


---

## Module 6: Education in Emergency Assessments and Capacity Mapping

---

 **Time: 3 hours**

### **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.

## Session Outline

Content	Approx. Time	Instructional Activity
1. Introduction of emergency in Momaland – 72 hours after onset with slide presentation	10 minutes	Slide show
2. Capacity mapping role plan and exercise for education cluster/sector with gallery walk	45 minutes	Role Play/Group Work
3. Education in Emergencies Assessment	25 minutes	Slide show
4. Rapid Education Assessment – Purpose and Logistics	45 minutes	Role Play/Group Work
5. Establishing Information Management Mechanisms	25 minutes	Group Work and Gallery Walk
6. Ongoing Education Assessments	15 minutes	Group Work/Plenary
7. Preparedness Reflection	15 minutes	Personal Reflection
<b>Total Time</b>	<b>3 hours</b>	

## Preparation, Resources and Support Materials

### **Resources / Materials needed:**

- Flip charts, paper, and markers for 6 groups
- Module 6 slide presentation
- Handout 6.1: Emergency Response Capacity Mapping Tool by Components
- Handout 6.2: Capacity Mapping Tool by Geographic Area
- Capacity Mapping Role cards for cluster/sector members – one set of six role cards for 6-7 groups
- Six sets of name tags 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
- Handout 6.3: Sample Multi-sectoral Assessment
- Handout 6.4: Multi-sector Assessment Data – 2 weeks after onset
- Handout 6.5: Rapid Education Assessment Planning Tool
- Handout 6.6: Education Cluster Needs Assessment Indicators
- Handout 6.7: Sample Rapid Education Assessment – Individual School
- Handout 6.8: Information and Communication Case Study: Mozambique
- Handout 6.9: Sample Information Management Flow Chart
- District Level Assessment Role cards for District 1, District 2 and District 3 teams, colour coded by district

### **Preparation for this session:**

- Review Session slide presentation
- Ensure that 6 flip charts are in the room and placed at 6 different stations for group work
- Ensure there are enough handouts, role cards, maps etc for the participants, note there are 2 role plays each needing role cards and handouts.

**Additional Resources:**

- 6.10 Assessment and Analysis Guidelines – IASC
- 6.11 Education Rapid Needs Assess Short Guide
- 6.12 JNA Question Bank 200710

**Toolkit:**

- *For local adaptation*

**Supplementary Material:**

Exercise – Alternative Scenario: Civil Unrest – Refugee Crisis

**Requires:** - Preparation is the same; scenario, map and roles are different.

# 1. Introduction - Emergency in Momaland

10 minutes

## Objectives

- Use a capacity mapping tool for the education sector/cluster at the national level to identify capacities of partners in developing a response (based on the technical components of Education in Emergencies).
- Describe the purpose and timing of a multi-sectoral assessment, a joint rapid education assessment and further ongoing assessments
- Identify the information needed for creating or adapting a joint rapid education assessment tool.
- 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

INEE and Global Education Cluster

## Emergency!!!

- Momaland affected by severe flooding
- Government seeks assistance from international community
- Local government and NGO workers mobilised



INEE and Global Education Cluster

## Floods in Momaland 72 Hour Update

- Momaland is a landlocked country bordered by Romaland to the south and east. The Bobama River flows along the border of the two countries
- 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

INEE and Global Education Cluster

## Floods in Momaland 72 Hour Update



- The flooding has also affected the downstream province of Mutatu in Romaland to the southeast. More rainfall is forecast for the next two weeks.
- 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.

INEE and Global Education Cluster

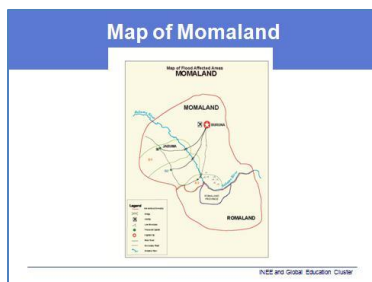
## Floods in Momaland 72 Hour Update

- District 1: 50,000 people have relocated to higher ground in Zone 1 of 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
- District 3: An additional 10,000 from Romaland have crossed the border into D3 and fled to spontaneous camps on higher ground

INEE and Global Education Cluster

**Note to facilitator:** This session is based around an emergency scenario. The scenario included here is a flood emergency; different scenarios should be considered and contextualised depending on the target group. A refugee scenario is provided within the supplementary exercises as an alternative. There are two role play exercises, the first focuses on capacity mapping, the second planning a rapid assessment. If there is a constraint on time the capacity mapping role play can be skipped with a brief plenary on how to use Handouts 6.1 and 6.2.

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.
3. Distribute the Scenario: **Emergency in Momaland**. Show the slide presentation up to the map of the flood affected area and refer participants to the Map on the Scenario handout. Explain that this document summarises the facts of the emergency, which are known as a result of an initial multi-sectoral assessment and 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.



### Capacity Mapping by Emergency Education Sector

- MoE emergency 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

4. Show slide #8 and 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 Representative in province
  - Red Cross Representative in province

---

## 2. Exercise in Capacity Mapping at District Level

---

45 minutes

**Exercise in Capacity Mapping at District Level**

*Use Handout 6.1 and Handout 6.2*

1. Identify the capacity of each agency in each of the components of emergency education listed on Handout 6.1
2. Identify the capacity of each agency in D1, D2 and D3 and their zones

INEE MS FOUNDATIONAL STANDARD

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, psychosocial support, mobilisation/ training of teaching personnel, temporary learning spaces, 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 Minimum Standards, such as:  
[INEE MS Foundational Standard: Education Coordination: Transparent mechanisms for sharing information on the planning and coordination of responses exist within the coordination committee and across coordination groups](#)
3. Groups can use computers, chart paper, or other means to complete the exercise. Remind groups to incorporate the INEE MS as appropriate in their work, applying key actions and guidance notes.
4. Make sure the MoE focal point understands his/her role as facilitator and the suggested agenda for the meeting:
  - 1) Introduce yourself and have others do the same
  - 2) Ask someone to record discuss points and decisions, either on the handouts provided or on chart paper.
  - 3) Give the group **5-10 minutes** to review the materials on the Momaland flood.
  - 4) 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.
  - 5) Have the group identify the gaps.
  - 6) 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?*

**HANDOUT 6.1: Capacity Mapping Tool for Education Sector/ Cluster**  
**Coordination: Components of Emergency Response**

<b>Area of Emergency Response</b>	<b>MoE and Provincial Education Office</b>	<b>UNICEF</b>	<b>Save the Children</b>	<b>Momaland Red Cross</b>	<b>NGO</b>
<b>Sector Coordination and Communication Mechanism</b>					
<b>Assessment - Multi-sectoral - Rapid Education Assessment - Ongoing</b>					
<b>Human and Financial Resources</b>					
<b>Education Supplies and Logistics</b>					
<b>Temporary Learning Spaces</b>					
<b>Psychosocial Support and Strategies</b>					
<b>Emergency Education Curricula</b>					
<b>Mobilisation &amp; Training of Teachers &amp; Ed Personnel</b>					
<b>Rehabilitation and Construction of Schools</b>					
<b>Resumption of Formal Education</b>					
<b>Monitoring and Evaluation</b>					

<b>HANDOUT 6.2: Capacity Mapping Tool by Geographic Area</b>
--

Districts	Zones					Agencies with a Presence	Capacity/Comments
District 1	1	2	3	4	5		
District 2	1	2	3	4			
District 3	1	2	3				



## ROLE CARDS

---

### Ministry of Education Emergency Focal Point

- You have recently been appointed as the focal point in the MoE 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 in Emergencies. 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 hasn't 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 the 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 3 functioning computers.
- All data on school enrolment is still collected by hand (although this is subject to vehicle and fuel constraints).
- At the 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 emergency situations. If displaced teachers are mobilised to teach in IDP camps and are not in their districts, it will be difficult to compensate them.
- You will take a leadership role in capacity mapping. You will facilitate the meeting of the education cluster/sector. Suggested agenda in capacity mapping exercise is as follows:
  1. Introduce yourself and have others do the same
  2. Ask someone to record discuss points and decisions, either on the handouts provided or on chart paper.
  3. Give the group 5-10 minutes to review the materials on the Momaland flood.
  4. Go around the table and ask each group member to summarise their agency's capacity on the technical components. Ensure the recorder notes the information.
  5. Have the group identify the gaps.
  6. Then have each agency identify their geographic capacities and gaps.

---

### UNICEF Emergency Education Focal Point in National 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.
  - UNICEF has stockpiled 100 school kits and 8,000 learner kits in a warehouse in the national capital of Baruna
  - It has also stockpiled 50 ECD kits and 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
  - It has emergency education materials in health and hygiene, water borne diseases./cholera prevention, HIV/AIDS, land mine risk awareness and life skills
  - It has current budget of emergency thematic funds of \$100,000 available to spend immediately
  - It can get one person deployed from the Regional Office within 1 week for 3-4 weeks only to help with sector coordination, raise funds and provide surge technical support
  - It has 300 sets of literacy/numeracy materials in Buruna
-

### **Provincial Education Officer (PEO) from Jabuma**

- You were involved in a past emergency 6 years ago where landslides destroyed schools in D2 and D3. However, schools were closed until they could be repaired and no organised education response was in place. The Provincial Office has 2 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 volunteer 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 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.
  - The Provincial Office in Jabuma is undamaged and can be used as an information management centre.
  - The Provincial Office has no textbooks to deploy and has no knowledge of what is in the District offices.
  - Each DEO has 2 motorcycles but the PEO doesn't know the status of these
- 

### **Save the Children Emergency Education Focal Point in National Office**

- Save the Children 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.
  - It has stockpiled materials for Child Friendly Spaces, 10 school tents and 35 Recreation Kits in its provincial office in Jabuma and has 2 trucks in the capital city, Baruna
  - It has psychosocial materials translated and facilitator training capacity in Jabuma
  - It has \$25,000 that can be spent immediately
- 

### **National NGO Head of Education Programme (working in Province)**

- The NGO has field staff in D1 and D2 but not in D3.
  - It 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
  - It has the ability to recruit some volunteer teachers/facilitators in all districts
  - It has 2 motorcycles in the provincial office but one is broken. Also it has a small boat.
  - It has accelerated learning materials for non-formal education and through its work with Save the Children has trained over 300 non-formal education facilitators in the province who can utilise these materials
- 

### **Red Cross 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.
- It has no computers in its provincial office or in the field in the districts. However it is seeking funding to computerise since it has capacity for assessment with its network of volunteers.
- It has experience doing assessments and has volunteers to help. These volunteers trained the District Disaster Management Committees in each district.
- It is currently engaged in search and rescue operations
- It has 2 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 following map)

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, 5 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 estimated 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 a fertile plain. It has the highest populations and the most displaced people. The roads are partially damaged but mostly accessible. However 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, 5 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 to be serviceable, but can only accommodate smaller aircraft as the length of the airstrip is less than 1 kilometre.
- 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.

### **District 3**

- 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 also fled to spontaneous camps in the hills.
- D3 is 10 kilometres from the bridge that leads to the 3 affected zones (Z1, Z2, Z3) near the river.
- The main highway to the capital Buruna 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 a District Education Office 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.

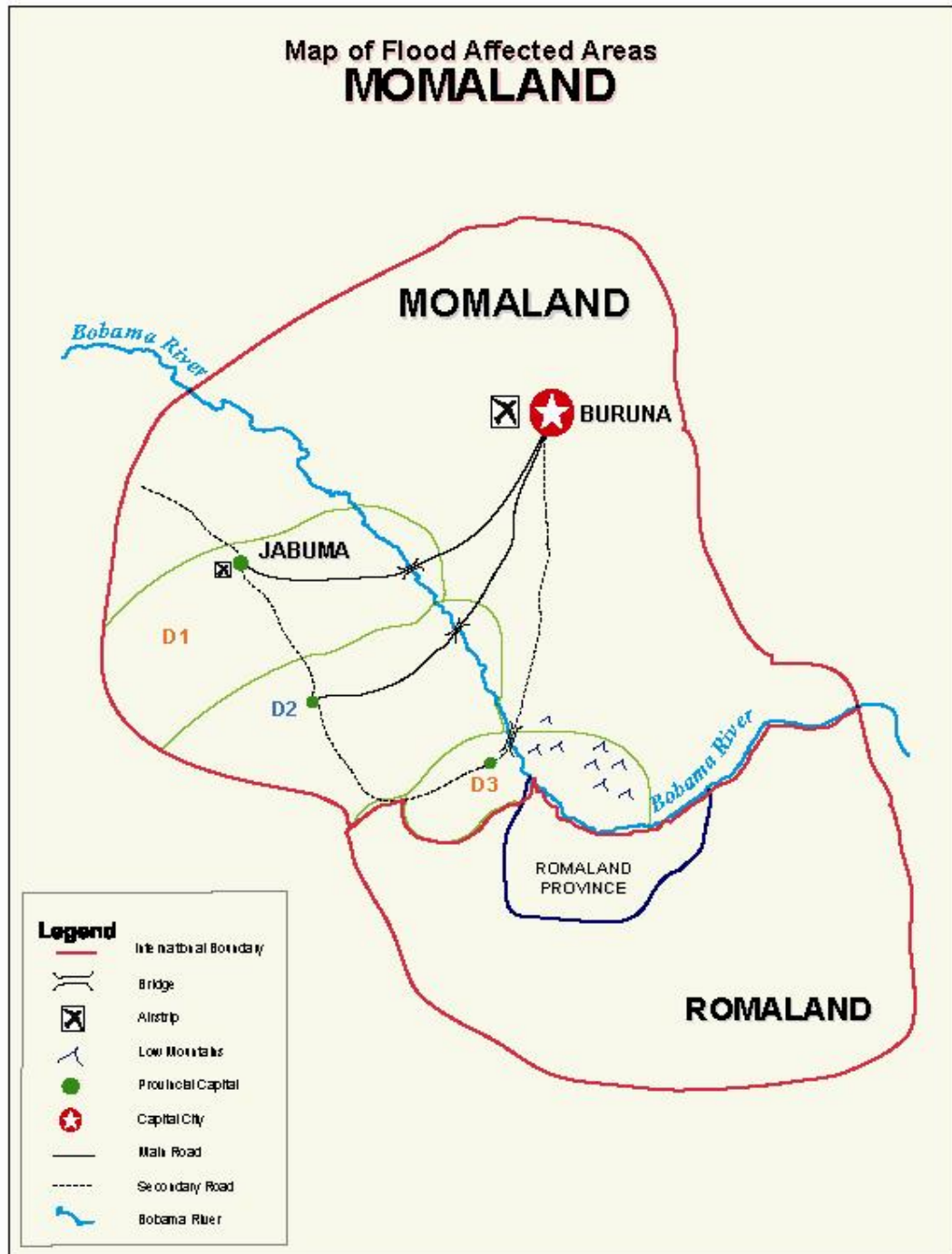
<b>Literacy Rates in D1, D2 and D3</b>	
District 1 literacy rate	50%
District 2 literacy rate	45%
District 3 literacy rate	30%

**Pre-Crisis Education Data: From Provincial Education Office<sup>1</sup>**

	Total population	# of schools		# children age 3-5	# children in ECD	# of children age 6-12	# of primary school going students	# of children age 13-17	# of school going secondary students	Number of Teachers Pre-Crisis		
<b>District 1</b>	<b>200,000</b>	<b>Prim</b>	<b>Sec</b>	<b>20,000</b>	<b>2000</b>	<b>40,000</b>	<b>32,000</b>	<b>20,000</b>	<b>4000</b>	<b>ECD</b>	<b>Primary</b>	<b>Secondary</b>
Zone 1	60,000	16	1	6,000	600	12,000	9600	6,000	1200	3	60	8
Zone 2	60,000	16	1	6,000	600	12,000	9600	6,000	1200	3	60	7
Zone 3	40,000	10	1	4,000	400	8,000	6400	4,000	800	2	40	5
Zone 4	20,000	5	1	2,000	200	4,000	3200	2,000	400	1	20	3
Zone 5	20,000	5	0	2,000	200	4,000	3200	2,000	400	1	20	3
<b>Totals</b>		<b>52</b>	<b>4</b>							<b>10</b>	<b>200</b>	<b>26</b>
<b>District 2</b>	<b>150,000</b>	<b>Prim</b>	<b>Sec</b>	<b>15,000</b>	<b>1000</b>	<b>30,000</b>	<b>24,000</b>	<b>15,000</b>	<b>3000</b>	<b>ECD</b>	<b>Primary</b>	<b>Secondary</b>
Zone 1	60,000	16	1	6000	400	12,000	9600	6000	1200	2	60	8
Zone 2	30,000	8	1	3000	400	6000	4800	3000	600	1	30	4
Zone 3	30,000	8	1	3000	200	6000	4800	3000	600	2	30	4
Zone 4	30,000	8	0	3000	0	6000	4800	3000	600	0	30	4
<b>Totals</b>		<b>39</b>	<b>3</b>							<b>5</b>	<b>150</b>	<b>20</b>
<b>District 3</b>	<b>30,000</b>	<b>Prim</b>	<b>Sec</b>	<b>3000</b>	<b>0</b>	<b>6000</b>	<b>4800</b>	<b>3000</b>	<b>600</b>	<b>ECD</b>	<b>Primary</b>	<b>Secondary</b>
Zone 1	10,000	2	1	1000	0	2000	1600	1000	200	1	10	4
Zone 2	10,000	2	0	1000	0	2000	1600	1000	200	0	10	0
Zone 3	10,000	2	0	1000	0	2000	1600	1000	200	0	10	0
<b>Totals</b>		<b>6</b>	<b>1</b>							<b>1</b>	<b>30</b>	<b>4</b>
<b>TOTALS</b>	<b>380,000</b>	<b>97</b>	<b>8</b>	<b>38,000</b>	<b>3000</b>	<b>76,000</b>	<b>60,800</b>	<b>38,000</b>	<b>7600</b>	<b>16</b>	<b>380</b>	<b>50</b>

<sup>1</sup> 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.

# Map of Flood Affected Areas MOMALAND



## 3 Education in Emergencies Assessments

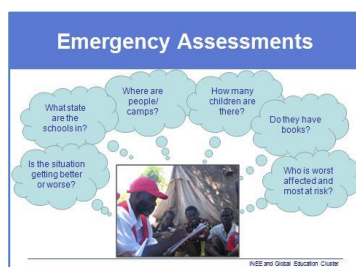
25 minutes

*Note to facilitator: This session continues to build on the scenario used earlier, appropriate contextualisation should be made to the materials, an alternative refugee scenario is provided within the supplementary exercises.*

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

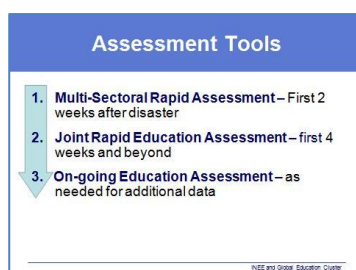


2. Ask the following questions:

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

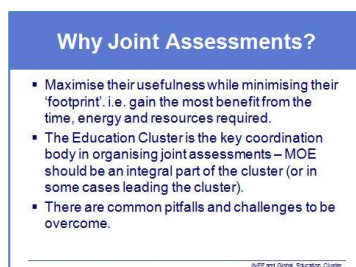
3. Show the accompanying slide and explain that the assessment tools that are important for the education include:

- 1) Multi-sectoral rapid assessment
- 2) Rapid education assessment
- 3) On-going education assessments



4. Explain that Joint Needs Assessments are the key to a properly focussed response. More coordinated or harmonised needs assessment practices across sectors and agencies are needed to maximise their usefulness while minimising their 'footprint', i.e., the time, energy and resources required.

The Education Cluster is the main coordination mechanism for organising assessments (remember the MOE should either be an integral part of the cluster, or could be leading the cluster). The table below lists some of the key shortcomings of needs assessments to date, and strategies for addressing them.



Common shortcomings	Coordination strategies
Assessments data does not address information needs.	Design and conduct assessments that meet a wider range of information needs.
Information from various assessments is not comparable.	Standardise methods, indicators, tools and formats.
Too time consuming and excess of data collected.	Define and collect only the minimum, most essential and relevant information.
Inefficient, question marks over data quality and credibility.	Combine efforts across agencies, optimise usage of limited expertise resources, cross-check and verify data.
Duplication and over-assessment of certain populations or issues by multiple agencies.	Put in place coordinated, complementary assessment arrangements within the cluster and with other sectors/clusters.

Table adapted from the Education Cluster Coordinator Handbook, 2010  
INEE and Global Education Cluster

Common shortcomings	Coordination strategies
Assessments do not produce the data required to address information needs	Design and conduct assessments that meet a wider range of information needs.
Information from various assessments is not comparable	Standardise assessment methods, indicators, tools and formats for communicating findings to donors and other key audiences.
Assessments are too time consuming and collect more information than needed	Define and collect only the minimum, most essential and relevant information.
Assessments are inefficient and the quality and credibility of information are unreliable	Combine efforts across agencies to make optimal use of limited expertise and assessment resources, and to cross-check and verify data for reliability.
Duplication and over-assessment of certain populations or issues by multiple agencies	Put in place coordinated, complementary assessment arrangements within the cluster and with other sectors/clusters.

*(Taken from the Education Cluster Coordinator Handbook – 2010)*

### Multi-Sectoral Rapid Assessment

- Multi-sectoral initial assessment conducted in first 48 – 72 hours by humanitarian responders, UNDAC, OCHA.
- Multi-sectoral rapid assessment conducted in first 2 weeks after the disaster by clusters.
- Where possible will involve government and other humanitarian actors such as the Red Cross
- Gathers broad details including approximate # of children and adults killed, injured and displaced.
- For education sector it should include availability and condition of schools and institution facilities, numbers of children and available teachers.
- The initial multi-sectoral rapid assessment forms the basis for the subsequent education assessment.

INEE and Global Education Cluster

### Multi-Sectoral Rapid Assessment:

- An initial assessment is conducted in the first 48 – 72 hours by humanitarian responders, UNDAC, OCHA, this is then followed by a broader rapid assessment within the first 2 weeks. 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 multi-sectoral rapid assessment forms the basis for the subsequent education assessment.

4. Ask participants to look at **Handout 6.3: Sample Multi-sectoral Rapid Assessment**. Give them several minutes to review the document. Tell participants that education data is sometimes not collected in the initial multi-sectoral assessment. Ask:

- *What strategies can the education sector employ to ensure important education data will be gathered?*
- *Is the information asked in the sample assessment sufficient to begin to plan an education sector response?*

Take 3-4 responses.

5. Ask participants what the role of the education sector/cluster should be in a multi-sectoral assessment. Take responses and explain the following:

### The Role of Education in a Multi-Sectoral Assessment

- Identify members for multi-sectoral assessment team
- Identify education related data needed and ensure it is included in assessment form
- Help train assessment team in collecting education sector data
- Identify education sector members in the emergency area (e.g. education officers, school committee members) that can provide information
- Collate secondary data and assessment data to
  - analyse education sector capacity
  - determine initial needs
  - begin planning sector/cluster response
- Share information with other sectors and agencies

INEE and Global Education Cluster

### 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.
6. Regarding **Handout 6.3: Sample multi-sectoral assessment**, ask the following questions:
    - What information would the education sector need from the multi-sectoral assessment in order to begin to plan an initial response?
    - Is the information in the sample assessment to begin to plan your response?
    - How can you determine important education data from the general population data that will be gathered?
    - For those who have experience with multi-sectoral assessments, have you received usable information from multi-sectoral assessments?



### Calculations and Assumptions

**?** The number of children (and girls/boys) can be calculated as percentage of the total displaced population

This Figure can be used as a rough guide for:

- Need for education supplies
- Need for temporary learning spaces

Factor the effect of IDPs occupying schools – this will include children from the host community whose education access is being affected


INEE and Global Education Cluster

### Education Rapid Needs Assessment

What information do you need to collect?

- Number and location of displaced people
- Number of schools occupied by IDPs
- Number of schools destroyed and damaged
- Number of teachers in host community, affected areas, and areas of displacement

**What else?**



INEE and Global Education Cluster

### Information Needs Matrix

Core Domains	Cross-cutting Domains	Topic Cluster Domains
<ul style="list-style-type: none"> <li>• Access and Learning Environment</li> <li>• Teaching and Learning</li> <li>• Teachers and other Education Personnel</li> <li>• Education Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Gender</li> <li>• Child Protection/Psychosocial</li> <li>• Early Childhood Development</li> <li>• Youth</li> <li>• Inclusive Education</li> <li>• Human and Child Rights</li> <li>• HIV Aids</li> <li>• Conflict Mitigation</li> <li>• Disaster Risk Reduction</li> </ul>	<ul style="list-style-type: none"> <li>• Protection</li> <li>• Water, Sanitation and Hygiene (WASH)</li> <li>• Health</li> <li>• Shelter</li> <li>• Camp Coordination and Camp Management</li> <li>• Early Recovery</li> </ul>

INEE and Global Education Cluster

### Bias

Bias means that the sample data contains an unintended and systematic sampling error. Thus the data may be misleading or incorrect.

**Causes of bias:**

- Political
- Gender
- Cultural
- Time of Day/Schedule
- Specific stakeholder groups not covered (e.g. children, parents)

INEE and Global Education Cluster

7. Make sure that the following points are made regarding the information that can be used from the multi-sectoral assessment:

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

8. Show the slide and ask the participants to consider what information they need to collect in the Momaland scenario. Use the criteria below (taken from the education cluster JENA tool) as a guide:

- It must be relevant for decision-making It should match standard measurements / indicators used by government and humanitarian assistance agencies, where such standards exist.
- It should not duplicate information that has been or will be collected by others.
- It must be collectable by a non-specialist, i.e. not include technical questions that cannot be easily asked or understood by someone who is not an education specialist.
- It must be fast to collect. A maximum of 10 questions are recommended for a rapid, joint education needs assessment, and 3-5 for a rapid multi-sectoral needs assessments.
- It should be able to be collected and reported at the levels of community / sites or schools / learning spaces. Individual level information should be kept to a minimum.
- It must be easily compliable into summary findings, either qualitative or quantitative.

9. Direct the participants to the Information Needs Matrix and explain how the INEE MS can be used as a framework/checklist so that all relevant areas are assessed.

10. Bias, for example, is a critical concept to keep in mind when conducting an assessment. Ask participants, what is bias? Take a few answers from the group and then show the overhead. Stress that by varying our methods (observation, interviews, etc.) and by talking to people who represent many different segments of the population (men, women, children, youth, authorities, UN personnel, etc.), we hope to minimise the bias in our results.

Ask participants if they can think of potential forms of bias that they may encounter when conducting an assessment. As participants suggest response, stress ways of avoiding these types of bias. For example, if participants suggest gender bias, note that ways of avoiding this type of bias include having women on the assessment team and making sure that assessors talk to both men and women.

11. Direct the students to INEE MS:

 INEE MS Foundational Standard: Community Participation

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



**Ethics**

Assessments are not neutral but are “interventions” in themselves and raises expectations that an intervention will happen. An ethical approach to conducting assessments demands:

- A commitment to follow-up action, if required;
- Refraining from taking over if communities or governments can cope;
- Foresight regarding potentially negative impact of the exercise:
  - Stigmatisation
  - Labelling children
  - Attracting the attention of groups that prey on defenceless children

INEE and Global Education Cluster

12. **Ethics:** Explain to the participants utilising the slide that assessments are not neutral but are “interventions” in themselves and raises expectations that an intervention will happen. An ethical approach to conducting assessments demands:

- A commitment to follow-up action, if required;
- Refraining from taking over if communities or governments can cope, unless the community’s response doesn’t adequately ensure the basic rights of children and youth;
- Foresight regarding potentially negative impact of the exercise: do not use methodologies that risk stigmatizing children and youth, endangering them in any way, or increasing family separation. In extreme cases, assessments may even endanger the safety of these children, for example, by labelling children and attracting the attention of groups that prey on defenceless children.

13. **Assessment Teams:**

The makeup of an assessment team is crucial to the success of the assessment. Local knowledge and language skills, an understanding of the tools and data requirements, strong technical expertise and a gender mix are desirable.

Team members should:

- Be able to take steps to mitigate the possibility of bias
- Understand the ethical principles of conducting an assessment
- Be familiar with the assessment tool and where practicable use it in a scenario or pilot.

If the assessment is carried out correctly the various tools will likely give enough relevant data. However it is easy to incorrectly fill in a tool, or give leading questions during an interview. Likewise care must be taken interpreting the data.

Triangulating data is the process of comparing data collected from different sources and by different methods. By cross-checking the data collected during the assessment, teams can verify important findings and identify and reconcile any significant inconsistencies across:

- **sources**, e.g. by comparing information from different respondents, and comparing primary data with secondary information
- **methods**, e.g. by comparing observations made in the field with information provided by key informants
- **data collectors**, e.g. by discussing findings with members of other clusters who assessed the same sites, such as during multi-cluster coordination meetings or through one-to-one discussions.

14. Direct the students to INEE MS:

 INEE MS Foundational Standard: Community Participation

**Standard 2: Resources:** Community resources are identified, mobilised and used to implement age-appropriate learning opportunities.



**Assessment Teams**

- Mix of members with appropriate skills.
- Aware of ethical considerations and dangers of bias.
- Triangulation of data in the field and during analysis
- Trained in use of tools.
- Strong leadership

INEE and Global Education Cluster

## 4 Rapid Education Assessments – Purpose and Logistics

40 minutes

### Planning the Assessment

- Data needs
- Roles & responsibilities
- Assessment team
- Logistics
- Community involvement
- Data collection methods
- Data collation, analysis, information sharing and reporting



INEE and Global Education Course

### Exercise - Planning a Rapid Education Assessment

1. Review data and information collected from the multi-sectoral assessment on Handout 6.4.
2. Make a plan for the rapid education assessment for your district, using Handout 6.5: Rapid Education Assessment Planning Tool as your guide
3. Design the assessment tool or tools you will use. Use or adapt the assessment format of Handout 6.6: Sample Rapid Education Assessment – Individual School

INEE and Global Education Course

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. 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.)
3. 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 the previous role play 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 Provincial Representative
  - School Committee Representative
4. Give participants a few minutes to read their new roles.


### Exercise in Planning Rapid Education Assessment

(40 min).

*Note to facilitators: 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 6.4: 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 6.5: 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 6.7: Sample Rapid Education Assessment** also provided is **Handout 6.6: Education Cluster Needs Assessment Indicators**. Refer participants to the additional resources on the CD that include assessment guidelines, full JNA question lists and the ECU JENA short guide.
- 4) Remind participants to identify and apply the appropriate INEE MS:

 **INEE MS Foundation Standard Analysis: Standard 1 - Assessment.** *Timely education assessments of the emergency situation are conducted in a holistic, transparent and participatory manner.*

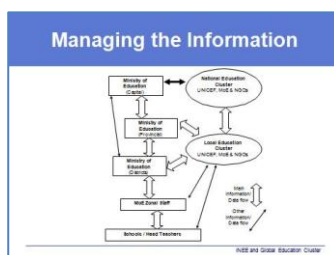
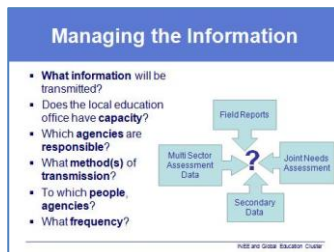
When the groups have completed their tasks, have 2 groups report back – one on the assessment plan, the other on the assessment tool; have the other groups add additional information (but not give full reports).

## 5 Establishing Information Management Mechanisms

25 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 6.8: Information and Communication Case Study: Mozambique** and **Handout 6.9: Sample Information Management Flow Chart** 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.

Close by asking if there are any constraints or challenges for accomplishing their proposed information management plans? How might they overcome them?

### Alternative Exercise:

*Rather than concentrate on the Momaland scenario groups can be based on countries or districts and the management information flow for their country/district can be analysed. The same questions (outlined above) should be answered. For MoE staff there should be a focus on whether specific emergency information mechanisms are/should be created and how the current system would cope with an emergency.*

---

## 6 Ongoing Education Assessments

---

15 minutes

**Ongoing Education Assessment**

Ongoing assessments are needed because:

- The **situation may change** requiring collection of 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
- A **new set of 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

NIES and Global Education Cluster

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.

---

## 7 Preparedness Reflection

---

15 minutes

**Reflection**

- What the implications are for capacity mapping as part of the education sector coordination mechanism in preparedness phase. What activities can be carried out before an emergency to ensure strengthened coordination?
- 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?

NIES and Global Education Cluster

1. Conclude by asking participants
  - What the implications are for capacity mapping as part of the education sector coordination mechanism in preparedness phase. What activities can be carried out before an emergency to ensure strengthened coordination?
  - What the implications are for planning for education assessments in the preparedness phase. What would need to be done in advance to ensure more effective assessments?
2. Ask participants to record ideas on VIPP cards and place them under the heading Assessment Preparedness on the wall.

## Handout 6.3 Sample Multi-Sectoral Rapid Assessment

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

1. Assessment Team Information					
Organisations participating			Date of assessment (dd/mm/yyyy)		
Name of team leader		Contact			
2. Geographic information					
District	VDC		VDC P Code		
Ward		No. of wards affected			
Settlement / Village	Latitude (Y)		Longitude (X)		
3. Population data					
3.1 Affected population (count)					
Families	Female	Male	Children under 5	Total population	
<b>3.11 Number of Persons</b> Dead: Injured: Missing:					
<b>3. 2 Are IDPs* present?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No (IDPs = individuals outside their village of residence)					
If yes, how many?					
3.3 Vulnerable groups					
Count of persons	Unaccompanied elders	Unaccompanied minors	Severely Ill / Disabled	Pregnant / Lactating Women	Female headed households
4. Logistics (to be revised)					
<b>4.1 Is the critical transportation infrastructure fully functional, and if not, what are the limitations?</b> <input type="checkbox"/> Destroyed, damaged, blocked or submerged roads <input type="checkbox"/> Destroyed, damaged, blocked, or submerged bridges <input type="checkbox"/> Destroyed, damaged, or submerged airports/airfields <input type="checkbox"/> Destroyed, damaged, or submerged helicopter landing zones (HLZ)					
<b>4.2 Is the voice and data communications infrastructure full functional, and if not, what are the limitations?</b> <input type="checkbox"/> Destroyed, damaged, or submerged mobile phone towers/nodes <input type="checkbox"/> Destroyed, damaged, or submerged land lines					

<b>4.3 Is the water and sanitation infrastructure fully functional, and if not, what are the limitations?</b> <input type="checkbox"/> Destroyed, damaged, or submerged water treatment facilities <input type="checkbox"/> No access to usual water sources <input type="checkbox"/> Contaminated water sources <input type="checkbox"/> Destroyed or damaged water transmission network
<b>4.4 Is the power transmission system fully functional, and if not, what are the limitations?</b> <input type="checkbox"/> Destroyed, damaged, or submerged power generation facilities <input type="checkbox"/> Destroyed, damaged, or submerged power transmission gird <input type="checkbox"/> Destroyed, damaged, or submerged local power distribution network, e.g., transformers
<b>4.5 Is there fuel available, and if so, what are the quantities and types?</b> <input type="checkbox"/> Storage facilities destroyed, damaged, or submerged <input type="checkbox"/> Household stocks destroyed, damaged, or not accessible
<b>4.6 Is the area accessible by ground vehicle, and if so, by what type?</b> <input type="checkbox"/> Condition of roads <input type="checkbox"/> Damages to bridges, and affect on load-bearing capability

<b>5. Food</b>	
<b>5.1 Degree of household food stocks destroyed:</b> <input type="checkbox"/> 0% <input type="checkbox"/> 25% <input type="checkbox"/> 50% <input type="checkbox"/> 75% <input type="checkbox"/> 100%	
<b>5.2 Expected duration of household food stocks (number of days):</b>	
<b>5.3 Are the following items available (tick if available)?</b>	
<input type="checkbox"/> Household food stocks	<input type="checkbox"/> Food supplies from the market
<input type="checkbox"/> Humanitarian food	<input type="checkbox"/> Flour/Lito or other food for <2 and < 5 yrs children
<input type="checkbox"/> Food diversity for PLW	<input type="checkbox"/> Other food sources (gather/barter) specify:
<input type="checkbox"/> Cooking utensils	<input type="checkbox"/> Firewood or cooking fuel
Narrative explanation based on key informants	
<b>5.4 Is the market accessible?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <b>If yes how long does it take?:</b> ..... hours	
<b>6. Protection</b>	
<b>6.1 What are the major protection concerns (select all that apply):</b>	
<input type="checkbox"/> Gender Based Violence or risk of <input type="checkbox"/> Separated/Unaccompanied Children <input type="checkbox"/> Presence of Armed Groups <input type="checkbox"/> Communities have not remained in tact <input type="checkbox"/> Risk of Trafficking	<input type="checkbox"/> Exposure to IEDs/Landmines <input type="checkbox"/> Missing persons <input type="checkbox"/> Traumatized Children / Adults <input type="checkbox"/> Discrimination <input type="checkbox"/> Other:
If yes to any of above please provide details on extent and location(s) of problem:	
<b>6.2 Please name local organisation/s who are/can support the most vulnerable groups including children (include contact names and numbers :</b>	

<b>7. WASH</b>	
<b>7.1 Water Supply</b>	
Availability of clean drinking water (15 litres /person/day) ? : <input type="checkbox"/> 0% <input type="checkbox"/> 25% <input type="checkbox"/> 50% <input type="checkbox"/> 75% <input type="checkbox"/> 100%	
Primary water source: <input type="checkbox"/> Well <input type="checkbox"/> Stream/river <input type="checkbox"/> Storage container <input type="checkbox"/> Piped water system <input type="checkbox"/> Other	Condition: <input type="checkbox"/> Working <input type="checkbox"/> Damaged <input type="checkbox"/> Contaminated <input type="checkbox"/> Destroyed
<b>7.2 Sanitary facilities</b>	
Pop. With access to functioning sanitary facilities: <input type="checkbox"/> 0% <input type="checkbox"/> 25% <input type="checkbox"/> 50% <input type="checkbox"/> 75% <input type="checkbox"/> 100%	
Access to facilities: <input type="checkbox"/> Adequate <input type="checkbox"/> Inadequate	Narrative
<b>8. Health</b>	
Main health concerns: <input type="checkbox"/> Diarrhoea <input type="checkbox"/> Vomiting <input type="checkbox"/> Respiratory <input type="checkbox"/> Trauma / Injuries	Availability of medicines/medical supplies: <input type="checkbox"/> Adequate <input type="checkbox"/> Basic <input type="checkbox"/> Inadequate
Functioning health facilities: <input type="checkbox"/> Primary Health Care without Doctor <input type="checkbox"/> Primary Health Care with Doctor <input type="checkbox"/> Hospital <input type="checkbox"/> None	
Local (S)HP/PHC accessible for VDC population? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Any mortality in the VDC? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Cause?	
<b>9. Shelter</b>	
<b>9.1 What is the level of housing damage? Number of houses:</b>	
Destroyed, no habitation: Severely damaged, not safe for habitation: Moderately damaged, safe for habitation: Not damaged: Total number of houses:	
<b>9.2 Are community shelter facilities available?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, number of facilities: Total Capacity: (how many people can accommodate)	Narrative on types & location:
<b>10. Education</b>	
<b>10.1 Can IDP children be accommodated in existing schools?</b>	
<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, what percentage?	
<b>10.2 Are community buildings / facilities available that can be used as schools?</b>	
<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how many?	
<b>10.3 Are schools being used to accommodate IDPs?</b>	
<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how many?	



11. Displaced Population Data							
11.1 Displaced population							
Families		Female		Male		Total population	
Under 1	Under 5	Children 5 -17	Pregnant Women	Lactating Women	Over 60	Disabl ed	
11.2 Are there any people that need immediate special assistance						<input type="checkbox"/> YES	<input type="checkbox"/> NO
If Yes, Explain							
11.3 Origin of IDPs							
District		VDC		Ward		Village / Settlement	
11.4 Date of Arrival at IDP Centre dd/mm/yyyy							
11.5 Destruction at Origin							
Houses Destroyed		Houses Damaged			Looted		
11.6 Communication at Gathering Point							
Radio	Television	Print Media	Telephone		Other (Specify)		
11.7 When do you plan to return home							
If not yet, any specific concerns							
11.8. Are People Still Coming <input type="checkbox"/> YES <input type="checkbox"/> NO When was the last date people came							
11.9 Are there People in other places <input type="checkbox"/> YES <input type="checkbox"/> NO							
11.10 Is the Host Community Assisting the IDPS <input type="checkbox"/> YES <input type="checkbox"/> NO HOW							
(OBS)11.11 What are the short & medium term effects on the host community?							

## Handout 6.4: Data from Multi-Sectoral Assessment – 2 Weeks after Onset

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:

DATA FROM MULTI-SECTORAL RAPID ASSESSMENT – TWO WEEKS AFTER ONSET							
District	# IDPS	# Schools Used by IDPs	# of Non-School Camps	# IDP Children 3-5	# IDP Children 6-12	# IDP Children 13-17	
<b>District 1</b>	<b>95,000</b>	<b>28</b>	<b>20</b>	<b>9500</b>	<b>19,000</b>	<b>9500</b>	
<i>Comments: Roads inundated by flood waters. 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.</i>							
<b>District 2</b>	<b>60,000</b>	<b>15</b>	<b>15</b>	<b>6000</b>	<b>12,000</b>	<b>6000</b>	
<i>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.</i>							
<b>District 3</b>	<b>20,000 -10,000 fr. Momaland -10,000 fr. Romaland</b>	<b>5</b>	<b>5</b>	<b>2000  N/A</b>	<b>4000  N/A</b>	<b>2000  N/A</b>	<b>.</b>
<i>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.</i>							
<b>TOTALS</b>	<b>175,000</b>	<b>48</b>	<b>40</b>	<b>17,500</b>	<b>35,000</b>	<b>17,500</b>	

## Handout 6.5: Education Assessment Planning Tool

<b>Data needs</b>	<ul style="list-style-type: none"> <li>▪ What information do you need to collect? Data on schools, damage, number of available teachers, students, number and location of displaced, education resources, school accessibility?</li> <li>▪ In what locations will you conduct the assessment?</li> <li>▪ How will you structure the assessment to collect information on the displaced population, the host community, and the affected areas?</li> <li>▪ What do you need to know to plan a response to implement the components of education in emergencies?</li> <li>▪ How much information is enough to plan your response?</li> </ul>
<b>Roles and responsibilities</b>	<ul style="list-style-type: none"> <li>▪ 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?</li> <li>▪ Who will take the lead on information management?</li> <li>▪ How will tasks be divided?</li> </ul>
<b>Assessment team</b>	<ul style="list-style-type: none"> <li>▪ Who will participate on the assessment team?</li> <li>▪ How will they be trained?</li> <li>▪ How many people are needed?</li> <li>▪ How long will the process take?</li> <li>▪ How will you involve community members? Children?</li> </ul>
<b>Logistics</b>	<ul style="list-style-type: none"> <li>▪ What are your transportation and lodging needs? What vehicles or transport methods do you have? Will you need to wait until access conditions improve?</li> <li>▪ What resources do you have? Mobile phones, computers, radios?</li> <li>▪ Are there access obstacles in areas of impact? How will you overcome them?</li> <li>▪ How will you address security needs?</li> <li>▪ Do you need logistical support? From whom?</li> </ul>
<b>Community involvement</b>	<ul style="list-style-type: none"> <li>▪ Who will you interview? - Teachers, children, education officials, parents, community leaders, displaced people, women's organisations, local organisations?</li> <li>▪ How will you locate them?</li> </ul>
<b>Data collection methods</b>	<ul style="list-style-type: none"> <li>▪ How will you get the information you need on numbers of teachers, students, etc.?</li> <li>▪ How will you verify the accuracy of the information?</li> <li>▪ How will you collect and collate the information?</li> <li>▪ Do you need translators and/or do data collectors need 'training'? How will you do this?</li> <li>▪ What gaps in data might exist and how will you fill them?</li> </ul>
<b>Data collation, analysis, information sharing and reporting</b>	<ul style="list-style-type: none"> <li>▪ Will you collate data electronically? If not how?</li> <li>▪ How will you create a database for the information?</li> <li>▪ How will you train people to do the data entry, cross-check and analyse the data collected?</li> <li>▪ How will you share data at different levels and with different agencies? Who should the information be disseminated to?</li> </ul>

<b>Handout 6.6: Education Cluster Needs Assessment Indicators</b>
---

**Top 10 Core Indicators in Bold**

1. **% of school-age children and youth not currently attending school/learning space.**
2. **% of existing schools buildings a) usable; and b) unusable.**
3. **% of schools/learning spaces with classes taking place in temporary facilities.**
4. **Number of school days disrupted or lost due to the emergency.**
5. **% of schools / learning spaces with life skills-based education on crisis-related issues.**
6. **% of schools/learning spaces that lost learning materials as a result of the emergency.**
7. **% of teaching personnel unable to deliver classes due to the emergency.**
8. Average attendance of teaching personnel.
9. **% of education authority officials not working due to the emergency.**
10. **% of government education offices/facilities a) usable; and b) unusable.**
11. % of districts (or other) with emergency plans in place that cover education.
12. % of schools/learning spaces with disaster management plans
13. % of schools / learning spaces with school management committees.
14. **% of schools/learning spaces offering psychosocial support for a) children and youth; and b) teachers.**
15. % of children/youth and teachers who perceive risk while travelling to/from and at school/learning space
16. % of schools/learning spaces with referral systems in place.

**The Education Cluster will advocate for WASH and Nutrition Clusters to include the following indicators in their respective core lists:**

**WASH**

- % of schools/learning spaces with access to safe drinking water.
- % of schools/learning spaces with latrines.

**Nutrition**

- % of schools/learning spaces that provide meals or food for students/learners.

## HANDOUT 6.7: Sample Rapid Education Assessment – Individual School

Name of Assessor: ..... Date:.....

Informant Name and Position:.....

Primary School Name:..... Ward No:.....

Village/District/Province:.....

### 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, School development/parent teacher association members, local education officials and children, or to directly observe a class. Please attach additional sheets if you get extra information.

### Rapid Assessment Data

School Development Committee:	<input type="checkbox"/> Yes, Functional		<input type="checkbox"/> Yes, not Functional		<input type="checkbox"/> None
Teachers attending school .....	All	Most	Half	Few	None
Teachers have the relevant syllabi .....	All	Most	Half	Few	None
Are you using volunteers to teach.....	Yes		No		
Children attending school.....	All	Most	Half	Few	None
Children have textbooks.....	All	Most	Half	Few	None
Children have materials (pens books etc).....	All	Most	Half	Few	None
Children come to school hungry .....	All	Most	Half	Few	None
There is a school feeding programme .....	Yes		No		
The school has enough furniture .....	Yes		No		
The school has chalk/blackboards .....	Enough		Some		None
How many extra children in school because of recent displacements .....	Many		Some		None
Have local education officials been able to reach and support the school.....	Monthly		Once a term		Not at all
Have pupils/the school received assistance from NGOs/UN.....	A lot		Some		None

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)**

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

### Other:

1. ....
2. ....
3. ....

**Total number of employed Teachers:** ..... **Number in School** .....

Male..... Female..... Number With Teaching Qualification.....

### Students

Grade	Enrolment			Attending in Nov			# disabled students	Attendance 2008 (days)
	Girls	Boys	Total	Girls	Boys	Total		
ECD - A								
ECD - B								
0								
1								
2								
3								
4								
5								
6								
7								

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.....

## Environment

### Classrooms

# of Classrooms : ..... Indicate condition of the classroom and the amount of furniture

Room #	Black board (y/n)	Classroom Condition	Furniture (Chairs/ desks/ tables)	Classroom condition: In <b>good</b> state, Needs <b>minor</b> repair Needs <b>major</b> repair  <b>Furniture:</b> Number of chairs and tables/desks
--------	-------------------	---------------------	-----------------------------------	---

### Latrines/Toilets

Who For	Clean & Functioning	Dirty but Functioning	Not Functioning	Total	Total Number of Working Latrines/ Toilets:
Staff					.....
Girls					
Boys					

**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**)

Grade	Ratio	Indicate specific problem subjects
-------	-------	------------------------------------

0

1

2

3

4

5

6

7

**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?
11. Is teaching and learning happening in the class? Describe how..
12. Does the teacher sit with children at all?
13. Where in the classroom is the teacher most of the time?
14. How does the teacher manage the children? If the teacher punishes a child describe how.
15. Describe the classroom... facilities/furniture/lighting/the walls/chalkboard....
16. Are there any issues that affect children's safety and well being?



## **Suggested Questions (see also Additional Resource - JNA Question Bank)**

### **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 at the moment compared to last year?
- ◆ Do you ever get scared or sad at school? If yes why is that?
- ◆ What are the 3 biggest problems you face at the moment?
- ◆ 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 and 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 3 biggest priorities that need to be addressed.
- ◆ Suggest ways these issues can be solved

## Handout 6.8: Information Management Case Study

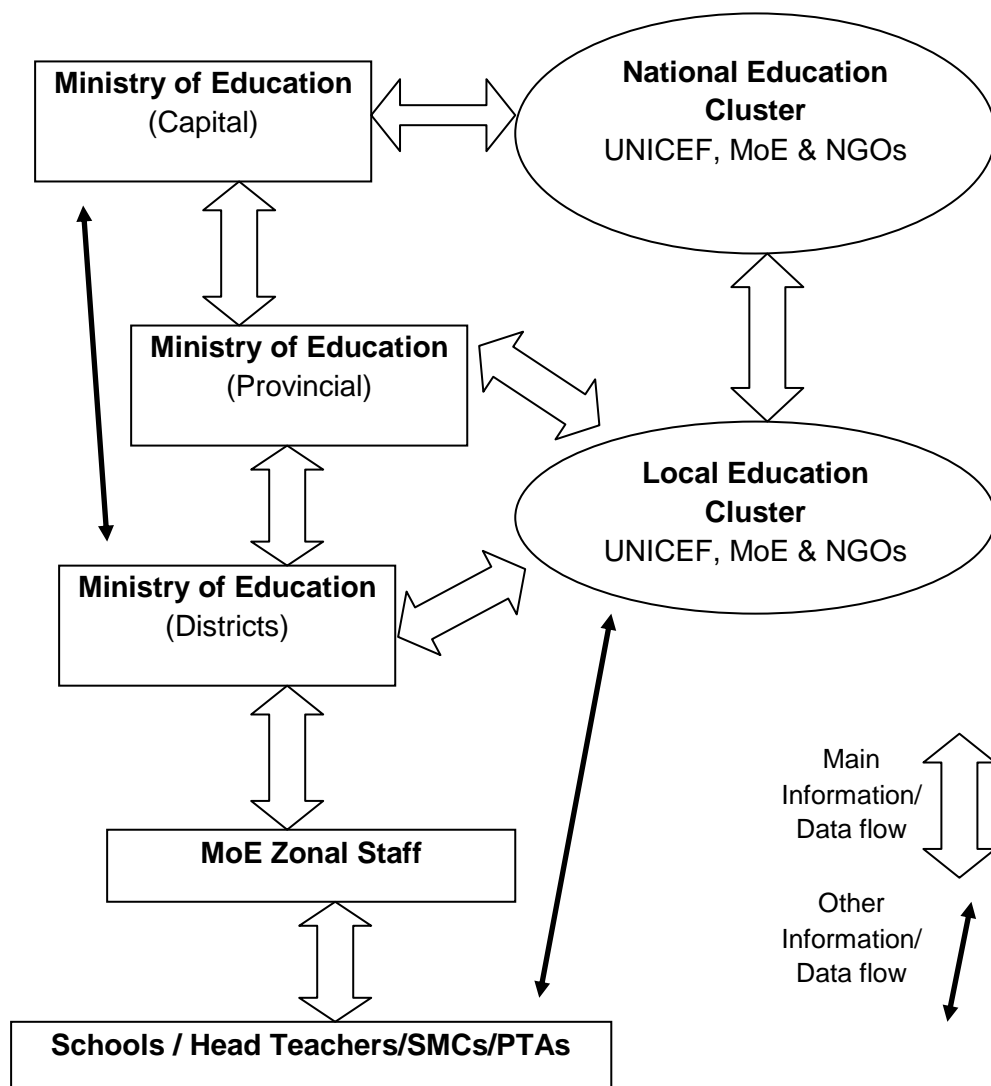
### Case Study: Information Management in Mozambique

Information management functioned effectively in Mozambique during the 2008 floods due to a number of factors. The most significant of these was that there was 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 SitrReps 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 6.9: Sample Information Management Flow Chart for Assessment Data and Information**



## **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 since 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.
- You don't have a computerised system for education information management but you do have 3 functioning computers. All data on enrolment is still collected by hand subject to vehicle and fuel constraints. There is some capacity to collect data. D1 has 5 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 3 working motorbikes.
- You are worried about the impact of the floods on the children and haven't been able to locate too many teachers yet. You know that they are essential in emergency education but don't know how to mobilise them or give them incentives to work during the emergency.
- Informal reports from school committee members in the 5 affected zones have indicated that over 15 schools have been damaged. In addition, IDPs have been pouring into zone 1 and seeking shelter in schools in all zones. It seems that it will be impossible to restart education soon in the schools that were not damaged. You don't 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
  - It has emergency education materials in health and hygiene, water borne diseases./cholera prevention, HIV/AIDS, land mine risk awareness and life skills
  - It has current budget of emergency thematic funds of \$100,000 available to spend immediately
  - It can get one person deployed from ESARO within 1 week for 3-4 weeks only to help with sector coordination, raise funds and provide surge technical support
  - It has 300 sets of literacy/numeracy materials in Buruna
-

### **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 the Children has stockpiled 100 sets materials in the Jabuma for Child Friendly Spaces that are used for the regular program. You also have 10 school tents and 35 Recreation Kits serving about 80 children each in the provincial office in Jabuma.
  - Save the Children has 2 trucks in the capital city, Baruna
  - It has psychosocial materials translated and facilitator training capacity in Jabuma
  - The country office has \$25,000 that can be spent immediately
- 

### **D1 NGO1 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 4 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,
  - Your NGO has the ability to recruit some volunteer teachers/facilitators in all districts
  - It has 2 motorcycles in provincial office but one is broken. Also has a small boat.
  - It has accelerated learning materials for non-formal education and working in partnership with Save the Children has trained over 300 non-formal education facilitators in the province who can be utilised
- 

### **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 but you know these won't go far. However from preliminary reports D1 has more displaced people.
  - The Red Cross has 2 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've also been involved at getting out-of-school children into accelerated learning programs. 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'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 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 closely with you in D2. You were invited to attend the last meeting of the D2 district disaster relief committee but couldn't 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 since 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 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. D2 has 5 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 3 working motorbikes to monitor attendance.
  - You are worried about the impact of the floods on the children and haven't been able to locate too many teachers yet. You know that they are essential in emergency education but don't know how to mobilise them or give them incentives to work during the emergency.
  - Informal reports from school committee members in the 5 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 in the schools that were not damaged. You don't 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
  - It has emergency education materials in health and hygiene, water borne diseases./cholera prevention, HIV/AIDS, land mine risk awareness and life skills
  - It has current budget of emergency thematic funds of US\$100,000 available to spend immediately
  - It can get one person deployed from the Regional Office within 1 week for 3-4 weeks only to help with sector coordination, raise funds and provide surge technical support
  - It has 300 sets of literacy/numeracy materials in Buruna
-

## **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 the Children 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 the Children has stockpiled 100 sets materials in the Jabuma for child friendly spaces that are used for the regular program. You also have 10 school tents and 35 recreation kits serving about 80 children each in the provincial office in Jabuma.
  - Save the Children has 2 trucks in the capital city, Baruna
  - It has psychosocial materials translated and facilitator training capacity in Jabuma
  - The country office has US\$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 4 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 aren't displaced, most of them could be deployed as needed in D2.
  - Your NGO has the ability to recruit some volunteer teachers/facilitators in all districts
  - It has 2 motorcycles in provincial office but one is broken. Also has a small boat.
  - It has accelerated learning materials for non-formal education and working in partnership with Save the Children has trained over 300 non-formal education facilitators in the province who can be utilised
- 

## **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 don't have any experience in the education sector.
  - There are stockpiles of 2,000 tarpaulins and 100 family tents in Jabuma but you know these won't go far. However from preliminary reports D2 has more displaced people.
  - The Red Cross has 2 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've also been involved at getting out-of-school children into accelerated learning programs. 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 3 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 1 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 don't 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, seeking shelter in 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 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 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 1 vehicle to D3 and 4 vehicles in the provincial office in Jabuma.
  - It has emergency education materials in health and hygiene, water borne diseases./cholera prevention, HIV/AIDS, land mine risk awareness and life skills
  - It has current budget of emergency thematic funds in the country office of US\$100,000 available to spend immediately
  - UNICEF can get one person deployed from Regional Office within 1 week for 3-4 weeks only to help with sector coordination, raise funds and provide surge technical support
  - It has 300 sets of literacy/numeracy materials in Buruna
-



### **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 the Children 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 the Children has stockpiled 100 sets materials in the Jabuma for child friendly spaces that are used for the regular program. You also have 10 school tents and 35 recreation kits serving about 80 children each in the provincial office in Jabuma.
  - Save the Children has 2 trucks in the capital city, Baruna
  - Save the Children has psychosocial materials translated and facilitator training capacity in Jabuma
  - The country office has US\$25,000 that can be spent immediately
- 

### **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 1 field staff 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 3 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.
  - Your NGO the ability to recruit some volunteer teachers/facilitators in the zones
  - It has 2 motorcycles in provincial office but one is broken. Also has a small boat.
  - It has accelerated learning materials for non-formal education and working in partnership with Save the Children has trained over 300 non-formal education facilitators in the province who can be utilised
- 

### **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 programs. 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.

## Supplementary Exercises

### Exercise – Alternative Scenario: Civil Unrest – Refugee Crisis As Schedule

**EMERGENCY**

- Momaland affected by political instability
- Hundreds of thousands of people flee civil unrest
- Romaland inundated by refugees
- Government calls for international help with refugee crisis




INEE and Global Education Cluster

**Civil Unrest in Momaland  
72 Hour Update**

- Momaland is a landlocked country bordered by Romaland to the south and east. Government retaliation for pro-democracy protests has forced many to flee into neighbouring Romaland
- The most severely affected districts are those that border Momaland, which are District 1, District 2, and District 3

INEE and Global Education Cluster

**Civil Unrest in Momaland  
72 Hour Update**



- The political instability shows no sign of resolution.
- 200,000 people have been affected, approximately 100,000 of these have fled to neighbouring Romaland.
- Refugee camps are being set up, Romaland Government unable to cope

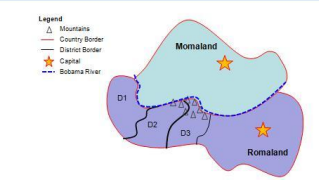
INEE and Global Education Cluster

**Civil Unrest in Momaland  
72 Hour Update**

- **District 1:** 50,000 people have relocated from the border area of Momaland into District 1 of Romaland.
- **District 2:** 30,000 people have migrated from Momaland into District 2 of Romaland with majority occupying schools.
- **District 3:** 10,000 people have fled Momaland into spontaneous camps in District 3 of Romaland.

INEE and Global Education Cluster

**Map of Romaland**



INEE and Global Education Cluster

**Note to facilitators:** Utilise the additional materials included and the slides shown to outline the ‘refugee’ scenario.

1. Begin the session by telling participants that they will have the experience of responding to a refugee influx emergency. Read the objectives of the session from Slide #2.
2. Announce with some drama that there has been massive population influx from Momaland into Romaland 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. Explain that this document summarises the facts of the emergency, which are known as a result of an initial multi-sectoral assessment and helicopter fly-overs of the province.

In addition to internal displacement of thousands, approximately 100,000 people have been forced into refuge across the Bobama River into Romaland, particularly District 1, District 2 & District 3.

This population influx from Momaland into Romaland occurred for the first time and the Romaland government has no experience of responding to the needs (including educational needs) of such a large number of refugees. It does not have identified refugee transit sites or established refugee camps and services. Thus, the Romaland government is not able to cope with the emergency refugee situation by themselves and requires support and mobilisation of both internal and external resources, expertise and general support with emergency response coordination to ensure that the needs of the refugees from Momaland are addressed in safety and dignity.

Outline the status in the affected districts:

**District 1:** 50,000 people have relocated from the border area of Momaland into District 1 of Romaland.

**District 2:** 30,000 people have migrated from Momaland into District 2 of Romaland with the majority occupying schools.

**District 3:** 10,000 people have fled Momaland into spontaneous camps in District 3 of Romaland.