

Module 0: Planning an Education in Emergencies Training

Preface

This document is the first of (currently) twelve modules produced by a joint ECU/INEE project and is designed as a guidance Document for the other training materials.

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Introduction

This document is a guide to planning the content of an education in emergencies training. The materials referenced by the guide were created in 2010 through a project jointly sponsored by the Education Cluster Unit and the Inter-Agency Network for Education in Emergencies. This package was the result of a harmonisation process of the training guides and workshop materials from INEE, IIEP and the Front Line Responders training produced by UNICEF and Save the Children. Recent tools and documents including the Education Cluster Joint Needs Assessment Tool and the Education Cluster Coordinators Handbook have also been referenced for the creation of these resources.

Twelve Modules (including this one) were created, and a thirteenth has been added after input from the Education Cluster Working Group (ECWG)

Module 0	Planning guide and training tips
Module 1	The Rationale for Education in Emergencies and the Impact of Emergencies on Children and Education
Module 2	Framework for Education in Emergencies: INEE Minimum Standards
Module 3	Technical Components of Education in Emergencies
Module 4	Coordination
Module 5	Action Planning and Follow-up
Module 6	Assessments
Module 7	Programme Design, Monitoring and Evaluation
Module 8	Links between Education and other Sectors
Module 9	Contingency Planning
Module 10	Early Recovery and Transition
Module 11	Education Policy (strategy and advocacy)
Module 12	Emergency Preparedness*

*Under development in December 2010.

Modules 1-5 represent an attempt to encapsulate the fundamental aspects of education in emergencies response. The exercises and presentations were designed with a single day workshop in mind. These are known as the '**core modules**', but in essence this is only a way of differentiating a set of materials that could put across the basics of education in emergencies in a single day.

The remaining modules are similar in layout and design. Each focuses on a specific topic. In some cases where a scenario is used exercises and tasks span several of the modules; this is to add a comprehensive practical element to the training. However supplementary materials are provided and most, if not all modules can be utilised individually with some adaptation by the facilitator.

The decision on the materials that make up the 'core' modules and the additional materials to be created (known as **technical modules**) as part of this project was taken by the Capacity Development Task Team (CDTT) at a special workshop in Nairobi in April 2009. This is intended as the start of a process whereby the INEE and Education Cluster Unit can consolidate and make available high quality, consistent materials for use in capacity development initiatives around the globe. It is envisaged that further modules, additional exercises, case studies and scenarios can be added to the materials and made available from a central database. The implementation of this knowledge management function for capturing and sharing best practice is currently under discussion by the CDTT.

Currently the materials include 2 scenarios (a flood scenario based on materials from ESAR, and a civil conflict/refugee scenario based on materials from West Africa). In addition, whilst being

predominantly African in tone there are case studies and examples drawn from Nepal, Afghanistan, Pakistan, Sri Lanka and an effort has been made to contextualise the materials as broadly as possible. Unfortunately the Asia Pacific region was unable to input directly to the process, however a separate set of education in emergency materials is being developed and contextualised in that area and facilitators are encouraged to consider whether those materials would also be beneficial to any training being developed.

Target audience

Whilst based on the Front Line responders training, the materials were also focussed on utilising the recently revised INEE Minimum Standards for Education: Preparedness, Response, Recovery as the central basis for the material. As such the materials can be used for INEE training workshops. Also, with valuable input from the International Institute for Education Planning, there was a focus on making the materials more relevant for ministries of education (a number of alternative exercises with facilitator guidance are included for this).

The materials are suitable for regional based or country focussed training and can be adapted for local contexts and utilised for field level training. They are also designed to provide the basis for donor workshops/presentations and in academic work.

Planning

The remainder of this document designed as a guide for facilitators when planning an education in emergencies workshop. A successful training event takes time and careful preparation. This document will take you through the key steps in organizing an education in emergency training using the INEE-Global Education Cluster training package.

Step 1: Initial Planning and Structure

Before conducting training, it is very important to think about the following questions.

1. Why do you want to do an education in emergencies training? What do you want participants to learn? Do you want to focus on a particular technical aspect of education in emergencies? If so, which one(s)? (i.e. Disaster Risk Reduction, conflict, early childhood development)
2. Identify target audience
Who needs to be trained? What is the target audience for the training? Will this represent people from the regional, national, or local levels?
(i.e. Education cluster members, Ministry of Education, university students, donors, international NGO, national NGO or UN agency staff)
3. How many days do you have to do the training? (1, 2, 3, 4, 5)
4. Will the training be a Training of Trainers (ToT) or a training?

There are two main types of trainings that can be done using this package. A training can be conducted or a training of trainers (ToT). A training would not give any responsibility to participants for future trainings conducted in the country, region etc... A ToT design assumes that the participants will lead the roll-out of training and capacity development at the national or local levels. A key difference between a training and a ToT is that in a ToT participants actually lead some of the sessions. If the overall plan is to start with a training at a national level and use a cascade approach to train others at a local level, a ToT design would provide participants both the knowledge and skills required to roll-out training. If the training is for Ministry of Education officials who will not be in a position to train others, than a training design should be selected.

5. Who will be on the training/facilitation team and what will their role be?

In training or training of trainers, it is best to have at least 2 facilitators that can work together. It would be important to have at least one person who can help with logistics, administration, invitation and visas for participants etc. For longer workshops (3+ days) guest speakers, experts and professionals who understand the local context will be a valuable addition to supporting the training.

6. Identify overall strategy, objectives and outcome of the workshop

a) Develop training objectives

Example:

1) Increase knowledge about education in emergencies; 2) Train teams of district/regional education in emergency responders to conduct training at district level in components of education sector preparedness and response and develop contingency plans for likely emergencies

b) Identify long term strategy for capacity development

Example:

1) Roll out training at district level to teams of front line responders; 2) Develop/refine contingency plans at national/sub-national levels for likely emergencies; 3) Take appropriate actions to implement plans, e.g, stockpile materials, train teachers. 4) Advocate for government policies for disaster risk reduction and emergency preparedness.

c) Identify outcomes for the workshop

Example: 1) Establishment of education sector/cluster groups at national/sub-national levels, 2) Action plans for roll out training; 3) Action plans for sub-national contingency plans; 4) Action plans for government education in emergency policy

Step 2: Selecting the Most Appropriate Modules for your Training

The overall training package has numerous modules that can be selected based on what you want to achieve from the training. The checklist below provides an overview of each of the current training modules and the learning outcomes. This is a reflection exercise to determine which learning outcomes your target audience has already achieved and which they have not. The first five modules are recommended for all trainees, but if the group has already achieved the learning outcomes outlined in these modules, then the time spent on these modules can be heavily reduced. A full reference to each module is included in the appendices.

Session	Learning Outcomes	YES	NO
Module 1: The Rationale for Education in Emergencies and the Impact of Emergencies on Children and Education	<ol style="list-style-type: none"> 1. Identify the different types of emergency scenarios and describe their impact on children, education systems and communities. 2. Explain the rationale for education as a first response in emergencies. 3. Be aware of the key international legal instruments and conventions and understand that they underpin learner's right to education, including education in emergencies. 		
Module 2: Framework for Education in Emergencies: INEE Minimum Standards	<ol style="list-style-type: none"> 1. Understand what is the Inter-Agency Network for Education in Emergencies (INEE). 2. Understand the Domains and Standards of the INEE Minimum Standards for Education: Preparedness, Response, Recovery. 3. Understand how the Minimum Standards can be applied to ensure quality education during preparedness, response and recovery phases 		
Module 3: Technical Components of Education in Emergencies	<ol style="list-style-type: none"> 1. Identify the phases of emergency education response. 2. Understand the education interventions for all phases of an emergency including preparedness, response and early recovery and how they can be linked. 3. Understand the linkages between education interventions for all phases of an emergency and the INEE Minimum Standards for Education. 		
Module 4: Coordination	<ol style="list-style-type: none"> 1. Explain the purpose, benefits and challenges of education sector coordination in emergency preparedness and response. 2. Understand that good coordination assists and supports the duty bearer (Government/MOE) to provide education services in a crisis situation. 3. State the objectives of the cluster approach in emergency response and be aware of the roles and responsibilities of the Education Cluster co- lead agencies (Save the Children and UNICEF) and Education Cluster members. 		
Module 5: Action Planning and Follow-up	<ol style="list-style-type: none"> 1. Commit to an action plan related to what you have learned/discussed in this workshop 2. Identify priority preparedness actions and next steps which may include: 3. Education sector policy/advocacy initiatives 4. Development/revision of education contingency plans 5. Strengthening of coordination mechanisms 6. Capacity mapping 7. Education in emergency training 		

Session	Learning Outcomes	YES	NO
Module 6: Assessments	<ol style="list-style-type: none"> 1. Use a capacity mapping tool for the education sector/cluster at the national level to identify capacities of partners in developing a response from the technical components of Education in Emergencies. 2. Describe the purpose and timing of a multi-sectoral assessment, a joint rapid education assessment and further ongoing assessments. 3. Identify the information needed for creating or adapting a joint rapid education assessment tool. 4. Identify mechanisms for two-way information management - created for effective analysis, communication and reporting of assessment data from field to country level, and from the education sector/cluster (incl government) to other clusters and OCHA. 		
Module 7: Programme Design, Monitoring and Evaluation	<ol style="list-style-type: none"> 1. Be able to analyse a situation through assessment data so as to be able to formulate an effective response strategy 2. Utilise the INEE Minimum Standards to create a comprehensive emergency education programme including cross cutting issues and in line with the needs and wishes of the community 3. Use a template to design emergency response plan (based on the technical components of education in emergencies) through identifying activities, supply needs, actors, time frames and the target beneficiaries. 		
Module 8: Links between Education and other Sectors	<ol style="list-style-type: none"> 1. Understand the links between education and other sectors in all emergency phases – from preparedness, response to recovery. 2. Gain a better understanding of the various sectors that work in acute emergencies and which ones to liaise with when establishing emergency education programmes. 		
Module 9: Contingency Planning	<ol style="list-style-type: none"> 1. Understand what is contingency planning and why it is important. 2. Understand the key components of the contingency planning process. 3. Understand how to develop a contingency planning document. 4. Begin the contingency planning process. 		
Module 10: Early Recovery and Transition	<ol style="list-style-type: none"> 1. Understand the importance of early recovery planning and activities within an emergency response. 2. Understand that close coordination with national authorities and long-standing education actors through all phases of the emergency response promotes a long-term perspective and catalyses recovery. 3. Identify strategies for restarting formal education, reintegrating students and teachers into formal education systems. 4. Investigate needs related to post-emergency curriculum and other key issues to support learners both within and outside of formal education. 		

Session	Learning Outcomes	YES	NO
Module 11: Education Policy (strategy and advocacy)	<ol style="list-style-type: none"> 1. Understand and be able to define what is advocacy, why it is important for education in emergencies, and who should be targeted. 2. Understand the importance of including education in emergencies as a component of national education policies and planning processes, and how to effectively do this. 3. Begin the process of developing context specific advocacy messages and a context specific action plan for change in education policy 		
Module 12: Emergency Preparedness	<ol style="list-style-type: none"> 1. Understand what is meant by Emergency Preparedness, Disaster Risk Reduction and Contingency Planning 2. Create contingency plans based on likely emergencies in their country/district 3. Understand priority actions identified under Hyogo Framework for Action with a focus on education related measures 4. Identify preparedness activities that will reduce vulnerability, mitigate the impact of emergencies and support efforts to prevent conflict and civil unrest 		

Note: In the Education in Emergencies training for frontline responders there are a number of other sessions that can be used to supplement a training workshop. A full list of the regional training conducted by ESARO (2008) is given below. It is expected that additional modules will be updated and added to those already in the ECU/INEE package.

ESARO 5 Day Training Programme (2008)

- **Session 1:** Emergencies and their Impact on Children and Education
- **Session 2:** Rationale for Education in Emergencies
- **Session 3:** Framework for Education in Emergencies: Minimum Standards
- **Session 4:** Technical Components of Education in Emergencies
- **Session 5:** Education in Emergencies Coordination and the Cluster Approach
- **Session 6:** Emergency Scenario and Capacity Mapping
- **Session 7:** Education in Emergencies Assessment
- **Session 8:** Education in Emergencies Response Planning
- **Session 9:** Human and Financial Resources
- **Session 10:** Education in Emergencies Supplies and Logistics
- **Session 11:** Temporary Learning Spaces
- **Session 12:** Psychosocial Support and Strategies
- **Session 13:** Emergency Education Curricula
- **Session 14:** Teachers and Education Personnel
- **Session 15:** Rehabilitation and Construction of Schools
- **Session 16:** Resumption of Formal Education
- **Session 17:** Gender and Inclusion in Education in Emergencies
- **Session 18:** Monitoring and Evaluation of Education in Emergencies
- **Session 19:** Disaster Risk Reduction in Education
- **Session 20:** Emergency Education Preparedness and Response during Armed Conflict
- **Session 21:** Emergency Education Preparedness and Response to Health Emergencies
- **Session 22:** Action Planning for Preparedness and Contingency Planning, Capacity Mapping, Policy & Planning, Training Roll-Out

Step 3: Developing a Training Agenda

Once you completed steps 1 and 2, it will be important to develop an agenda. As the agenda is developed, it will be important to review the timing of the selected modules. Each module includes a set of information and exercises and most are approximately 90 minutes. If you wish to go deeper into a particular subject, additional exercises are also provided. Suggestions are also provided on how the time frame of the module can be reduced. Appendix 1 includes sample agendas for various target groups.

Pay attention to the flow of the workshop, which sessions have to follow on (for example programme planning naturally follows the assessment session). Also in regards to the facilitators try and make sure that there is a reasonable division of labour so that both the facilitators and participants do not get stale or tired. Also you may have to manipulate the timetable if key guest speakers are to be utilised.

Finally focus on the training objectives, make sure the training agenda sufficiently covers the areas outlined in the objectives. Consider how much time the participants will need to investigate those key areas and ensure those sessions have enough time allocated to them.

Step 4: Adapting the Training Materials

The training modules have been developed for a wide range of audiences. However, they may need to be further adapted for your particular country contexts. For example, module 2 on the INEE Minimum Standards provides a case study of the Tsunami as a way to better understand the standards. However, there may have been a recent emergency in your country or conflict may be more of a major issue than natural disasters. In these situations, it would be important to adapt the training materials and make small changes to make the training most appropriate for your country context.

You may also want to change the look of some of the materials, use different pictures and wording, put in relevant local examples. There may be new tools, examples recently produced that were not available when this material was written, should that be used instead?

Consider especially the role plays and scenarios and make sure that the roles are realistic and relevant to the context.

Step 5: Developing/Adapting Evaluation Forms

It is important that there is an evaluation of the training's learning outcomes. This can be a simple evaluation of knowledge gained through the training or it can also look at if the training has resulted in action. The latter type of evaluation is a longer-term process and would require staff and time to collect this data.

Evaluation is especially important if this is a ToT. If participants did not understand a session or found it difficult to follow you will want to look at amending the session before any training roll out. Also for the sessions that went really well are there lessons learned that can be used to make the sessions that were not so well received better?

Appendix 1: Sample Agendas

I. Sample Agenda for Implementing Agencies (i.e. Education Cluster)

1 day training

	DAY 1
30 minutes	Welcome, Introductions, Workshop Overview
90 minutes	Module 1: The Rationale for Education in Emergencies and the Impact of Emergencies on Children and Education
15 minutes	Break (Tea/Coffee)
90 minutes	Module 2: Framework for Education in Emergencies, INEE Minimum Standards for Education
1 hour	Lunch
90 minutes	Module 3: Technical Components of Education in Emergencies
15 minutes	Break (Tea/Coffee)
90 minutes	Module 4: Coordination
90 minutes	Module 5: Action Planning and Follow-up

2 day training

	DAY 1
30 minutes	Welcome, Introductions, Workshop Overview
90 minutes	Module 1: The Rationale for Education in Emergencies and the Impact of Emergencies on Children and Education
15 minutes	Break (Tea/Coffee)
90 minutes	Module 2: Framework for Education in Emergencies, INEE Minimum Standards for Education
1 hour	Lunch
90 minutes	Module 3: Technical Components of Education in Emergencies
15 minutes	Break (Tea/Coffee)
90 minutes	Module 4: Coordination
	DAY 2
90 minutes	Module 6: Conducting Assessments
15 minutes	Break (Tea/Coffee)
90 minutes	Module 7: Designing, Monitoring and Evaluation
60 minutes	Lunch
60 minutes	Module 8: Links between education and other sectors
90 minutes	Module 9: Preparedness and Contingency Planning
15 minutes	Break (Tea/Coffee)
90 minutes	Module 5: Action Planning and Follow-up

3 day training

	DAY 1
30 minutes	Welcome, Introductions, Workshop Overview
90 minutes	Module 1: The Rationale for Education in Emergencies and the Impact of Emergencies on Children and Education
15 minutes	Break (Tea/Coffee)
90 minutes	Module 2: Framework for Education in Emergencies, INEE Minimum Standards for Education
1 hour	Lunch
90 minutes	Module 3: Technical Components of Education in Emergencies
15 minutes	Break (Tea/Coffee)
90 minutes	Module 4: Coordination
	DAY 2
90 minutes	Module 6: Conducting Assessments
15 minutes	Break (Tea/Coffee)
90 minutes	Module 7: Designing, Monitoring and Evaluation
60 minutes	Lunch
60 minutes	Module 8: Links between education and other sectors
90 minutes	Module 9: Preparedness and Contingency Planning
15 minutes	Break (Tea/Coffee)
90 minutes	Module 12: Emergency Education Curricula
	DAY 3
90 minutes	Module 13: Temporary Learning Spaces
15 minutes	Break (Tea/Coffee)
90 minutes	Module 14: Psychosocial Support and Strategies
60 minutes	Lunch
90 minutes	Module 15: Teachers and Other Education personnel
60 minutes	Module 17: Education in Emergencies supplies and logistics
15 minutes	Break (Tea/Coffee)
90 minutes	Module 5: Action Planning and Follow-up

4 day training

	DAY 1
30 minutes	Welcome, Introductions, Workshop Overview
90 minutes	Module 1: The Rationale for Education in Emergencies and the Impact of Emergencies on Children and Education
15 minutes	Break (Tea/Coffee)
90 minutes	Module 2: Framework for Education in Emergencies, INEE Minimum Standards for Education
1 hour	Lunch
90 minutes	Module 3: Technical Components of Education in Emergencies
15 minutes	Break (Tea/Coffee)
90 minutes	Module 4: Coordination
	DAY 2
90 minutes	Module 6: Conducting Assessments
15 minutes	Break (Tea/Coffee)
90 minutes	Module 7: Designing, Monitoring and Evaluation
60 minutes	Lunch
60 minutes	Module 8: Links between education and other sectors
90 minutes	Module 9: Preparedness and Contingency Planning
15 minutes	Break (Tea/Coffee)
90 minutes	Module 12: Emergency Education Curricula
	DAY 3
90 minutes	Module 13: Temporary Learning Spaces
15 minutes	Break (Tea/Coffee)
90 minutes	Module 14: Psychosocial Support and Strategies
60 minutes	Lunch
90 minutes	Module 15: Teachers and Other Education personnel
60 minutes	Module 16: Rehabilitation and Construction of Schools
15 minutes	Break (Tea/Coffee)
90 minutes	Module 17: Education in Emergencies supplies and logistics
	DAY 4
90 minutes	Module 10: Early Recovery and Transition
15 minutes	Break (Tea/Coffee)
90 minutes	Module 11: Education Policy (strategy and advocacy)
60 minutes	Lunch
90 minutes	Module 19: Early childhood development
60 minutes	Module 21: Disaster Risk Reduction
15 minutes	Break (Tea/Coffee)
90 minutes	Module 5: Action Planning and Follow-up

II. Agenda for Ministries of Education

1 day training

	DAY 1
30 minutes	Welcome, Introductions, Workshop Overview
90 minutes	Module 1: The Rationale for Education in Emergencies and the Impact of Emergencies on Children and Education
15 minutes	Break (Tea/Coffee)
90 minutes	Module 2: Framework for Education in Emergencies, INEE Minimum Standards for Education
1 hour	Lunch
90 minutes	Module 3: Technical Components of Education in Emergencies
15 minutes	Break (Tea/Coffee)
90 minutes	Module 4: Coordination
90 minutes	Module 5: Action Planning and Follow-up

2 day training

	DAY 1
30 minutes	Welcome, Introductions, Workshop Overview
90 minutes	Module 1: The Rationale for Education in Emergencies and the Impact of Emergencies on Children and Education
15 minutes	Break (Tea/Coffee)
90 minutes	Module 2: Framework for Education in Emergencies, INEE Minimum Standards for Education
1 hour	Lunch
90 minutes	Module 3: Technical Components of Education in Emergencies
15 minutes	Break (Tea/Coffee)
90 minutes	Module 4: Coordination
	DAY 2
60 minutes	Module 8: Links between education and other sectors
15 minutes	Break (Tea/Coffee)
90 minutes	Module 9: Preparedness and Contingency Planning
60 minutes	Lunch
90 minutes	Module 21: Disaster Risk Reduction
15 minutes	Break (Tea/Coffee)
90 minutes	Module 11: Education Policy
90 minutes	Module 5: Action Planning and Follow-up

III. Sample Agenda for Donors

	DAY 1
30 minutes	Welcome, Introductions, Workshop Overview
90 minutes	Module 1: The Rationale for Education in Emergencies and the Impact of Emergencies on Children and Education
15 minutes	Break (Tea/Coffee)
90 minutes	Module 2: Framework for Education in Emergencies, INEE Minimum Standards for Education
1 hour	Lunch
90 minutes	Module 3: Technical Components of Education in Emergencies
15 minutes	Break (Tea/Coffee)
60 minutes	Module 8: Links between Education and other sectors

IV. Sample Agendas for University Students

1 day

	DAY 1
30 minutes	Welcome, Introductions, Workshop Overview
90 minutes	Module 1: The Rationale for Education in Emergencies and the Impact of Emergencies on Children and Education
15 minutes	Break (Tea/Coffee)
90 minutes	Module 2: Framework for Education in Emergencies, INEE Minimum Standards for Education
1 hour	Lunch
90 minutes	Module 6: Conducting Assessments
15 minutes	Break (Tea/Coffee)
50 minutes	Module 7: Design, Monitoring and Evaluation

1 ½ days

	DAY 1
30 minutes	Welcome, Introductions, Workshop Overview
90 minutes	Module 1: The Rationale for Education in Emergencies and the Impact of Emergencies on Children and Education
15 minutes	Break (Tea/Coffee)
90 minutes	Module 2: Framework for Education in Emergencies, INEE Minimum Standards for Education
1 hour	Lunch
90 minutes	Module 3: Technical Components of Education in Emergencies
15 minutes	Break (Tea/Coffee)
50 minutes	Module 4: Coordination
	DAY 2
30 minutes	Review
90 minutes	Module 6: Conducting Assessments
15 minutes	Break (Tea/Coffee)
50 minutes	Module 7: Design, Monitoring, Evaluation
60 minutes	Module 8: Links between education and other sectors
30 minutes	Evaluation and Conclusion

Appendix 2: Learning Outcomes and Key Messages

Module 1: The Rationale for Education in Emergencies and the Impact of Emergencies on Children and Education

Learning Objectives

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

1. Identify the different types of emergency scenarios and describe their impact on children, education systems and communities.
2. Explain the rationale for education as a first response in emergencies.
3. Be aware of the key international legal instruments and conventions and understand that they underpin learner's right to education, including education in emergencies.

Key Messages and Learning Points

- Three categories of emergency are distinguished: (a) **natural disasters** which include hurricanes, earthquakes, tsunamis, droughts, cyclones, epidemics, floods, landslides and volcanos. (b) **man-made disasters**, including civil unrest, war, occupation, economic blockage, and (c) **complex emergencies**, which combine both natural and man-made emergencies. Emergencies can be either rapid onset events or occur more slowly over time.
- There is specific key terminology that is used in Emergency Preparedness and Disaster Risk Reduction (DRR).
- Emergencies affect education opportunities for learners differently, depending on the nature of the emergency, attitudes toward different members of society (such as girls, marginalised groups, children with disabilities etc.), and a community's own resources.
- Learners who have experienced conflict or natural disasters have a **right to education** and **protection**, and their communities **prioritise** schooling.
- Education can support well being, promote psychological recovery and social integration, in addition to development and growth.
- Education is an important tool in providing children and communities a sense of normalcy.
- Education can be life-sustaining and life-saving offering the protective functions of safe learning spaces and disseminating vital messages around health and safety.
- An Education in Emergencies response is based on education's role in affording protection and in meeting the developmental needs of children.
- There are key international legal instruments and conventions that can be utilised to promote and advocate for Education in Emergencies. It is important to realise which are the most relevant depending on the location and context of the emergency.
- The global advocacy goals of governments and agencies should promote education as a key component of emergency response.
- The INEE Minimum Standards is a framework for structuring the education preparedness, response and recovery programmes.

Module 2: Framework for Education in Emergencies: INEE Minimum Standards for Education

Learning Objectives

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

1. Understand what is the Inter-Agency Network for Education in Emergencies (INEE).
2. Understand the Domains and Standards of the INEE Minimum Standards for Education: Preparedness, Response, Recovery.
3. Understand how the Minimum Standards can be applied to ensure quality education during preparedness, response and recovery phases

Key Messages and Learning Points

- The key global advocacy goals of agencies and governments should be to establish education as a key component of their emergency responses.
- The purpose of the Inter-Agency Network for Education in Emergencies (INEE) is to serve as an open global network of members working together within a humanitarian and development framework to ensure all people the right to quality and safe education in emergencies and post-crisis recovery.
- INEE promotes the right to quality education in emergencies through to recovery and development.
- INEE is a resource for best practice tools, reports and research on education in emergencies through recovery.
- The INEE Minimum Standards Handbook articulates the minimum level of educational quality and access in emergencies through to recovery. The Standards can be used as a capacity-building and training tool for humanitarian agencies, governments and local populations to enhance the effectiveness and quality of their educational assistance. They help to enhance accountability and predictability among humanitarian actors and improve coordination among partners, including education authorities.
- The INEE Minimum Standards Handbook has five domains: 1) Foundational Standards (Participation, Coordination and Analysis), 2) Access and Learning Environment, 3) Teaching and Learning, 4) Teachers and other Education Personnel, 5) Education Policy. Each domain has standards, key actions and guidance notes.



Learning Objectives

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

1. Identify the phases of emergency education response.
2. Understand the education interventions for all phases of an emergency including preparedness, response and early recovery and how they can be linked.
3. Understand the linkages between education interventions for all phases of an emergency and the INEE Minimum Standards for Education.



Key Messages and Learning Points

- The phases of emergency response include **1) preparedness, mitigation, prevention, 2) response, 3) early recovery, and 4) longer-term recovery.**
- These phases are on a continuum and can overlap with each other. The time frame for each phase can vary widely based on the type of emergency and the country context.
- Even if a country is not in an emergency, key stakeholders should think about how to prepare for and prevent emergencies and mitigate their impacts.
- The key technical components of education in emergencies includes
 1. Cluster/sector coordination mechanism
 2. Education assessments
 3. Education supplies and logistics
 4. Temporary learning spaces
 5. Psychosocial support and strategies
 6. Emergency education curricula
 7. Mobilisation and training of teachers and education personnel
 8. Rehabilitation and construction of schools
 9. Resumption of formal education
 10. Monitoring and evaluation
 11. Developing a contingency plan
 12. Disaster Risk Reduction

Module 4: Coordination of Education in Emergencies

Learning Objectives

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

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

Key Messages and Learning Points

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

Module 5: Action Planning (including Preparedness, Contingency Planning and Capacity Building)

Learning Objectives

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

1. Commit to an action plan related to what you have learned/discussed in this workshop
2. Identify priority preparedness actions and next steps which may include:
 - Education sector policy/advocacy initiatives
 - Development/revision of education contingency plans
 - Strengthening of coordination mechanisms
 - Capacity mapping
 - Education in emergency training

Key Messages

- Preparedness actions coordinated and completed prior to an emergency are essential in order to enhance the effectiveness of the response
- Contingency planning identifies vulnerabilities and likely emergencies in a geographic location and requires that the education sector prepare to respond with minimum levels of preparedness based on capacities of agencies and needs of the likely emergency
- Capacity building 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

Module 6: Education in Emergency Assessments and Capacity Mapping

Learning Objectives

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

1. Use a capacity mapping tool for the education sector/cluster at the national level to identify capacities of partners in developing a response from the technical components of Education in Emergencies.
2. Describe the purpose and timing of a multi-sectoral assessment, a joint rapid education assessment and further ongoing assessments.
3. Identify the information needed for creating or adapting a joint rapid education assessment tool.
4. Identify mechanisms for two-way information management - created for effective analysis, communication and reporting of assessment data from field to country level, and from the education sector/cluster (incl government) to other clusters and OCHA.

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.
- A multi-sectoral assessment is a process to gather cross-sectoral information on the emergency situation and to evaluate physical and human resources available.
- The education sector can use the demographic information from a multi-sectoral assessment to estimate the number and locations of affected children to be served.
- Coordination and collaboration with education authorities, community and other implementing agencies is essential in a rapid assessment process.
- The education sector/cluster coordinates support to the government to design and conduct a rapid education assessment, within 2-3 weeks if possible depending on conditions, access and resources.
- Planning for an assessment involves a number of key steps, including lines of communication and who and how to contact key informants.
- Ongoing education assessments may be necessary to collect additional data or new data as conditions on the ground change.
- Information from an assessment needs to be systematically collected and disseminated to key stakeholders.

Learning Objectives

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

1. Be able to analyse a situation through assessment data so as to be able to formulate an effective response strategy
2. Utilise the INEE Minimum Standards to create a comprehensive emergency education programme including cross cutting issues and in line with the needs and wishes of the community
3. Use a template to design emergency response plan (based on the technical components of education in emergencies) through identifying activities, supply needs, actors, time frames and the target beneficiaries.

Key Messages

- Incorporating the INEE Minimum Standards into education plans in the early stages of an emergency will prevent or minimise future problems
- When community priorities are not addressed within education plans, programmes are less effective
- Coordination between agencies at local level can prevent repetition and help identify gaps
- Changing situations (which is the norm) will require adaptable and flexible programme planning
- Monitoring is a critical component of programme design and continuous monitoring will improve both accountability and quality



Learning Objectives

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

1. Understand the links between education and other sectors in all emergency phases – from preparedness, response to recovery.
2. Gain a better understanding of the various sectors that work in acute emergencies and which ones to liaise with when establishing emergency education programmes.



Key Messages and Learning Points

- In order to provide holistic support to children and young people, especially in emergencies, it is essential to work with various sectors.
- Other global clusters include: agriculture, camp coordination/management, early recovery, emergency shelter, emergency telecommunications, health, logistics, nutrition, protection and health, sanitation, hygiene
- The INEE-Sphere companionship exemplifies the humanitarian community's understanding of the importance of ensuring linkages and coordination between various sectors. The INEE Minimum Standards makes reference to the Sphere handbook and vice-versa.

Learning Objectives

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

1. Understand what is contingency planning and why it is important.
2. Understand the key components of the contingency planning process.
3. Understand how to develop a contingency planning document.
4. Begin the contingency planning process.

Key Messages and Learning Points

- Contingency planning is an on-going process to reflect upon and prepare for various emergency scenarios. The process occurs over a period of time with participation of key stakeholders.
- Developing a contingency plan for the education sector is a key preparedness activity.
- A contingency plan can be developed at the national and/or local levels with key stakeholders that may be involved in emergency response. For the education sector, this can include Education Cluster members, Ministry of Education staff at the national and local levels, community-based organisations, teachers, youth etc...
- Contingency planning should always include the Ministry of Education, preferably in a leadership role.
- A contingency plan document is one of the key results of the process. It is a living document whose activities should be implemented as part of emergency preparedness. The document's plan should be reviewed and revised regularly, usually on an annual basis.
- It is important that even though contingency plans are developed for individual sectors, there needs to be coordination with other sectors to ensure there is not an overlap or gap in service provision. In particular, it is important for the education sec

Learning Objectives

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

1. Understand the importance of early recovery planning and activities within an emergency response.
2. Understand that close coordination with national authorities and long-standing education actors through all phases of the emergency response promotes a long-term perspective and catalyses recovery.
3. Identify strategies for restarting formal education, reintegrating students and teachers into formal education systems.
4. Investigate needs related to post-emergency curriculum and other key issues to support learners both within and outside of formal education.

Key Messages and Learning Points

- Understand that the group of stakeholders may be broader in early recovery than in other stages of an emergency
- Participation of affected communities should be on-going and meaningful.
- Coordination with and the participation of long-standing education partners is vital in all phases of the response from onset of emergency through early recovery and into long-term reconstruction (as well as during preparedness).
- Understand the linkages between the emergency response and the recovery phase.
- Application of the INEE Minimum Standards for Education in the early stages of an emergency facilitates the transition to early reconstruction and recovery.
- Understand the complexity of issues and be able to utilise the relevant standards to address them.
- 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.
- Support to education authorities and systems may be necessary to ensure successful teacher and student reintegration during recovery.
- There are a number of key areas to be addressed when developing a post-emergency curriculum.
- Initiatives outside of the formal education system and in support of it will have to be pursued to ensure the needs of all learners are met.
- Community-led education initiatives should be built upon, rather than replaced in the resumption of formal schooling



Learning Objectives

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

1. Understand and be able to define what is advocacy, why it is important for education in emergencies, and who should be targeted.
2. Understand the importance of including education in emergencies as a component of national education policies and planning processes, and how to effectively do this.
3. Begin the process of developing context specific advocacy messages and a context specific action plan for change in education policy



Key Messages and Learning Points

- In order to sustainably mainstream education in emergencies concerns into ongoing education planning and policies it is critical to advocate for it and ensure inclusion in a country's education policy
- Advocating for an integration of education in emergencies into national education policies takes time. Conducting the exercises in this module alone will not mean that you see policy changes. It is important to continue advocacy and continue pushing for change in education policies.
- Advocacy can be done verbally or through written materials (i.e. advocacy brief, concept notes, presentations, proposals, articles).
- Targets for advocacy can include government officials (including the Ministry of Education), colleagues from other sectors, donors, the public, and the media.
- The INEE Minimum Standards provides guidance and key actions to consider when advocating for, developing and strengthening Education Policy.
- The Education cluster or Education in Emergencies working group provides an important structure for agreeing on priorities for advocacy and key advocacy points.

Module 12: Emergency Preparedness



Learning Objectives

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

1. Understand what is meant by Emergency Preparedness, Disaster Risk Reduction and Contingency Planning
2. Create contingency plans based on likely emergencies in their country/district
3. Understand priority actions identified under Hyogo Framework for Action with a focus on education related measures
4. Identify preparedness activities that will reduce vulnerability, mitigate the impact of emergencies and support efforts to prevent conflict and civil unrest



Key Messages

- Preparedness actions coordinated and completed prior to an emergency are essential in order to enhance the effectiveness of the response.
- Disaster Risk Reduction interventions are cost effective, greatly reducing the cost of an emergency response, they also save lives.
- Contingency planning identifies vulnerabilities and likely emergencies in a geographic location and requires that the education sector prepare to respond with minimum levels of preparedness based on capacities of agencies and impact of the likely emergency.
- Emergency preparedness involves everyone at all levels.
- Education can play a role in promoting peace, non-violent conflict resolution and understanding in fragile states.