
Module 7: Education in Emergencies Programme Design and Planning

 **Time: 90 minutes**

Learning Objectives

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

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

Key Messages

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

Session Outline

Content	Approx. Time	Instructional Activity
1. Introduction	10 minutes	Slide show
2.1 National Level Response Planning	45* minutes + 40 minutes	Group work and gallery walk
2.2 Front Line Response Planning	45* minutes + 20 minutes	Group work and plenary
2.3 Joint Discussion and Reflection	45 minutes	Gallery walk and plenary
3 Conclusion	5 minutes	Plenary
Total Time	105* minutes	

*timing dependent upon choice of sessions

Preparation, Resources and Support Materials

Resources / Materials needed:

- Flipcharts, markers
- Handout 7.1: Data from Rapid Education Assessment Data – 3 Weeks
- Handout 7.2 Qualitative Data from Focus Group Discussions & Interviews
- Handout 7.3: Data Analysis for Planning Education Response
- Handout 7.4: Sample Emergency Response Planning Tool

Preparation for this session:

- Review Session slide presentation
- Ensure there are enough copies of each handout for each participant
- Decide if participants will complete both session 2.1 and session 2.2, or whether you will run the exercises concurrently, dividing the participants between each session. (If this is the case utilise session 2.3 gallery walk and plenary instead of the feedback exercises in 2.1 & 2.2)
- An additional monitoring exercise is included and should be utilised if a separate monitoring and evaluation modules is not part of the training. The information slides can also be utilised if the facilitator wants to introduce monitoring at this point

Additional Resources:

- For supplementary exercise on Monitoring:
- 7.6 Sample Master Education in Emergencies Data Tool – Kenya
- 7.7 Sample Education Activity Monitoring Tool (Pakistan)

Toolkit:

- *For local adaptation*

Supplementary Material:

- Programme Monitoring
Requires: - Handout 7.5: Tool for Developing Monitoring Indicators
Ensure there are enough copies of the handout for each participant.
An extra slide show is provided

2.1 National Level Response Planning

85 minutes

Note to facilitators: This session involves planning the education response utilising assessment data developed from the assessment module. However a different scenario can be presented with appropriate data if required. Facilitators are encouraged to ensure that the scenario is relevant to the participants.

**Education Response Planning
– National Level**

- Utilise Assessment Data, Qualitative and Quantitative
- Concentrate on broad interventions (e.g. set up temporary learning spaces, run vocational classes) – It is not necessary to quote numbers/figures.
- Refer to relevant INEE Minimum Standards and consider cross cutting issues.

INEE and Global Education Cluster

1. Introduce the exercise by explaining that the participants are going to plan an education response to the Momaland emergency from a national level perspective. Divide participants into four or five small groups. Make sure that you have a somewhat equal representation of roles in each of the groups (e.g. that each of the six roles from the assessment exercise is represented), try and mix the groups so that different people work together as this will hopefully improve the learning experience.

2. Explain that each group is going to design an education response in broad terms (at this stage there is no need to decide numbers of kits etc). They should use all of the assessment findings that were noted during the previous part of the session, the information from the background reading plus any information they have based on the roles they were playing. The collated assessment data has been provided to them in the form of **Handout 7.1: Data from Rapid Education Assessment Data – 3 Weeks**, and **Handout 7.2: Qualitative Data from Focus Group Discussions & Interviews**

3. Draw the groups attention to the relevant minimum standards and the INEE cross cutting issues:

INEE Minimum Standards

- **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.
Standard 2: Resources: Community resources are identified, mobilised and used to implement age-appropriate learning opportunities.
- **Foundational Standard Analysis**
Standard 2: Response Strategies: Inclusive education response strategies include a clear description of the context, barriers to the right to education and strategies to overcome those barriers.
- **Minimum Standards Category Education Policy and Coordination**
Standard 3 - Coordination: There is a transparent coordination mechanism for emergency education activities, including effective information sharing between stakeholders.

INEE and Global Education Cluster

INEE 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.

INEE Foundational Standard Community Participation Standard 2: Resources

Community resources are identified, mobilised and used to implement age-appropriate learning opportunities.

INEE Foundational Standard Analysis Standard 2: Response Strategies


Inclusive education response strategies include a clear description of the context, barriers to the right to education and strategies to overcome those barriers.

INEE Minimum Standards Category Education Policy and Coordination: Standard 3 - Coordination:

There is a transparent coordination mechanism for emergency education activities, including effective information sharing between stakeholders.

10 Cross-Cutting Issues

- Protection and Psychosocial
- Adolescents and Youth
- Early Childhood Development
- Human Rights
- Gender
- HIV and AIDS
- Inclusive Education
- Disaster Risk Reduction
- Conflict Mitigation
- Inter-sectoral Linkages



INEE and Global Education Cluster

INEE Minimum Standards Cross Cutting Issues

- Protection and Psychosocial
- Adolescents and Youth
- Early Childhood Development
- Human rights
- Gender
- HIV and AIDS
- Inclusive Education
- Disaster Risk Reduction
- Conflict Mitigation
- Inter-sectoral linkages

Planning Questions

- What educational activities/programmes are you recommending and why?
- What steps will you take to make sure that your plan “progressively responds” to the educational needs both Momaland IDPs and Romaland refugees?
- How will you ensure that there is effective community participation in programme design and implementation?
- What steps should be taken to strengthen coordination?
- How do they incorporate cross-cutting issues?

INEE and Gender Education Cluster

4. Each group should develop an education response plan that should answer the following questions:

- What educational activities/programmes are you recommending and why?
- How do they incorporate cross-cutting issues such as gender, HIV/AIDS, people with disabilities?
- What steps will you take to make sure that your plan “progressively responds” to the educational needs both Momaland IDPs and Romaland refugees? (also think about transition and early recovery)
- How will you ensure that there is effective community participation in programme design and implementation?
- What steps should be taken to strengthen coordination?

Education Planning Group Work

- Appoint a facilitator to chair the group
- Appoint a notetaker to record the plan on a flip chart (it will be presented to the other groups at the end of the session).
- You have 40 minutes.

INEE and Gender Education Cluster

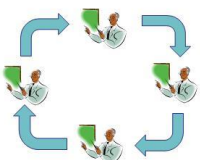
5. Each group should appoint

- a facilitator whose job is to make sure that everyone in the group participates and who is responsible for making sure that the group develops their plan and answers all the questions with 40 minutes.
- A recorder/note taker who will record the groups plan on a flip chart

Give the groups **40 minutes** to develop their plans. Circulate among the groups as they work in order to answer any questions and to take note of how the various groups decided on their priorities. Try to ensure that the groups do not get bogged down in detail but develop a broad plan outlining the needs to be addressed and interventions that will meet these needs.

Note to facilitator – If this exercise was run for the whole group (as opposed to in tandem with the Front Line Response Planning) then utilise the following activity

Gallery Walk



INEE and Gender Education Cluster

Optional – 40 minutes: If this exercise is being completed by all participants then the groups should set up a gallery walk:

During this part of the session, participants will be conducting a **Gallery Walk**. Each group should appoint two guides who will be available to answer questions. For the first 10 minutes of the gallery walk, one of the guides should be available for questions about their group’s plan while the other guide reviews the plans of the other groups. After 10 minutes the guides should trade responsibilities so that both are able to review the other group’s plans.

Ask participants to walk around the room and review the plans of the other groups. They should ask questions of the guides and try to make note of

how the various groups' plans are similar or different. Give them approximately 20 minutes to review all of the plans.

Plenary

- How were the Minimum Standards utilised
- How were cross cutting issues incorporated into the plans?
- How will the plans progressively respond to the needs of the IDPs and Refugees?
- Were any activities planned that did not match the priorities of the IDPs & Refugees?
- Is there anything missing from the plans?

INEE and Global Education Cluster

After 20 minutes, call the plenary back together. Facilitate a discussion on the various plans that is focused on the following questions [**You have 20 minutes**]:

a) How did the groups incorporate the INEE Minimum Standards into their plans? Take one or two examples from each group. Ask the groups to give different examples and not repeat what another group has already said

b) How did the groups incorporate cross-cutting issues such as gender equity, HIV/AIDS education or health and hygiene education into their plans?

- On what basis did they incorporate these issues (that is, based on which assessment findings)?
- If they did not incorporate these issues, why not?
- If the groups say that they did not focus on the cross cutting issues because they were not raised by the community during the assessment, ask what further information they might want to collect in order to find out more about these cross cutting issues?

c) How the plans “progressively respond” to the educational needs of the IDPs and Romaland refugees? What steps did they include in their plans to address this?

Stress that this requires ongoing assessment, analysis and monitoring to determine if/when educational priorities change.

d) Were there any recommended activities/programmes that did not match the priorities of the IDPs and Refugees? If so:

- Ask the groups how they planned to implement those activities/programmes?
- Do they see any obstacles to implementing them, if the community does not support them?
- What steps would they take to enlist the support of the community?

Ask the groups to be as specific as possible.

e) Finally, is anything left out of the plans?

2.2 Front Line Response Planning

65 minutes

Note to facilitators: This session focuses on the creation of an immediate response plan for the flood affected areas of Momaland. If necessary a different scenario and data should be presented that is relevant to the participants.

1. Remind participants that the Rapid Education Assessment has been completed. The assessment team worked in the Provincial Education Office in Jabuma and used the computers there to compile data in the form that is presented. This report represents what is known after 3 weeks of the onset of the emergency. Some of the information is still unknown or changing, and some represents estimates.

Data Analysis & Front Line Education Emergency Response Planning

District groups will develop emergency response plans with available data.

- Ensure you refer to Handouts 7.1 & 7.2 which contain the assessment data.
- Review Handout 7.3: Data Analysis and answer questions.
- Use Handout 7.4: Sample Emergency Response Planning Tool. The components of education in emergencies are along the left column.

INEE and Grade Education Cluster

Exercise in Data Analysis and Response Planning

2. The district groups will now analyse the data and begin to develop their emergency response plans with the data they have.
3. Tell groups that they should use **Handout 7.3: Data Analysis for Planning Education Response** to help them analyse the data and formulate their initial responses. They may not have enough information to complete the plan. However they can anticipate some future needs and attempt to outline activities and estimate resources needed.
4. Ask groups to review **Handout 7.4: Sample Emergency Response Planning Tool**. They will see the components of education in emergencies along the left column.

Tasks

- Identify the activities you will implement in each of the components. Focus on:
 - Education supplies
 - Temporary learning spaces
 - Mobilisation and training of teachers
 - Repair and construction of schools
- For these activities, identify which partner(s) will be responsible for the activity, resources required, the target groups and locations. Identify the target completion date for the activity.

Note - Don't fill in the indicators or costs.

INEE and Grade Education Cluster

Tasks

1. Identify the **activities** they will implement in each of the components to the extent possible with current information. Focus on the following components only:
 - Education supplies
 - Temporary learning spaces
 - Mobilisation/training of teachers
 - Repair and construction of schools
2. For these activities, identify which **partner(s)** will be responsible for the activity, **resources** required, their **target** groups and **locations** (e.g., IDP primary age children in D1Z1). **They should not identify indicators at this point** (this will be done in the next exercise).
3. Identify the target completion **date** for the activity.
5. They can develop their plans on computers if they have them or use chart paper and post on the wall.
6. Remind participants to apply the appropriate INEE Minimum Standards:

INEE Minimum Standards

- **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.
Standard 2: Resources: Community resources are identified, mobilised and used to implement age-appropriate learning opportunities.
- **Foundational Standard Analysis**
Standard 2: Response Strategies: Inclusive education response strategies include a clear description of the context, barriers to the right to education and strategies to overcome those barriers.
- **Minimum Standards Category Education Policy and Coordination**
Standard 3 - Coordination: There is a transparent coordination mechanism for emergency education activities, including effective information sharing between stakeholders.

INEE and Grade Education Cluster

INEE 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.

INEE Foundational Standard Community Participation Standard 2: Resources

Community resources are identified, mobilised and used to implement age-appropriate learning opportunities.

INEE Foundational Standard Analysis Standard 2: Response Strategies


Inclusive education response strategies include a clear description of the context, barriers to the right to education and strategies to overcome those barriers.

INEE Minimum Standards Category Education Policy and Coordination: Standard 3 - Coordination:

There is a transparent coordination mechanism for emergency education activities, including effective information sharing between stakeholders.

10 Cross-Cutting Issues

- Protection and Psychosocial
- Adolescents and Youth
- Early Childhood Development
- Human Rights
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INEE and Global Education Cluster

INEE MS Cross Cutting Issues

- Protection and Psychosocial
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Planning (40 minutes)

Give the groups 40 minutes to develop their plans. Circulate among the groups as they work in order to answer any questions and make sure that the groups are creating a plan in line with the guidance notes provided. Remind the groups when they have 15 minutes left.

Note to facilitator – *If this exercise was run for the whole group (as opposed to in tandem with the national level response planning) then utilise the following activity*

Optional – 20 minutes: If this exercise is being completed by all participants then the groups should discuss their outcomes in plenary:

Plenary Discussion

- What activities are they able to implement immediately?
- How will the agencies divide responsibilities?
- What additional resources will they need to implement some of their activities?
- Is there sufficient staff to implement the activities? If not what will they do? Can UNICEF or Save the Children (or another NGO) deploy staff from their country offices or from outside the country?
- How will they involve the communities in the planned response plan?

INEE and Global Education Cluster

7. Ask the following questions during the discussion:
 - a) *What activities are they able to implement immediately?*
 - b) *How will the agencies divide responsibilities?*
 - c) *What additional resources will they need to implement some of their activities?*
 - d) *Is there sufficient staff to implement the activities? If not what will they do? Can UNICEF or Save the Children deploy staff from their country offices or from outside the country? Or another NGO?*
 - e) *How will they involve the communities in the planned response plan?*

Close by telling participants that they should keep their plans posted since they may return to them during the subsequent exercises.

Handout 7.1: Data from Rapid Education Assessment: Three Weeks after the Initial Flooding

	# primary schools occupied by IDPs	# host community primary students not at school due to IDP occupation	# of schools damaged or destroyed		# IDP children age 3-5	# of IDP children age 6-12	# of IDP children age 13-17	# Host community teachers available			# IDP teachers available			# Romaland teachers available		
D1			Prim	Sec.				ECD	Prim.	Sec.	ECD	Prim.	Sec.	ECD	Prim.	Sec.
Zone 1	8	4000	7	1	3500	6000	3000	3	38	7	2	25	4			
Zone 2	8	4000	8	0	2000	6000	2200	3	36	5	1	20	2			
Zone 3	6	3000	5	0	2000	3600	1300	2	34	4	1	16	1			
Zone 4	4	2000	3	0	1000	1700	1500	1	14	2	1	4	1			
Zone 5	2	800	1	0	1000	1700	1500	1	12	2	0	4	2			
Totals	28	13,800	24	1	9,500	19,000	9,500	10	134	20	5	69	10			
D2																
Zone 1	10	4000	4	0	2500	7000	3000	2	40	8	0	20	4			
Zone 2	5	2000	2	1	1500	2800	1800	1	24	4	1	18	2			
Zone 3	2	1000	2	0	1000	1200	600	2	20	4	0	14	1			
Zone 4	3	1800	2	0	1000	1000	600	0	20	4			1			
Totals	20	8,800	10	1	6,000	12,000	6,000	5	104	20	1	52	8			
D3																
Zone 1	3	1200	0	0	800	2400	1200	1	12	4		8	1	1	3	n/a
Zone 2	1	400	1	0	600	800	400	0	7	0		2	0	n/a	5	n/a
Zone 3	1	400	0	0	400	800	400	0	7	0		4	0	n/a	5	n/a
Totals	5	2000	1	0	2000	4000	2000	1	26	4	0	14	1	n/a	13	n/a
TOTALS	53	24,600	35	2	17,500	35,000	17,500	16	264	44	6	135	19	1	13	

Previously Collected Data

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

District	# IDPs	# Schools pre-crisis	# Schools destroyed/damaged	# Primary schools used by IDPs	# of non-school camps	# children 3-5	# children 6-12	# children 13-17
District 1	95,000	56	25	28	20	9500	19,000	9500
District 2	60,000	42	10	20	15	6000	12,000	6000
District 3	*20,000	7	1	5	5	2000	4000	2000
TOTALS	175,000	105	37	53	40	17,500	35,000	17,500

* 10,000 fr. Moma. 10,000 fr. Roma.

Pre-Crisis Data: From Provincial Education Office

	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
District 1	200,000	Prim	Sec	20,000	2000	40,000	32,000	20,000	4000
Zone 1	60,000	16	1	6,000	600	12,000	9600	6,000	1200
Zone 2	60,000	16	1	6,000	600	12,000	9600	6,000	1200
Zone 3	40,000	10	1	4,000	400	8,000	6400	4,000	800
Zone 4	20,000	5	1	2,000	200	4,000	3200	2,000	400
Zone 5	20,000	5	0	2,000	200	4,000	3200	2,000	400
Totals		52	4						
District 2	150,000	Prim	Sec	15,000	1000	30,000	24,000	15,000	3000
Zone 1	60,000	16	1	6000	400	12,000	9600	6000	1200
Zone 2	30,000	8	1	3000	400	6000	4800	3000	600
Zone 3	30,000	8	1	3000	200	6000	4800	3000	600
Zone 4	30,000	8	0	3000	0	6000	4800	3000	600
Totals		39	3						
District 3	30,000	Prim	Sec	3000	0	6000	4800	3000	600
Zone 1	10,000	2	1	1000	0	2000	1600	1000	200
Zone 2	10,000	2	0	1000	0	2000	1600	1000	200
Zone 3	10,000	2	0	1000	0	2000	1600	1000	200
Totals		6	1						
TOTALS	380,000	97	8	38,000	3000	76,000	60,800	38,000	7600

Handout 7.2 Qualitative Data from Focus Group Discussions & Interviews

Women's Groups

- Head teachers do not have enough respect for parents and school development committee members.
- More emphasis needs to be put into ECD schooling as this will help young mothers and provide children with a head-start.
- Children who have lost one or both parents (many to HIV/AIDS) cannot afford to attend school. These children and families should be helped.
- Not enough is being done enlighten people about the dangers of HIV/AIDS, and help those who are suffering from its effects.

Youth

- Lack of secondary school opportunities, usually have to walk long distances.
- Girls removed from secondary school as parents worried about abuse.
- Girls miss school during menstruation due to lack of facilities and sanitary pads.
- Would like opportunity to learn practical subjects like mechanics.
- Once you drop out of school it is hard to go back as they make you sit with the younger children, there should be another option.

Community and Religious Leaders

- Schooling to include better farming techniques and animal husbandry which is not taught in the current school system
- Government needs to put more resources into schooling. Schools lacked textbooks and many did not have enough classrooms.

Primary School Children

- Some teachers beat children for being late or falling asleep in class, or failing to answer questions.
- Enjoy being at school with their friends
- Many are now not in school due to floods but would like to be back in school with their friends.
- Friends who are disabled do not come to school as it is not comfortable for them.

District Education Staff

- Vehicles that do work will not cope well with difficult terrain.
- Some vehicles in need of repair.
- Not all teachers are willing to return to work as they are still trying to salvage possessions and need to queue for food and other items.

Head Teachers

- Most records were lost, as were textbooks and equipment
- Opportunity to build better schools, with stronger classrooms
- Urgently need textbooks, stationery

Teachers

- Would like to return to work soon, but need help as they lost many possessions in the flood
- Pay is generally poor and they get little support in terms of skills development and supervision
- Schools were ill equipped, textbooks were few and out of date, little equipment in terms of charts, visual aids etc.

Parents

- Not enough parents play an active role in supporting the school.
- Some of the teachers are poor and beat the children unnecessarily. Whilst corporal punishment is necessary it should not make up for a lack of teaching skills. Teachers need better training.
- Some parents cannot afford to send all their children to school, so some of the older ones are sent out to work.
- Parents are worried that the time children miss from school during the emergency will have a bad effect on their exams. Children sitting exams at the end of the year need extra help.

Romaland Refugees

- Worried as language is different so sometimes hard to get access to food handouts, etc.
- Children need to be in school, but would not benefit from Momaland schooling mainly due to the language issue

Handout 7.3: Data Analysis for Planning Education Response

1. What are the **target groups** that will be served in each district? Consider:
 - Ages 3-5, 6-12, 13+
 - Out of school children in both host and displaced communities
 - School going children in both host and displaced communities
 - Displaced children from Momaland
 - Displaced children from Romaland
 - Host community children
2. Is there sufficient information to plan **education services** for these target groups? If so what education services will you plan for? If not, what are the information gaps that you need to fill to plan your education response? How will you fill them?
3. Is there sufficient information to deploy existing **supplies** or order new supplies for education services? If so what how many, for what locations, for what target groups? What are the information gaps, if any, to plan your education response? How will you fill them?
4. Is there sufficient information to plan **temporary learning spaces**? What activities will you need to conduct? For what target groups? Where? What supplies will need to be ordered? What are the information gaps? How will you fill them?
5. Is there sufficient information to **mobilise and train facilitators and** teachers for temporary learning spaces? If so how many, for what locations, for what target groups? What are the information gaps? How will you fill them?
6. Is there sufficient information to establish emergency **education curricula**? What are the information gaps? How will you fill them?
7. Is there sufficient information to establish a **monitoring system** for education response?

Education Planning Ratios	
ECD kit	1 per 80 children
School kit	1 per 80 children
Learner's kit	1 per child
Recreation kit	1 per 80 children
Tent	1 per 80 children
Teachers/facilitators	1 per 80 children

Handout 7.4 Sample Emergency Education Response Planning Tool

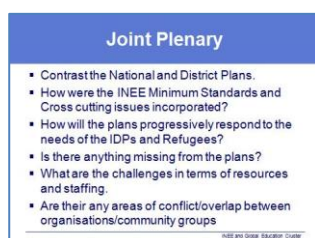
Components Of EIE Response (List Activities)	Implementing Partners	# and Type of Resources Required	Cost	Monitoring Indicators	Target Group / and # of children to Be Served	Location	Time Frame
Sector Coordination Mechanism							
1.							
2.							
3.							
Assessment							
1.							
2.							
3.							
Education Supplies and Logistics							
1.							
2.							
3.							
Temporary Learning Spaces							
1.							
2.							
3.							
Mobilisation and Training of Teachers and other Education Personnel							
1.							
2.							
3.							
Psychosocial Support and Strategies							
1.							
2.							
3.							

Components Of EiE Response (List Activities)	Implementing Partners	# and Type of Resources Required	Cost	Monitoring Indicators	Target Group / and # of children to Be Served	Location	Time Frame
Emergency Curricula							
1.							
2.							
3.							
Repair and Construction of Schools + WASH							
1.							
2.							
3.							
Resumption of Formal Education							
1.							
2.							
3.							
Monitoring and Evaluation							
1.							
2.							
3.							

2.3 Joint Discussion and Reflection

45 minutes

*Note to facilitators: If exercises 2.1 and 2.2 were run concurrently run this session (this should be **in place of** the gallery walk/plenary sessions detailed in 2.1 and 2.2). This exercise will allow the two sets of participants to review each other's ideas, plans and the challenges faced. Depending on time available you may wish to increase the time for the plenary if the facilitators feel many issues will arise from the planning process.*



1. During this part of the session, participants will be conducting a **Gallery Walk**. Each group should appoint two guides who will be available to answer questions. For the first 10 minutes of the gallery walk, one of the guides should be available for questions about their group's plan while the other guide reviews the plans of the other groups. After 10 minutes the guides should trade responsibilities so that both are able to review the other group's plans.

Ask participants to walk around the room and review the plans of the other groups. They should ask questions of the guides and try to make note of how the various groups' plans are similar or different. Give them approximately 20 minutes to review all of the plans. Participants should be encouraged to spend time on those groups doing a different exercise (District/National).

After 20 minutes, call the plenary back together. Facilitate a discussion on the various plans that is focused on the following questions [You have **25 minutes**]: The first four questions (**a-d**) should be given priority, you may have to limit the number of responses due to time constraints.

a) How were the plans different:

- What was the emphasis of the district planning process?
- What was the emphasis of the national planning process?
- How can these processes be combined?

b) How did the groups incorporate the INEE Minimum Standards into their plans? Take one or two examples from each group. Ask the groups to give different examples and not repeat what another group has already said.

c) How did the groups incorporate cross-cutting issues such as gender equity, HIV/AIDS education or health and hygiene education into their plans?

- On what basis did they incorporate these issues (that is, based on which assessment findings)?
- If they did not incorporate these issues, why not?
- If the groups say that they did not focus on the cross cutting issues because they were not raised by the community during the assessment, ask what further information they might want to collect in order to find out more about these cross cutting issues?

d) Ask how the plans "progressively respond" to the educational needs of the IDPs and Romaland refugees? What steps did they include in their plans to address this? - Stress that this requires ongoing assessment, analysis and monitoring to determine if/when educational priorities change.

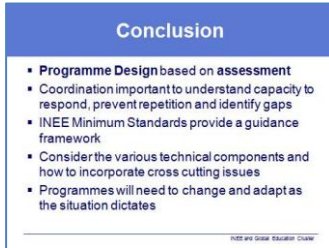
e) Is anything left out of the plans? Or are there activities in the plans that were not supported by the assessment data?

f) For the district groups what challenges will they face in terms of staffing, resources and implementation?

g) Are there areas of overlap/conflict between organisations, or organisations and certain community groups?

3 Conclusion

5 minutes



1. Show the final slide. Recap on the exercise and the points:
 - **Programme Design** is based on the **assessment data**
 - Coordination is important so that it is clear which organisations have capacity to respond in certain areas/interventions. This prevents repetition and helps identify any gaps
 - INEE Minimum Standards provide a comprehensive framework to guide the process of developing the plan
 - Consider the various technical components and how to incorporate cross cutting issues
 - Programmes will need to change and adapt as the situation dictates, this will be informed by ongoing assessment data

Invite discussion and additional points from the participants. Also refer participants to the sample monitoring and data tools on their CD

Supplementary Exercises

Exercise - Programme Monitoring

40 minutes

Note to facilitators: This section can be utilised if a longer session on monitoring, evaluation and impact assessment is not going to be included in the training. It allows the participants to understand the key aspects of monitoring and to start developing a monitoring framework as part of their programme planning.

Introduction (10 minutes)

1. Ask the participants what is meant by monitoring and if any of them have been involved in monitoring in the past. Ask participants why it is important to monitor our emergency education activities. Show the accompanying slide after taking 2-3 responses. Responses can include:

- Provide information for decision-making to improve programme performance
- Identify gaps in service delivery to reformulate strategies for achieving programme targets
- Provide accountability in terms of implementation according to plan
- To serve as an input to evaluation
- To aid broader advocacy efforts to strengthen policies and programmes aimed at the rights of children and women

2. Key Questions to ask when monitoring emergency interventions:
 - Are the initiated activities / interventions meeting children's needs? Are they adapted to girls'/boys' specific needs?
 - How has the situation changed from the prior assessment (or when interventions initiated)?
 - Who should be responsible for monitoring emergency education programming? (What is the MoE's role? What is the role of other agencies)?
 - What is the relationship between monitoring during emergencies and the national Education Management Information System (EMIS)?

3. Explain that programmes result in:

Outputs - The immediate effect of an intervention (books distributed, teachers trained, schools opened)

Outcomes - The change that the programme has (enrolment and attendance rates increased, more resources available to teachers, lower teacher/pupil ratios)

Impact – The longer term effect, which is much harder to measure as it can be affected by other factors as well as the intervention; it is the final or longer term changes as a result of project or programme activities (e.g. changes in children's development, well-being, experience of violence, fulfilment of rights)

Side Effects – Programme interventions can have unintended consequences, these are known as side effects. Care must be taken to identify and mitigate any detrimental side effect (sometimes side effects can be positive). Examples include stigmatisation of children receiving help.

Learning Objectives

- Monitoring is a critical component of programme design and continuous monitoring will improve both accountability and quality.
- As an essential part of the INEE minimum standards, monitoring is utilised to measure progress towards attaining the standards.
- Monitoring can measure the progress, results and impact of programmes.

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Monitoring

Monitoring is a process of tracking or measuring what is happening in programmes or activities being conducted. It includes measuring progress of an intervention and measuring change.



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Purpose of Monitoring

- To provide information to **improve programme performance**
- To **provide accountability** in terms of the implementation running according to plan
- To serve as an **input to evaluation**
- To aid **broader advocacy efforts** to **strengthen policies and programmes** aimed at the rights of children and women

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What does Monitoring Measure

- The **progress** or **output** of the activity (e.g. schools are reopening, are children attending lessons, school tents have been erected)
- The **outcomes** of the activity (more children are attending school, learning is taking place in the classroom, children have increased knowledge on health and hygiene issues)
- The **impact** of the activity (increased pass rates, a decrease in repeaters, less instances of diarrhoea etc)

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Indicators

What are **indicators**?

- An indicator is an objective way of measuring progress through collecting factual information
- Indicators are measurable or tangible signs that something has been done or that something has been achieved
- Data collected about the indicator tells us if the expected change has happened
- Indicators should be sensitive to cross cutting issues such as gender and inclusiveness

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Monitoring Plan

Activity	Indicator	Time Period/Frequency	Assumptions/Risks	Key Stakeholders

- Select **two** programme interventions
- Concentrate on the **progress, outputs** and **outcomes** of the interventions
- 15 minutes**

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4. Explain that in order to implement the monitoring process; it is necessary to identify indicators, which are measures that are used to demonstrate the change in a situation, or the progress in, or results of, an activity, project or programme. Show the accompanying slides defining indicators.

- An indicator is an objective way of measuring progress through collecting factual information
- Indicators are measurable or tangible signs that something has been done or that something has been achieved
- Data collected about the indicator tells us if the expected change has happened
- Indicators should be sensitive to cross cutting issues (such as gender and inclusiveness).

5. Tell participants that they will now develop a monitoring plan to help them measure their emergency response. They should focus for two of the activities in their programme plan. Have groups look at the column designated for indicators. In this column they will need to identify indicators for the activities that they have undertaken in their plans associated with the components of emergency response. In addition they need to consider:

- How often the indicator will be measured
- Are there any assumptions/risks (access, time of day etc.)
- Which key stakeholders will be involved in the measuring process

Planning (15 minutes)

6. Show the accompanying slide and instruct participants should return to their groups. They have 15 minutes to develop their plans. Provide them with **Handout 7.5: Tool for Developing Monitoring Indicators** to assist them with developing their plan.

- Aim to have each intervention covered by 2-3 groups**

Plenary Discussion and Conclusion (15 minutes)

7. Call together the participants in plenary. Ask each group to report back on **one** intervention. After each report ask if other groups who considered the same intervention have any comments/additions.

Conclusions

- Monitoring is a process of gathering information to measure whether an intervention has achieved its objectives.
- Education indicators outline key quantitative measures of activities and programme initiatives.
- The education sector/cluster supports the MoE to ensure the collection of quality and reliable monitoring data - used to identify gaps and target needs
- Monitoring is critical for measuring progress towards attaining the INEE minimum standards.
- Continuous monitoring help improve programme accountability and quality.

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8. Summarise the session with the following conclusions:
- Monitoring is a process of gathering information to measure whether and to what extent an intervention has achieved its objectives.
 - Education indicators for the components of education in emergencies outline key quantitative measures of activities and programme initiatives.
 - The education sector/cluster supports the MoE to ensure the collection of quality and reliable monitoring data and in adjusting emergency responses to address gaps and needs in education in emergency services.
 - Monitoring is a critical component of the INEE Minimum Standards as it helps to measure progress towards attaining the standards themselves. Continuous monitoring also helps to improve the accountability and quality of education interventions in emergencies.

Handout 7.5: Tool for Developing Monitoring Indicators

Components of Education Emergency Response	Sample Monitoring Indicators
Sector Coordination and Communication Mechanism	<ul style="list-style-type: none"> ▪ % of districts in the affected area with an education cluster / or similar mechanism ▪ Focal points identified for cluster/ sector members ▪ Identification of capacities, roles and accountabilities of partners
Assessment <ul style="list-style-type: none"> ▪ Multi-sectoral ▪ Rapid Education Assessment ▪ Ongoing Assessment 	<ul style="list-style-type: none"> ▪ Uniform assessment tools developed by sector/cluster members and implemented ▪ Extent to which data from multi-sectoral assessment can be used by education sector to estimate numbers and locations of children in need of education services ▪ Number of assessment teams mobilised and trained in targeted locations ▪ Data collation completed and information transmittal
Human and Financial Resources	<ul style="list-style-type: none"> ▪ Deployment time for surge capacity staff ▪ Numbers of staff and consultants deployed ▪ Amount of financial resources mobilised to meet the needs of the education sector
Education Supplies and Logistics	<ul style="list-style-type: none"> ▪ Number of education materials (tents, learners' kits, teachers' kits, school-in-a-box, recreation kits, ECD kits, hygiene kits...etc) distributed ▪ Number of weeks/time for education supplies to targeted groups and locations ▪ Number of children benefiting from temporary schools
Temporary Learning Spaces (TLS)	<ul style="list-style-type: none"> ▪ Number of tents set up as temporary learning centre ▪ Number of TLS set up with local materials ▪ Number of alternative shelters established as TLS ▪ Number of sites established as safe areas for school and recreation ▪ % of schools and or learning spaces with adequate learning materials
Psychosocial Support and Strategies	<ul style="list-style-type: none"> ▪ % of schools or TLS which have initiated self-expression activities (recreation, sports, music, dancing, drawing, story-telling, play among other activities) ▪ Number of facilitators trained in psychosocial support activities for children
Emergency Education Curricula	<ul style="list-style-type: none"> ▪ Delivery time for teaching and learning materials ▪ % of schools which have implemented emergency-related curricula (HIV/AIDS, Mine Risk, water borne diseases, natural disaster preparedness, etc.) ▪ % of schools/learning spaces which have initiated reading, writing and arithmetic (3R) activities ▪ Number of children being covered by the textbooks
Mobilisation and Training of Teachers and Education Personnel	<ul style="list-style-type: none"> ▪ Number of teachers/head teachers/PTAs trained ▪ # of teachers and para-professionals trained in teaching methods on literacy, numeracy ▪ % of teachers trained/oriented, by gender ▪ Number of teachers and para-professionals recruited

Components of Education Emergency Response	Sample Monitoring Indicators
Rehabilitation and Construction of Schools	<ul style="list-style-type: none"> ▪ Quantity of rehabilitation/construction materials distributed ▪ Delivery time for classroom rehabilitation materials ▪ Number of schools rehabilitated ▪ Estimated # of pupils benefiting from improved water and sanitation in schools in affected areas
Resumption of Formal Education	<ul style="list-style-type: none"> ▪ Number and % of children enrolled and attending classes from key identified disadvantaged groups, including girls, children with disabilities, former combatants, etc. ▪ % of schools reopened ▪ Number of students reintegrated into school through back-to-school campaign ▪ Number of out-of-school children enrolled through go-to-school campaign
Monitoring and Evaluation	<ul style="list-style-type: none"> ▪ Uniform monitoring tools developed by sector/cluster members and implemented ▪ Number of monitoring teams mobilised and trained in targeted locations ▪ Number and frequency of monitoring reports completed ▪ Information management system established ▪ Frequency of monitoring information transmittal between field and country levels and across sectors and agencies ▪ Number of gap analyses and response plan reformulation as a result of monitoring data analysis