th>Prevention</th>
<th>Preparedness</th>
<th>Response</th>
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<tbody>
<tr>
<td>Coordination mechanism within education sector</td>
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<tr>
<td>Education sector coordination with other sectors</td>
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<tr>
<td>Assessment</td>
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<td>Education supplies</td>
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<tr>
<td>Education curricula and IEC</td>
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<td>Access to education; delivery modalities of curricula</td>
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<td>Teacher/untrained teacher mobilisation</td>
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<td>Teacher training</td>
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<td>Pre-service</td>
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<td>In-service</td>
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<td>Policy at national level</td>
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<td>Policy at provincial/local level</td>
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<tr>
<td>Monitoring</td>
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</table>
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 in the workplace technical adviser. 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.
HANDOUT 102.4: Preparedness/Prevention and response actions for Health Emergencies

Preparedness/Prevention Actions for Health Emergencies

- Involve all relevant stakeholders including education and health officials, teachers, CBOs, local disaster management team, SMCs/PTA, youth clubs and students in development of preparedness and prevention plans for health emergencies.
- Identify roles, responsibilities, and accountabilities in preparedness and prevention among education partners in coordination with health, WASH and other sectors.
- Develop scenarios describing the potential impact of health emergencies on student learning (e.g., student and staff absences), school closings, based on having illness scenarios among students and teachers and include in education contingency plans.
- Support MoE to develop alternative procedures to assure continuity of instruction (e.g., distance learning via local radio or TV, mobile phone trees, home based learning materials) in the event of school closures and early warning mechanisms in the event of pandemics.
- Implement HIV/AIDS prevention curricula 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.
- Support MoE to train teachers in pre-and in-service training programmes, in teaching HIV/AIDS prevention and pandemic/epidemic prevention curricula with relevant partners.
- Train non-formal educators, including youth leaders, religious leaders, traditional healers.

Response Actions for Health Emergencies

- Develop education sector/cluster response involving all relevant stakeholders based on geographic coverage and technical expertise. Ensure coordination with WASH and health sectors/clusters at all stages and levels.
- Recruit, mobilise and train teachers and other education personnel as required in the event of large-scale emergency responses and disseminate health and hygiene materials.
- Implement prevention curricula using alternative procedures if necessary to assure continuity of instruction (e.g., distance learning via local radio or TV, mobile phone trees, home based learning materials, in the event of school closures. Ensure infection control (see 17.2).
- Form strategic partnerships, including coordination, advocacy and resource mobilisation with WASH, health and protection sectors and ensure participation of children, community groups and local NGOs in any response strategies.
- Implement monitoring and evaluation to assess impacts and outcomes of prevention and response programmes.
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 OVC
- 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 (e.g., distance learning via local radio or TV, mobile phone trees, home based learning materials, in the event of school closures
- 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 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
# Key Messages from the Workshop and Final Evaluation

## Learning Objectives

1. Describe key messages from selected sessions of the sessions.
2. Understand how the content and skill from the workshop are sequenced to increase knowledge of education in emergencies preparedness and response.

<table>
<thead>
<tr>
<th></th>
<th>Key Messages</th>
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<tbody>
<tr>
<td>1.</td>
<td>To be generated by participants</td>
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<tr>
<td>2.</td>
<td>To be generated by participants</td>
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</tbody>
</table>

- **Method:**
  - Brief group presentations

- **Material needed:**
  - The list recorded on a flip chart from the Opening Session of the areas identified by participants that they would like to learn
  - Evaluation (the attached can be adapted based on needs)
Exercise

1. Assign each group the following sessions:
   - Group 1:  
     - Session 3: Framework for Emergency Response, INEE MS
     - Session 4: Technical Components of Education in Emergencies
   - Group 2:  
     - Session 5: Coordination of Education Sector/Cluster Mechanism
     - Session 6: Capacity Mapping
   - Group 3:  
     - Session 7: Assessment
     - Session 19: Monitoring
   - Group 4:  
     - Session 16: Temporary Learning Spaces
     - Session 14: Psychosocial Support
   - Group 5:  
     - Session 11: Adapting what we teach to the emergency situation
     - Session 15: Choosing and training teachers in an emergency
   - Group 6:  
     - Session 12: Inclusion in EiE
     - Session 17: Disaster Risk Reduction

2. Without looking at the materials, have groups identify the key messages they learned from their assigned sessions. Give them just 1-2 minutes. They can either write these on coloured cards or put them on paper.

3. Ask each group to report back on the key messages and if they have completed coloured cards, to place them on the wall.

4. Compare the key messages with the list from the Opening Session. Ask participants:
   - Has your learning met your expectations?
   - What more do you need to learn in order to prepare and response to an emergency in the education sector? In order to train others?
   - What more do you need to do? What else do you need?
   - Who else needs to be involved?
   - What additional institutional support do you need?
1. Has the workshop enabled you to understand the reasons of education as a first humanitarian response?

<table>
<thead>
<tr>
<th>Yes, very much</th>
<th>Yes</th>
<th>Ok</th>
<th>No</th>
</tr>
</thead>
</table>

Explain: .............................................................................................................

2. Has the workshop enhanced your capacity to prepare for and respond to an emergency within the education sector?

<table>
<thead>
<tr>
<th>Yes, very much</th>
<th>Yes</th>
<th>Ok</th>
<th>No</th>
</tr>
</thead>
</table>

Explain: .............................................................................................................

3. Has the level of understanding at the end of the week enabled you to develop a preparedness and response plan?

<table>
<thead>
<tr>
<th>Yes, very much</th>
<th>Yes</th>
<th>Ok</th>
<th>No</th>
</tr>
</thead>
</table>

Explain: .............................................................................................................

4. At the end of the workshop have you understood what the INEE Minimum Standard for Education: Preparedness, Response, Recovery are and how to use the INEE Handbook?

<table>
<thead>
<tr>
<th>Yes, very much</th>
<th>Yes</th>
<th>Ok</th>
<th>No</th>
</tr>
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Explain: .............................................................................................................

5. Did the workshop improve your knowledge, skills and preparedness to respond to emergencies in the education sector? Please explain.

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6. Which sessions were most useful?

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____________________________________________________________________________________________
7. What were the 3 most important things you learned?
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8. What would you add or change about the workshop?
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9. What actions will you take as a result of the workshop?
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____________________________________________________________________________________________
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____________________________________________________________________________________________

10. Other comments
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________

11. What is your overall appreciation of the workshop?

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Explain:.....................................................................................................................................
Access
The whole range of factors covering the ability of a child to get education. Thus “improving access” simply means making it easier for a child to go to school and stay there.

Advocacy
An important element in the process of responding to an emergency and, of course, long before. It involves making the case for a response to the right people at all levels. In some organisations there are professionals for this but this does not prevent each person arguing for support at the level he is working at. Care should be taken to present a unified message. Linked with ‘fund-raising’.

Basic education
Basic education refers to the whole range of educational activities taking place in various settings (formal, non formal and informal), that aim to teach what a child needs to function in his society. In an emergency, it may be more realistic to aim to provide a Basic Education than to try to set up a whole primary school system. Basic education commonly means the first three or four years of education. It includes also pre-primary education and/or adult literacy programmes, generally called Functional Literacy programmes.
Some or all of the following, which, depending on circumstances, may be integrated into Basic education or functional literacy material or taught separately:
- health and hygiene
- tradition and culture
- religious and moral education
- life skills
- reasonable amount of general knowledge
- education for the world outside

Capacity - A combination of all the strengths and resources available within a community or agency. 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 and the people affected by the emergency.

Capacity building
Training in a systematic way in order to build up the organisation’s ability to manage what comes up without less recourse to outside help.

Code of conduct
A set of rules for behaviour originally found mainly in the professions but now common in NGOs and the UN. Sometimes includes rules for personal behaviour even in private time.

Community
A wide concept which may be geographical, religious, or just the group of people whatever their origin who find themselves affected by the disaster. There is a danger of seeing, or even “imposing” “communities” where they do not really exist.

Community participation
The involvement of the „community” in all phases from planning to execution of the work. „Participation” (being part of real decision-making, such as allocation of funds) is much more rare than „contribution” (such as providing labour).

Contingency planning
Planning for a possible disaster scenario, based on vulnerability and risk analyses. A management tool used to ensure that adequate arrangements are made in anticipation of a crisis. This is achieved primarily through engagement in a planning process leading to a plan of action, together with follow-up actions. (OCHA)
Curriculum and syllabus
In a narrow sense „curriculum” means subjects taught at school. In a broad way, it means all the learning experiences children undergo under the guidance of the school, both within and outside the school. (Mungoma-Mwalye, 1993).
The curriculum may be expressed in a series of documents including legislative decrees, policy documents, curriculum frameworks or guidelines, standards frameworks, syllabi, textbooks and other instructional materials” (Tawil and Haley, 2004).
In general, the term „syllabus” represents what must be covered in a given period, usually an academic year. A „scheme of work” is a „guide for teachers to plan the activities for an academic year and prepare individual lessons”.
Relevant formal and non-formal education curricula should have quality learning content that is gender-sensitive, appropriate to the level of learning and is in the language(s) that both learners and teachers understand (INEE, 2004).

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 man-made).

Disaster risk reduction
Disaster risk reduction consists of activities done in advance. It 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.

Early Childhood Development
The term „Early Childhood Development” emphasises a holistic approach attending to the child's physical, emotional, social as well as cognitive development.
The international definition of early childhood is the period of a child's life from conception to the early primary years (to ages six-eight) because of the importance of the transition for children either from home or from a pre-school programme into the primary school.
Development involves both a gradual unfolding of biologically determined characteristics and the learning process. Learning is the process of acquiring knowledge, skills, habits and values through experience and experimentation, observation, reflection, and/or study and instruction.

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.

Epidemic
The occurrence in a community or region of cases of an illness, specific health-related behaviour, or other health-related events clearly in excess of normal expectancy. The community or region and the period in which the cases occur are specified precisely. The number of cases indicating the presence of an epidemic varies according to the agent, size, and type of population exposed, previous experience or lack of exposure to the disease, and time and place of occurrence. (WHO)

Pandemic is an „epidemic” of infectious disease that spreads through population across a large region (e.g. a continent) or even worldwide.

Equal access
Equal access is the extent to which access and opportunities for children and adults are just and fair. This implies reduction in disparities based on gender, poverty, residence, ethnicity, language or other characteristics. Part of inclusion, exclusion.
Evaluation
Evaluation is a process to systematically determine the impact, merit or value of an intervention.

Formal education
An educational system with hierarchic structures and a chronological progression through levels or grades with a set beginning and end. Formal education usually takes place in an institution and involves some kind of assessment leading to a certificate of qualification.

Hazard
A physical or man-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 health, WASH, nutrition, and shelter. The IASC formally established a global cluster for education in 2006.

Impact
The impact of an activity is how it changed the beneficiary / victim / survivor.

Inclusion
It refers to the acceptance of all learners in an education programme and the recognition of their equal rights to education. **Inclusive education** as an approach seeks to address the learning needs of all children, youth and adults with a specific focus on those who are vulnerable to marginalisation and exclusion.

Indicator
An indicator is an objective way of measuring what progress is being achieved, through collecting factual information. It is necessary to identify indicators in order to implement a monitoring process.

Life skills
Life skills are "the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life", (WHO) Life skills are generally applied in the context of health and social events (e.g. prevention of drug use, sexual violence, teenage pregnancy, HIV/AIDS prevention etc.). Life skills empower young people to take positive action to protect themselves and promote health and positive social relationships. They emphasise the positive in Life rather than focussing on the negative.

Literacy
Literacy means the ability to read and write. Literacy in mother-tongue may be quite different from literacy in the official language of a country. Quite often when people say "literacy" they actually mean literacy in the language of government or at least the main language of instruction in schools. „Functional Literacy”, in effect Basic Education for youth and adults, as noted above includes „numeracy” and other subjects such as health.

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

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

Non-formal education
Any organised and sustained educational activities that do not correspond exactly to the definition of formal education. Non-formal education may therefore take place both within and outside educational institutions, and cater to persons of all ages. Depending on country contexts, it may cover educational programmes to impart adult literacy, basic education for out-of-school children, life-skills, work-skills, and general culture.
Non-formal education programmes do not necessarily follow the "ladder" system, and may have differing durations, and may or may not confer certification of the learning achieved (UNESCO, 1997).

Numeracy
Numeracy means being able to handle numbers. It is basic arithmetic, not advanced mathematics, and should enable the learners to do everyday calculations on paper or in their heads ("mental arithmetic"). There should be an emphasis on understanding and estimating so that the pupil can have a good idea what the answer should be.

There should be a strong emphasis on being able to calculate straightforward money problems mentally (for trading) and on using measurements for building, for handling foodstuffs, for dispensing medicine, and for agricultural use.

It is also important to understand dates and time, so as to be able to read a calendar, tell the time using both kinds of clock (analogue and digital) and use a timetable. Knowledge of how to use a calculator is an essential part of numeracy.

Pandemic
See "epidemic".

Peace education
Peace education, which is strongly linked with conflict resolution and conflict transformation, means to learn about and to learn for peace.

Preparedness
Activities and measures taken in advance to ensure effective response to the impact of hazards, including the issuance of timely and effective early warnings and the temporary evacuation of people and property from threatened locations. (ISDR 14)

Protection
Beyond its normal meaning of safety from harm, the concept of protection encompasses activities ensuring the rights of the individual in accordance with the letter and spirit of relevant law (i.e., human rights, humanitarian and refugee law).

Access to education is a fundamental tool for child protection. Education inherently provides physical and psychological protection: the sense of self-worth that comes from being identified as a student and a learner; the growth and development of social networks; the provision of adult supervision and access to a structured, ordered schedule; the tools children need to develop skills for citizenship and life in peace.

Psychosocial support
The term psychosocial is a combination of the concepts of the individual (psycho) and the "social" community in which the person lives and interacts. Psychosocial support recognises the importance of the social context in addressing the psychological impact of stressful events experienced in emergencies. In practice, this means facilitating the reconstruction of local social structures (family, community groups, schools) which may have been destroyed or weakened by an emergency, so that they can give appropriate and effective support to those suffering severe stress related to their experiences (Susan Nicolai, 2003).

Quality education
Quality education includes a multitude of elements. These include: 1) good teaching, 2) successful learning, 3) competent and well-trained teachers who are knowledgeable in the subject matter, 4) adequate materials for teaching and learning, 5) participatory methods of instruction and 5) reasonable class sizes, 6) a safe learning environment. There is also an emphasis on recreation, play and sport, and the development of related creative activities.

Recovery
A focus on how best to restore the capacity of the government and communities to rebuild and recover from crisis and to prevent relapses into conflict. In so doing, recovery seeks to catalyse sustainable development activities.

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Resilience
The capacity of an individual, system, community or society to resist, adapt, and recover from hazard events, and to restore an acceptable level of functioning and structure.

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

School going age
In a normal society school-going age may be defined by law. One characteristic of long-running emergencies is that the official age and the real age of children often get out of sync. As in Ivory Coast where no child is allowed to take the primary leaving exam in a government school when she has passed her 15th birthday. This was a good measure normally intended to encourage school attendance. Advocacy became necessary to raise the age for returning displaced children. Care has to be taken when methods of gathering statistics do not take account of the abnormal age range after a long-term emergency such as a refugee crisis.

Stakeholders
Stakeholders are persons or groups with a common interest in a particular action and its consequences, and who are affected by it. Pupils, students and young learners are the primary stakeholders in education.

Sustainability
Sustainability is concerned with measuring whether an activity or an impact is likely to continue after the specific programme is handed over to the normal authorities. To use a sustainable approach in education-programming is crucial as education is essentially long term.

Vulnerability
The conditions determined by physical, social, economic and environmental factors or processes, which increase the susceptibility of a community to the impact of hazards. For positive factors, which increase the ability of people to cope with hazards, see definition of ‘capacity’. (ISDR)