

## Module 6 – Alternative Scenario

### Scenario: Population influx from Momaland into Romaland 72 hours after onset of flooding and landslides

#### The Situation: Population Influx from Momaland into Romaland

Since gaining independence in 1920, Momaland has been ruled by military dictatorship groups getting the political power by force and military coups d'état. Despite the fact that the country possesses a great wealth of mineral and natural resources and can potentially be the richest country in the world, the majority of the population in Momaland (60%) live on less than US\$1 a day making it one of the poorest countries. All TV and radio stations and the press are controlled by the state which makes it impossible for the people to promote democracy and economic development for all groups of the population.

Momaland is a landlocked country bordered by Romaland in the southeast. The border between the two countries is marked by the Bobama River; and even though the border is officially recognised by both governments, the movement between the two countries is relatively free because of a limited number of established border immigration points and hilly terrain making control of the movements of people almost impossible. Most people in Momaland speak the Moma language and some minority ethnic group languages. The Romas, residing along the border with Romaland speaking the Romaa language. [Note: Should this be Roma or Romaa?]

In 1988, the military dictatorship was successfully challenged by a militia group led by Mr. Waat Ruk originating in the marginalised population in the north of the country. Despite early hopes, the newly established government with President Mr. Waat Ruk failed to lead the country to democratic development and economic stability and became just another military government that Momaland has experienced since its independence.

Taking advantage of relatively poor political control after the regime change, a number of political parties emerged, organised by various groups in different regions of the country promoting development and participation of the poor in the country's development.

Three days ago, these groups united creating a platform of opposition to the government and attempted to overturn it. Thousands of people participated in demonstrations on the streets of Buruma, the capital of Momaland that developed into the clashes between thousands of civilians with the government armed forces. In response, the government initiated an immediate massive wave of arrests and repressions of those who organized or participated in the demonstrations.

Because a great number of people took part in opposing the government, thousands of Moma people sought refuge in Romaland to escape the arrests, repression and hostilities initiated by the Momaland government on a country-wide scale.

In addition to internal displacement of thousands, approximately 100,000 people have been forced into refuge from the western part of Momaland (This area was specifically targeted by the Momaland government as the opposition movement had originated in these districts of the country). The refugees have fled across the Bobama River into Romaland, particularly Districts 1, 2 and 3.

**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 spontaneously set up camps in District 3 of Romaland.

This was the first time there has been a large population influx from Momaland into Romaland so the Romaland government has no experience responding to the needs (including educational) of the population from their neighbouring country. In a large scale humanitarian emergency such as this they have not identified refugee transit sites or established refugee camps and services. The Romaland government is not able to cope with the emergency refugee situation by themselves and requires support and mobilisation of 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.

Romaland has been enjoying more political and economic stability than Momaland, however it is also a relatively poor country with about 20% of the population living in poverty.

The education systems of the two countries are different with the system more developed in Romaland because the government expenditure for the education sector has been about 30% of the total budget in the past decade, whereas the education sector in Momaland has been historically under-funded with the majority of the government budget allocation going to military support and armaments rather than public services, including education.

However, some districts (Districts 1, 2 and 3 in particular) being remote and difficult to access because of hilly terrain and poor conditions of roads and bridges across the Bobama river, have significantly fewer educational opportunities than other parts of Romaland. The enrolment rate in primary schools in District 1,2 and 3 is about 35%. Classrooms are overcrowded and teaching and learning materials are scarce. The number of schools across these districts is limited and school construction projects have not been prioritised by the Romaland government in these remote districts for years.

The government of Momaland is not willing to support any services, including education, for Momaland refugees in Romaland. Because the refugee population from Momaland have occupied most of the schools, the education for the local communities of Romaland has also been disrupted.

#### **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 Romaland Red Cross, the UN Office of Coordination of Humanitarian Affairs (OCHA), the Romaland Ministry of the Interior, and several sector leads from the World Food Programme and the UN Development Programme.

- Approximately 200,000 people have fled Momaland into Romaland following repressions and arrests by the Momaland government. Of these, approximately 100,000 have lost their homes in Momaland.
- Teams are being deployed daily to vulnerable areas for search and rescue of families and communities who have been stranded by the massive migration.
- Nearly 40% of the Moma refugees are estimated to be 18 or under.
- Because the refugee population from Momaland are housed in schools, education for the local communities in Romaland has also been disrupted.

### **District 1**

- An estimated 50,000 people have relocated from the border area of Momaland into Zone 1 of District 1 in Romaland. The majority are 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 population in Romaland and received the most displaced people from Momaland. Road conditions are not very good but mostly accessible. The bridge that crosses the Bobama River leading to the affected zones was damaged a long time ago and has not been repaired. With repairs, vehicles could use this bridge in 2-3 weeks.
- Access to D1 is only possible through D1 (see map) so while access is possible by road it takes more time.
- In D1, five zones are severely flooded and these zones are 10-15 kilometres from the main highway.
- Because the refugee population from Momaland have taken shelter in the schools, education for the local communities in Romaland has also been disrupted.

### **District 2**

- An estimated 30,000 people have migrated from Momaland into District 2 of Romaland, with the majority taking shelter in schools.
- The East-West highway connects D1, D2 and D3. It is paved but it is a very old road (see map).
- The river 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.
- Because the refugee population from Momaland have taken shelter in the schools, education for the local communities of Romaland has also been disrupted.

### **District 3**

- 10,000 people have fled Momaland into spontaneously set up camps in the hills in District 3 of Romaland.
- D3 is 10 kilometres from the bridge that leads to the three affected zones (Z1, Z2, and Z3) near the river.
- The main highway to the capital, Jabuma, crosses the river through several hilly passes.
- Because the refugee population from Momaland have taken shelter in the schools, education for the local communities in Romaland has also been disrupted.

### **Education implementing agencies**

- Provincial Education Office. There is a provincial education office in the provincial capital of Jabuma headed by a regional education officer, who has jurisdiction over the three districts.
- District Education Offices. D1, D2 and D3 have district education offices and a DEO. However in D3 the position of DEO has been vacant for 4 months and while there is an acting DEO, there is a leadership gap. The MOE has historically not prioritised education services in the more remote hilly areas.
- UNICEF has a sub-office in Jabuma and is establishing emergency field offices in D1 and D2. It also has an education/protection consultant working from her home in D3.
- Save the Children has a provincial office in Jabuma and contacts with NGO1, NGO2 and NGO3 in each of the districts to provide education services including teacher training and quality education materials in all three districts.
- In D1 and D2 there are also School Management Committees that take an active role in education governance.
- The Red Cross has ten volunteers each in D1 and D2 and two in D3 and is coordinating with the education agencies.

## ROLE CARDS – Capacity Mapping Exercise

---

### Ministry of Education Emergency Focal Point

- You have recently been appointed as the MoE focal point for emergencies at the central level. You are very committed to it and participated in a one-day orientation given by UNICEF and Save the Children, which included an introduction to the Minimum Standards for Education.
- The MoE made a commitment to work with UNICEF and Save the Children to develop a contingency plan for potential population influx from the neighbouring countries prone to internal political instability and conflicts but there has not yet been time to do this. Since you have so many other duties, you have had little time to focus on emergency education preparedness or policy.
- At 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 three functioning computers. Note: Assume that everyone will know what EMIS is?
- All data on school enrolment is still collected by hand (although this is subject to vehicle and fuel constraints). It is not trustworthy at district level though most schools manage to collect useful though with frequent confusion between enrolment and attendance.
- At district and provincial levels there is some capacity to collect data since each district has 3-5 resource people who regularly monitor attendance and they can serve on assessment teams to collect data. These resource people have mobile phones and access to motorbikes (although they are not always functional and there are often fuel shortages).
- There is no policy on teacher pay or certification in emergencies. If displaced teachers are mobilised to teach in refugee camps, they will not be paid at home.
- You will take the lead.
- You will facilitate the meeting of the education cluster/sector. The suggested agenda in the capacity mapping exercise is as follows:
  1. Introduce the data and give the group 5-10 minutes to review the materials on Momaland refugee influx into Romaland.
  2. Go around the table and ask each agency to summarise their capacity on the technical components. (Ensure someone notes the information).
  3. Have the group identify the gaps.

---

### UNICEF Emergency Education Focal Point in country office

- UNICEF has a sub-office in Jabuma, a head office in Roama (the capital of Romaland), and is establishing emergency field offices in D1 and D2. It also has an education/protection consultant working from her home in D3.
- The organization has stockpiled 100 school kits and 8,000 learner kits in a warehouse in the national capital of Roama.
- It has stockpiled 50 ECD kits, 20 school tents, and 80 tarpaulins 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 on health and hygiene, water borne diseases/cholera prevention, HIV/AIDS, land mine risk awareness and life skills.
- It has a current emergency fund budget 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 Jabuma

---

### Save the Children Emergency Education Focal Point in country 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 translated into Moma language.
  - It has stockpiled materials for child friendly spaces, 10 school tents and 35 recreation kits in its provincial office in Jabuma.
  - It has 2 trucks in Jabuma
  - It has psychosocial materials translated and facilitator training capacity in Jabuma
  - It has US\$25,000 that can be spent immediately
-

---

### **Provincial Education Officer from Jabuma**

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

### **NGO 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 two motorcycles in the provincial office but one is broken. It 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
- 

### **Red Cross Country 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 districts, but has capacity for assessment with its network of volunteers who have already worked with the District Disaster Management Committees in each district.
  - It is currently engaged in family tracing and reunification operations.
  - It has two trucks based in Jabuma. Four boats are being used for search and rescue.
- 

### **UNHCR Community Services Officer**

- UNHCR has a sub-office office in Jabuma and because of the emergency will immediately establish a field office in District 2.
- The UNHCR Community Services Officer is also in charge of education and needs to include this in your assessment.
- Together with UNHCR Protection and Registration Officers you will need to establish three refugees camps one in each District 1, 2, and 3 with sufficient services in a protective and secure environment manager by UNHCR field office located in District 2.
- You will need to work with UNHCR and other NGOs to establish schools in the refugee camps.
- UNHCR only provided US\$50,000 to support education services in the refugee camps.
- UNHCR has 1000 tarpaulins stockpiled in Jabuma as well as a variety of NFI items.
- Your task is to work closely with UNHCR Protection and Registration Officers to conduct registration of all refugee population including those under the age of 18.
- Based on the registration of refugees you will need to share the information with other stakeholders on number of teachers available amongst the refugee population who could potentially teach in schools in the refugee camps.

## **Assessment Role Cards**

### **District 1 Education Sector Team**

---

#### **D1 District Education Officer**

- Because the refugee population from Momaland have taken shelter in the schools, the education for the local communities of Romaland has also been disrupted.
  - 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.
  - You regret that there are no stockpiles of textbooks that can be deployed to the refugee camps. The textbook printing and distribution system is centralised and cannot even meet the needs of education outside of emergencies.
  - All data on enrolment is always collected by hand subject to vehicle and fuel constraints. There is some capacity to collect data. D1 has five resource people, one in each of the 5 zones received refugees, who regularly monitor attendance and you would like them to serve on the multi-sectoral assessment team that you know will be collecting data. These resource people have mobile phones and access to three working motorbikes.
  - You are worried about the impact of the refugee influx on the children and have not been able to locate too many teachers yet. You know that they are essential in emergency education but do not know how to mobilise them or give them incentives to work during the emergency.
  - In addition, refugees have been pouring into Zone 1 and occupying schools in all zones. It seems that it will be impossible to restart education soon. You do not know what your authority is over the refugees but you are interested in encouraging the aid agencies to find shelter for them quickly.
- 

#### **D1 UNICEF Emergency Education Field Officer**

- You 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 Jabuma 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 Jabuma.
  - 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 a 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
  - Has 300 sets of literacy/numeracy materials in Jabuma
- 

#### **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 influx of refugees into Romaland. Save the Children 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 programme. You also have 10 school tents and 35 recreation kits serving about 80 children each in the provincial office in Jabuma.
- It has 2 trucks in the capital city, Jabuma
- It has psychosocial materials translated and facilitator training capacity in Jabuma
- The country office has US\$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 four field staff working in D1.
  - In addition, you are a Save the Children trainer and you trained about 14 psychosocial facilitators in D1. You think if you can find them, most could be deployed as needed in D1,
  - NGO1 has the ability to recruit some volunteer teachers/facilitators in all districts
  - It has two 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 10 volunteers in D1 with good experience in assessment, relief and rescue, shelter, and deployment of non-food items. You are willing to play a strong role in the emergency but don't have any experience in the education sector.
  - There are stockpiles of 2000 tarpaulins and 100 family tents in Jabuma. However from preliminary reports D1 has more refugees.
  - The Red Cross has two trucks in Jabuma which are beginning to deploy NFI. Your 10 volunteers have been involved in search, rescue and family reunification operations. The Red. Cross also has 4 boats that are being used for search and rescue.
  - You have no computers in the D1 office. However you are willing to participate in assessment activities and mobilise some of your volunteers for that purpose.
- 

### **D1 School Committee Representative**

- You have been active in your school committee in Zone 1 for the last 3 years and have volunteered in the classroom. You have been involved at getting out-of-school children into accelerated learning programmes. You are also active in school governance and have been an advocate for better classrooms and teacher training.
- Your house has been damaged and you and your family have moved in with relatives. Your children are safe and you want to help in the emergency effort.
- You really want to see some type of education activities for refugees started as soon as possible since you have observed that the refugee children are showing 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. You are anxious to see the aid agencies do their job and get shelter for the refugees so the school committee can help in the recovery effort.

### **D1. UNHCR Community Services Officer**

- UNHCR has a sub-office office in Jabuma and because of the emergency will immediately establish a field office in District 2.
- As UNHCR Community Services Officer you are also in charge of education and need to include it in your assessment.
- Together with UNHCR Protection and Registration Officers you will need to establish three refugees camps one in each District 1, 2, and 3 with sufficient services in a protective and secure environment manager by UNHCR field office located in District 2.
- You will need to work with UNHCR and other NGOs to establish schools in the refugee camps.
- UNHCR only provided US\$50,000 to support education services in the refugee camps.
- UNHCR has 1000 tarpaulins stockpiled in Jabuma as well as a variety of NFI items.
- Your task is to work closely with UNHCR Protection and Registration Officers to conduct registration of all refugee population including those under the age of 18.
- Based on the registration of refugees you will need to share the information with other stakeholders on number of teachers available amongst the refugee population who could potentially teach in schools in the refugee camps.

## **ROLE CARDS: District 2 Education Sector Team**

### **D2 District Education Officer**

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

---

### **D2 UNICEF Emergency Education Field Officer**

- You 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 Jabuma 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 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 Jabuma

---

### **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 of materials in the Jabuma for child friendly spaces that are used for the regular programme. It also has 10 school tents and 35 recreation kits serving about 80 children each in the provincial office in Jabuma.
  - It has 2 trucks in the capital city, Jabuma
  - 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 for the past 5 years under contract to do teacher training in child friendly education. You supervise four field staff working in D2.
  - You are a Save the Children trainer and you trained about 14 psychosocial facilitators in D2. You think if you can find them, most of them could be deployed as needed in D2.
  - Save the Children has the ability to recruit some volunteer teachers/facilitators in all districts
  - It has two motorcycles in provincial office but one is broken. It 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 do not have any experience in the education sector.
  - There are stockpiles of 2,000 tarpaulins and 100 family tents in Jabuma but you know these will not go far. However from preliminary reports D2 has more refugees.
  - The Red Cross has two trucks in Jabuma which are beginning to deploy NFI. Your 10 volunteers have been involved in search and rescue operations. The Red Cross also has 4 boats that are being used for search and rescue.
  - You have no computers in the D2 office. However you are willing to participate in assessment activities and mobilise some of your volunteers for that purpose.
- 

### **D2 School Committee Representative**

- You have been active in your school committee in Zone 1 for the last 3 years and have volunteered in the classroom. You have also been involved at getting out-of-school children into accelerated learning programmes. You are also active in school governance and have been an advocate for better classrooms and teacher training.
  - You really want to see some type of education activities started as soon as possible since you have observed that the refugee children are showing symptoms of trauma.
  - You are especially concerned about the hundreds of people pouring into D2, seeking shelter in schools, and are worried that they might stay for months. 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.
- 

### **D2. UNHCR Community Services Officer**

- UNHCR has a sub-office office in Jabuma and because of the emergency will immediately establish a field office in District 2.
- As the UNHCR Community Services Officer you are also in charge of education and need to include this in your assessment.
- Together with UNHCR Protection and Registration Officers you will need to establish three refugee camps one each in Districts 1, 2, and 3 with sufficient services in a protective and secure environment.
- manager by UNHCR field office located in District 2. Note: This appears to be a partial sentence.
- You will need to work with UNHCR and other NGOs to establish schools in the refugee camps.
- UNHCR only provided 50,000 USD to support education services in the refugee camps.
- UNHCR has 1000 tarpaulins stockpiled in Jabuma as well as a variety of NFI items.
- Your task is to work closely with UNHCR Protection and Registration Officers to conduct registration of all refugee population including those under the age of 18.
- Based on the registration of refugees you will need to share the information with other stakeholders on number of teachers available amongst the refugee population who could potentially teach in schools in the refugee camps.

## **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.
  - 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 don't have a computerised system for education information. All data on enrolment is still collected by hand subject to vehicle and fuel constraints. There is some capacity to collect data for the education sector. D3 has three resource people who regularly monitor attendance and you would like them to serve on the multi-sectoral assessment team that you know will be collecting data. These resource people have mobile phones and access to one working motorbike which they share to monitor attendance.
  - You already have a teacher shortage and are worried about being able to locate teachers to help re-start education. You do not know how to mobilise them or give them incentives to work during the emergency.
  - You are especially worried about all the refugees coming in from Momaland, seeking shelter in schools and taking aid that could be used by IDPs in D3.
- 

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

### **D3 UNICEF Emergency Education Field Officer**

- You know you need to get more staff to help and have already asked the Chief of Education in Jabuma 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 Jabuma
- 50 ECD kits, 20 school tents and 80 tarpaulins are stockpiled in the provincial office in Jabuma.
- UNICEF has deployed one vehicle to D3 and four vehicles in the provincial office in Jabuma.
- It has emergency education materials on health and hygiene, water borne diseases./cholera prevention, HIV/AIDS, land mine risk awareness and life skills.
- It has a 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 the Regional Office within 1 week for 3-4 weeks to help with sector coordination, raise funds and provide surge technical support
- It has 300 sets of literacy/numeracy materials in Jabuma

### **D3 NGO3 Representative**

- You have been working with Save the Children in D3 or the past 5 years under contract to do teacher training in child friendly education. You supervise one field staff member working in D3. NGO3 is the only NGO working in D3.
  - You are a Save the Children trainer and you trained three psychosocial facilitators in D3. You think if you can find them, they could be deployed to help the displaced.
  - Save the Children has the ability to recruit some volunteer teachers/facilitators in the zones.
  - It has 2 motorcycles in the provincial office but one is broken. It 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 refugees. 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 the district because of its remoteness. You have volunteered in the classroom. You've also been involved in getting out-of-school children into accelerated learning programmes. You have informal literacy classes in your home for out-of-school children.
  - You really want to see some type of education activities for refugees 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 Momaland pouring into D3, seeking shelter in schools, and are worried that they might stay for months. You're anxious to see the aid agencies do their job.
- 

### **D3. UNHCR Community Services Officer**

- UNHCR has a sub-office office in Jabuma and because of the emergency will immediately establish a field office in District 2.
- As the UNHCR Community Services Officer you are also in charge of education and need to include this in your assessment.
- Together with UNHCR Protection and Registration Officers you will need to establish three refugee camps one in each District 1, 2, and 3 with sufficient services in a protective and secure environment
- manager by UNHCR field office located in District 2. Note: This seems to be a partial sentence.
- You will need to work with UNHCR and other NGOs to establish schools in the refugee camps.
- UNHCR only provided US\$50,000 to support education services in the refugee camps.
- UNHCR has 1000 tarpaulins stockpiled in Jabuma as well as a variety of NFI items.
- Your task is to work closely with UNHCR Protection and Registration Officers to conduct registration of all refugee population including those under the age of 18.
- Based on the registration of refugees you will need to share the information with other stakeholders on number of teachers available amongst the refugee population who could potentially teach in schools in the refugee camps.