

# **INEE CSE TRAINING Consultant Report**

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Hosted by Oxfam and NRC

Juba, South Sudan

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## **Introduction**

Since June 2017 Oxfam in South Sudan has been the Anchor Organization for CSE in South Sudan working closely with Norwegian Refugee Council to establish an Action Plan for the CSE roll out. This national workshop is the first one and took place after an internal workshop for Oxfam and NRC staff a week earlier. The workshop took place on November 29<sup>th</sup> and 30<sup>th</sup> at the Regency Hotel in Juba. Both the lead facilitator Emeline Marchois and Co-facilitator Louise Leak attended the CSE training of trainers in Amman in July 2017 and are members of the online CSE community.

## **South Sudan Context**

South Sudan became independent in 2011 after decades of armed conflict and has since undergone more unrest and disruptions. The already serious humanitarian crisis was aggravated and the conflict gained intensity after the 2013 political crisis. In terms of education provision, the Ministry of General Education is limited in its actions and the NGOs capacity need strengthening as they face constant new challenges. As of October 2017, insecurity is one of the main causes of school closure<sup>1</sup> because of attacks against schools by armed forces and groups. Teachers are often underqualified and not paid timely, hindering access of quality education but also access to safe and protective learning spaces to the children. 315,369 children between the age of 3 to 18 have access to Education in Emergencies but 1,8 million children and youth are out of school.

## **Workshop's objectives**

**Aim:** To strengthen the participants core conflict sensitive education competency, with a focus on application through implementation.

### **Objectives:**

1. Participants have an increased understanding of conflict sensitive education, and the tools and guidance developed to support the integration of conflict sensitive education into their organizations' policies and programs.
2. Increase technical competency of participants to incorporate conflict sensitivity at all stages of the program cycle: assessment, design, implementation/management, monitoring and evaluation.

This training was content focused and did not prepare participants to later train on CSE. However, they were taken through the pack and materials and guided on how to use them.

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<sup>1</sup> Unicef Education Brief, South Sudan Country Office, October 2017.

## **Workshop's methodology**

Facilitator led presentations with ongoing monitoring of participants' understanding and questions (opened and closed) allowing time for participants to answer, discuss and review. Pair activities involving discussions, naming examples, reflecting on themes. Small group activities using case studies to use the CSE pack, to link the pack to INEE MS, to link strategies to domains and context and some presentations. Plenary activities where participants part took in discussing case studies, contextualizing examples, viewing of INEE CSE whiteboard video.

The workshop was led by INEE Consultant and EiE specialist Emeline Marchois, co-facilitated by Louise Leak NRC's Education Specialist, assisted and prepared by Martin Lubajo Oxfam Education Program Coordinator and Julu Charles EiE Manager (Emergency preparedness and response project).

## **Participants**

The invitation was sent by Oxfam-Ibis through the cluster looking for participants with the following criterias for the organizations or agencies:

- work in education programmes
- work on advocacy on education
- work towards institutionalizing CSE
- include CSE into their programing
- be able to help with rolling-out of trainings (funding and/or logistics, facilitators)
- experience/knowledge with INEE's Minimum standards

It unfortunately reached interested participants quite late, and the communication process set back logistics. Organizations replied via the cluster confirming participation without the participant's name which delayed the elaboration of the participants list and profiles.

28 participants confirmed from 21 agencies:

Hold the Child, South Sudan, Women Advancement Organization, INTERSOS, SPOCI, Mercy corps, Windle Trust International (WTI), CHIDDO, WVSS, TADO, FCA, UNKEA, Save the Children International, SSEC, UNICEF, USAID, Inforscorf, UASN, HACT SSD, ADRA, SSUDA, OXFAM-IBIS.

Almost all participants had a background in teaching and all had at least one EiE programme running. They were particularly keen to learn about practice and how to implement the theory of the CSE pack and strategies. They participated actively and fed the discussions with relevant questions and illustrations of their work.

On day one, 27 participants were counted in the morning session, but numbers dropped as the day went by. The group was made of 8 women and 19 men. 2 of the men were government observers (national security).

On day two, 24 participants attended training, out of which 7 women and 15 men. 2 male Government observers.

It is important to note that attendance kept fluctuating during the days of training, many participants left for some time and came back. Fortunately, it didn't interrupt the flow of the training's delivery but in a couple of instances, the groups that had to present were down to only one or two group members. A core group of 18 participants was consistent with their attendance and participation.

Note on government's observers: Over the two days, 3 observers sat in the training room. They followed the training, read content, joined the participants into their smaller groups but never actively took part or interacted with participants or facilitators.



The group of participants and facilitators

**Material**



CSE packs: 25 in English, 5 in Arabic. Intention was for each organization to take one so that all organizations had at least one copy.

Links to INEE toolkit and CSE resources online.

USB stick with the PPT and useful readings and resources.

**Training**

The first session started an hour later than planned as some participants had been given a different time for the start. Rama Anthony, Oxfam's Deputy Country Director for programs opened the training by welcoming participants and facilitators he was particularly enthusiastic about the actions of the education department (new to Oxfam). Objectives, expectations, group norms and a short introduction of INEE were covered briefly to be able to start with Module 1. Expectations were taken on a sticky note that participants handed to the lead facilitator.

About a third of the group was familiar with INEE. By the end of the introduction, INEE's scope of work was understood by all participants. They were invited to join INEE and reach out for the lead facilitator for additional questions or issues regarding membership. The CSE project was introduced.

**Session 2, Module 1: Introduction to CSE had the following objectives:**

- Have a basic understanding of INEE MS
- Understand why sensitive education is important
- Know the three-part definition of CSE
- Know when CSE should be used or is applicable

It was delivered by Emeline. Participants engaged in a quiz on the INEE MS which they successfully answered. They asked about obtaining INEE materials, especially the MS handbook (facilitator had one for reference only as well as samples of the tool kit). As CSE was covered, the meaning was fully understood and its importance wasn't questioned, as seen in participants' comments: "South Sudan needs this to change the current situation." "South Sudan requires CSE". "education workforce faces the conflict everyday". Concerns were raised however on its applicability, participants were told that it would become clearer throughout the two days with practical examples, although some examples relate to South Sudan without being from South Sudan.

**Sessions 3 and 4, Module 2: Context analysis had the following objectives:**

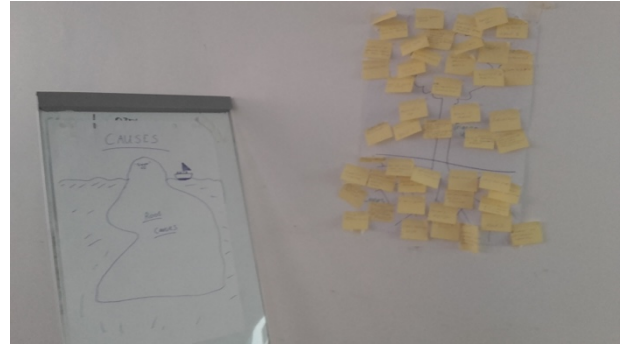
- Perceptions
- Context Analysis
- CSE & Peace Building
- Know what a context analysis is and where, when and how it is conducted
- Understand why a context analysis is critical to CSE
- Be able to apply a context analysis

Emeline initiated it with a small group activity where participants stood by a table with eyes closed and reached to touch an object (a plastic toy dinosaur). Each participant had to feel the object using only touch and name what it could be. The activity was used to introduce the notion of perceptions and worked towards group cohesion. Participants engaged quickly and well in the activity. As a complimentary reading, participants were told to consult the handout in their final USB pack titled The Blind Man and the Elephant.

After this, Louise took the lead for the remaining of the session. They looked at definitions of conflict analysis using examples and how to conduct one. They also covered aspects of the conflict in South Sudan, only to some extent as some participants preferred not to be specific about root causes. Using handout #2 and a case study developed by Louise on South Sudan, participants split into smaller groups and designed their conflict tree. The roots, causes, triggers and other elements were written on sticky notes in small groups. As a plenary activity, all groups added their sticky notes to a poster of a tree and commented on their findings and reviewed them.



*Participants in plenary, photo credit E.Marchois*



*Conflict analysis tree, photo credit E.Marchois*

The morning session ended for lunch.

Over lunch, the lead facilitator re-arranged the agenda for the afternoon sessions, taking into account the late start and points that needed more coverage.

Emeline started **session 5, module 3 on Interactions between program parameters and context** which had the following objectives:

- Understand why the parameters of education programs matter in being sensitive
- Understand how education program parameters interact with context
- Be able to analyze the interaction between the education program details and the context

After an interactive presentation, participants worked in small groups on the case study used previously in module 2 and practiced using the CSE guiding principles. They identified how to link program parameters' questions with relevant conflict analysis findings and how they should be considered. Finally, they had to match them to CSE guiding principles. The facilitator closely monitored group's progress and offered help as they went through the activity. The review was done in plenary, examples were given by participants to contextualize the activity to South Sudan. Feedback was given by the groups on the guiding principles.

Groups found that the guiding principles were good for constructive thinking as they helped them identify or bring out hidden issues or points. It worked towards more in-depth questioning and further analysis of the conflict/context. The guiding principles were received as a good benchmark to reflect on what they could have missed. Some commented that the guiding principles were difficult to use in South Sudan because there is no working system that they can work in parallel with. They feel the guiding principles would be of better use in a context where there are disruptions in the system, but the system would still be working to some extent. The guiding principles are a fantastic theoretical tool to narrow down priorities.

The facilitator drilled the guiding principles and illustrated them with real life examples and participants helped contextualizing to South Sudan.





*Participants getting familiar with the Guiding Principles, photo credit E.Marchois*

The group moved on to **session 6: Module 7: which offered an overview of CSE for domain 5: Education policy**. The facilitator chose to present a shorter version of the module as only two participants worked on policy.

The session's objectives were to:

- Understand how context interacts with education policy and law.
- Be familiar with the international documents that support the right to education and the INEE CSE Guiding Principles.

Key concepts of CSE strategies and education policy were introduced and the whole group looked at South Sudan's supporting mechanisms and legal path for education, relevant resources were noted on a flipchart. The INEE whiteboard video on Education policy was shown. Participants enjoyed the video, they thought it was well done and self-explanatory. The video was stopped halfway through to check for questions or concerns, there were none. The group went through the Guiding principles again and the INEE MS and gave example of South Sudan and of the challenges encountered in policy writing.

The day ended with questions on key points and the group was asked to write comments on the day according to their expectations and a wish for the next day, or questions they would like to have answered<sup>2</sup>. Objectives of the next day were announced before the workshop closed.

## **Training DAY 2**

The content of the second day was slightly adjusted by the lead facilitator according to the comments from participants. A real effort was made to set the CSE strategies within the local context and examples were found by Louise in application with the guiding principles. Emeline researched linkages on challenges around curriculum and illustrated strategies from

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<sup>2</sup> See Annexes

contexts similar to the one of South Sudan.

The training was opened by Martin Lubajo, Literacy and Numeracy Specialist/Ag. Education Program Coordinator for Oxfam who engaged the participants into a reviewing activity of day one. It helped refresh participants' memories on CSE's main elements.

The objectives were given clearly by the lead facilitator and the agenda was displayed on a flipchart.

#### The second session was on **Module 4: Sensitive Strategies for Domain 2: Access and Learning Environment**

- Understand the interactions between access and learning environments & context
- Know relevant key concepts, including: sensitive implementation, inequity and grievance
- Be able to apply sensitive strategies for Domain 2: Access and Learning Environment

Participants were asked to think about barriers to education in South Sudan and were introduced to the presentation. It was to emphasize that any programming in a conflict context should reflect the findings from the conflict analysis and a reminder that CSE strategies are not prescriptive and do not offer an exact list or solution to the challenges. Participants then moved to discussing definitions of grievances, equity, inclusion and equality and they agreed that CSE was to bring equity to the population. The small groups activity was for them to use the CSE guidance notes and the three standards of Access, Protection and well-being and Facilities and Services. They were given strips of papers (strategies) that they had to organize according to the 3 standards. They did well and proceeded fast to matching the strategy strips to the standards, some had questions as some strategies overlapped the 3 standards. The facilitator reviewed each group's work and debriefed with them individually. Once in plenary they recapped their findings and the most relevant questions were summarized for the whole group's benefit.



*Participants taking part in the strategy activity, photo credit E.Marchois*



The third session was on **Module 5: Sensitive Strategies for Domain 3: Teaching and Learning, by Emeline**

- Understand the interactions between context and teaching and learning
- Be able to apply sensitive strategies for Domain 3: Teaching and Learning

The standards were displayed on the screen alongside a diagram showing that teaching and learning is a cyclical process and that success can only be reached if all components are linked. When the presentation looked at curricula, assessments and instruction (language of instruction) an in-depth discussion took place as those themes had raised many questions on day 1. The facilitator offered links on those topics and gave examples that participants could relate to. The following short activity was to be done in pairs, participants had to read a short case study shown on the screen on Nepal and come up with a quick conflict analysis. Answers were taken in plenary. The next point was on implicit ethical messages drawn from the case study on Nepal, it was a little difficult for them to give examples of this- could have been due to unclear questions from the facilitator. Participants found a South Sudanese example: the use of the English language, this helped understand the concept of implicit ethical messages. Before the final small group activity, participants went through a quick brainstorm of the key questions to use to ensure that the CSE lens has been applied in the process. The activity consisted in splitting the group into 2 to study 2 different articles and referring to the CSE Guidance Note. They went through the articles and drew out conflict sensitive strategies mentioned in the article and wrote ways the reform could be more conflict sensitive. They listed on paper the conflict sensitive strategies mentioned that could be applied to their working context. The groups presented to the whole group and the CSE strategies that they could apply to their context were reviewed and discussed.



*Group activity, photo credit E. Marchois*

The fourth session was on **Module 6: Sensitive Strategies for Domain 4: Teachers and Other Education Personnel, by Louise Leak**

- Understand how context interacts with teacher recruitment, conditions of work and support

- Be able to apply sensitive strategies for teacher recruitment, conditions of work and teacher support
- Understand what bias is and know how to avoid it in teacher recruitment

The session started with participants writing biases on flipchart paper to initiate a later discussion on bias and how to be non-biased when applying the three standards. The presentation introduced key concepts and got the participants thinking about how these standards can be affected by conflict. They were asked what conflict sensitive strategies might they consider? What makes a good teacher? They were reminded that any response strategy should be informed by the conflict analysis. Bias was introduced and discussed with examples from the flipchart. They were asked to offer examples from their own working context of CSE strategies for compensation and conditions of work; The facilitator had other recent examples from South Sudan. The activity was done individually, they had to fill out a self- assessment section, then find a partner and discuss reflections on the activity. A final whole group reflection and review took place before the end of the session.

The fifth session was on **Module 8: An overview of Conflict Sensitive Education Monitoring and Evaluation**, by Emeline

- Understand how monitoring and evaluation and conflict interact
- Know the 3 parts to conflict sensitive M&E

This session was greatly shortened as only one participant had experience in M and E and there was not a demand to learn in depth about this topic. However, the process and its key components were introduced. Participants were given another opportunity to handle the Reflection Tool, but the instructions given were unclear and there was some confusion on what to do with the Tool. They were not clear on what to do for the practice activity and what they should do in real life and real use. After more explanations and taking the participants through the Reflection Tool, the activity was dropped to make sure they would understand how to use it in a real situation.

Before closing the day, the facilitators gave some contextualized examples on CSE strategies. Participants took a final evaluation of the training and left with a USB drive with all materials on it. Certificates could not be given to all participants due to logistics mishaps, but they were told how to obtain it.

## **Good practices**

### Prior to training:

Organizing the calls as the lead facilitator prepared for the training was very useful.

Liaising and contacting with CSE community members about lessons learnt in previous training prepared the lead facilitator to overcome those challenges and have solutions ready.

The Oxfam team offered pick up and took care of Emeline on arrival and departure. The security briefing was given on arrival at the Oxfam office. They provided her with materials she needed and were responsive to her questions.

### Preparation and delivery of content:

Being aware of participants' expectations and fitting them into the planning if not already included.

The modules are relatively easy to adapt, it is important to make sure that what will be presented is understood by facilitator, it is key that the facilitator "makes" the material their "own".

The modules are definitely well balanced and not too facilitator heavy, which sets an active learning environment and encourages knowledge sharing.

The way the activities were designed gave more ownership of the content to the participants and there was instant feedback.

### **Challenges**

#### Venue, time-keeping, technical issues, delivery:

Facilities were great, there were no major power cuts. The room was spacious with good acoustics and enabled participants to move around during activities. It was pleasant.

The lead facilitator feels that the delivery of the training could have been better with more reliable logistics. She checked the room the day before the training and was ready before 8am on the first day. Participants only started to arrive after 8.20am, which was lucky in itself as the venue informed her that they had allocated her the wrong room. It gave her time to move rooms and participants were all there by 9.15 am. Same goes for the closing of the training, there were delays on the USB drives and certificates which didn't provide a clear end to the training. Time keeping and flow in the delivery were slightly affected by this.

The pre-test didn't reach participants on time, the lead facilitator felt she needed to know expectations and backgrounds before day one to properly tailor make the content to their needs. However, she managed to hear from their expectations before the first break and could adapt to their needs.

Time was commented on by participants, they would have liked a longer training, 44.4% rated the pace as very good, 38.8% as excellent and 11.1% as good and 5.5% as not bad.

There was a constant conscious challenge of using or not using the word "conflict" in a live conflict context.

### **Lessons learned**

Be in touch with the team in the field prior to preparation.

Contact CSE community members for tips.

Send the invitations as soon as possible to cluster with a note that they should mention who will attend and copy them or add email address.

Send the Pre-training quiz or test as soon as the list of participants is confirmed.

Define team members' roles, who will facilitate the sessions, who will deal with logistics.

Draft the agenda outline and invitations without using the word "conflict" and keep "conflict" for internal use after explaining the understood meaning.

Set a trustworthy environment where participants can express their feelings, be heard and respected. Especially when using words such as “conflict” or approaching theme they do not feel at ease about. Make sure you are ready to diffuse tensions and be flexible.

Do more research on local context to be equipped with recent informative examples.

Have a note keeper to keep a record of contextualized themes, issues...

## **Conclusion**

Overall the training was a success<sup>3</sup>, 55.5% of participants rated the relevance to their needs excellent and 44.4% rated the training excellent. 38.8% of participants felt that the training answered their questions about CSE followed by 33.3% felt it outstandingly answered those questions.

The group worked well together, homogenous knowledge of EiE and experience, very receptive to the content and eager to gain more knowledge and put it into practice. They would like to see more trainings and possibly training of trainers to carry on the roll-outs in South Sudan.

There is an urgent need for cascade trainings and contextualization of the pack. In the evaluation, people had a different feeling about the balance between general information and real examples and we are aware this was because they wanted to know about their own context (5.5% not bad, 22.2% good, 44.4 Very good, 22.2% excellent). Many asked about the future of CSE in South Sudan, who would implement trainings for example and when? They would like to see the training becoming a yearly event.

Some suggestions were to organize trainings including all stakeholders, training junior teachers, PTAs, and school management.

## **Next steps**

**Make sure that the local CSE team has staff capacity to carry on the CSE project and not add a burden onto their workload.**

**Conduct ToT trainings on how to use the tools and extend it to 3 or 4 days.**

**Equip trainers to roll-out (content, facilitation techniques)**

**Focus on what modules are truly relevant and urgent for the South Sudanese context**

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<sup>3</sup> See Annexes for feedback compilation

## ANNEXES

| Day 1: Wednesday 29 <sup>th</sup> of November |                |   |                            |
|---|----------------|---|----------------------------|
| Session #                                     | Time           | Session   | Who                        |
|   | 08:00 – 08:30  | Registration  | Julu                       |
| 1.  | 08:30 – 09:00  | <b>Welcome and Introductions</b> <ul style="list-style-type: none"> <li>• Getting to know each other</li> <li>• Guidelines and Norms</li> <li>• Expectations</li> <li>• Brief overview of INEE and INEE’s CSE work</li> </ul>   | Guest<br>Louise<br>Emeline |
| 2.  | 09:00 – 10.10  | <b>Module 1: Introduction to CSE</b> <ul style="list-style-type: none"> <li>• Have a basic understanding of INEE MS</li> <li>• Understand why sensitive education is important</li> <li>• Know the three-part definition of CSE</li> <li>• Know when CSE should be used or is applicable</li> </ul> | Emeline                    |
| 3.  | 10.10 – 10.30  | <b>Introduction to Module 2</b> <ul style="list-style-type: none"> <li>• Perceptions/ The Blind Man and the Elephant</li> <li>• Context Analysis</li> <li>• CSE &amp; Peace Building</li> </ul>   | Louise                     |
|   | 10:30 – 10:45  | Break   |                            |
| 4.  | 10: 45 – 12.30 | <b>Module 2: Context Analysis</b> <ul style="list-style-type: none"> <li>• Know what a context analysis is and where, when and how it is conducted</li> <li>• Understand why a context analysis is</li> </ul>   | Louise                     |



|    |               |  |         |
|----|---------------|--|---------|
|    |               | critical to CSE<br><ul style="list-style-type: none"> <li>• Be able to apply a context analysis</li> </ul>   |         |
|    | 12:30 – 13:15 | Lunch  |         |
| 5. | 13:15 – 14.45 | <b>Module 3: Interaction Between Program Parameters &amp; Context</b><br><ul style="list-style-type: none"> <li>• Understand why the parameters of education programs matter in being sensitive</li> <li>• Understand how education program parameters interact with context</li> <li>• Be able to analyze the interaction between the education program details and the context</li> </ul>  | Emeline |
| 6. | 14.45-15.30   | <b>Module 7: An Overview of Sensitive Strategies for Domain 5: Education Policy</b><br><ul style="list-style-type: none"> <li>• Understand how context interacts with education policy and law.</li> <li>• Be familiar with the international documents that support the right to education and the INEE CSE Guiding Principles.</li> <li>• Know sensitive strategies for Domain 5: Education Policy based on findings of a context analysis.</li> </ul> | Emeline |
| 7. | 15.30 – 16.00 | <b>Reflection of Day 1 / Overview of Day 2</b><br><ul style="list-style-type: none"> <li>• Recap and review key insights of Day 1</li> <li>• Conduct daily evaluation</li> </ul>   | Emeline |
|    |               |  |         |

| <b>Day 2: Thursday 30th of November</b> |               |   |            |
|---|---------------|---|------------|
| <b>Session #</b>                        | <b>Time</b>   | <b>Session</b>  | <b>Who</b> |
|   | 08:00 – 08:30 | Registration  | Julu       |
| 1.                                      | 08:30 – 09:00 | Review of Day 1 and day's agenda  | Emeline    |
| 2.                                      | 09:00 – 10.30 | <b>Module 4: Sensitive Strategies for Domain 2: Access and Learning</b> | Emeline    |

|    |               |   |         |
|----|---------------|---|---------|
|    |               | <p><b>Environment</b></p> <ul style="list-style-type: none"> <li>• Understand the interactions between access and learning environments &amp; context</li> <li>• Know relevant key concepts, including: sensitive implementation, inequity and grievance</li> <li>• Be able to apply sensitive strategies for Domain 2: Access and Learning Environment</li> </ul>  |         |
|    | 10:30 – 10:45 | Break   |         |
| 3. | 10:45 – 12:30 | <p><b>Module 5: Sensitive Strategies for Domain 3: Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>• Understand the interactions between context and teaching and learning</li> <li>• Be able to apply sensitive strategies for Domain 3: Teaching and Learning</li> </ul>   | Emeline |
|    | 12:30 – 13:15 | Lunch   |         |
| 4. | 13:15 – 14:30 | <p><b>Module 6: Sensitive Strategies for Domain 4: Teachers and Other Education Personnel</b></p> <ul style="list-style-type: none"> <li>• Understand how context interacts with teacher recruitment, conditions of work and support</li> <li>• Be able to apply sensitive strategies for teacher recruitment, conditions of work and teacher support</li> <li>• Understand what bias is and know how to avoid it in teacher recruitment</li> </ul> | Louise  |
| 5. | 14:30 – 15:15 | <p><b>Module 8: An overview of Conflict Sensitive Education Monitoring and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Understand how monitoring and evaluation and conflict interact</li> <li>• Know the 3 parts to conflict sensitive M&amp;E</li> </ul>  | Emeline |
| 6. | 15:15 – 16:00 | <p><b>Reflection of Day 2</b></p> <ul style="list-style-type: none"> <li>• Recap and review key insights of Day 2 <ul style="list-style-type: none"> <li>• Share resources</li> </ul> </li> </ul>   | Emeline |

|    |               |                            |                                      |
|----|---------------|----------------------------|--------------------------------------|
|    |               | • Conduct daily evaluation |                                      |
| 7. | 16.00 – 16.30 | Closing ceremony           | Guest<br>Louise<br>Martin<br>Emeline |

## **Expectations prior to the training:**

### *Application of CSE*

- Learn about the application of CSE in our programs
- How to apply CSE into programs
- Explore opportunities of practical application for CSE
- Understand the application of CSE in education program and policies
- How to incorporate it into peacebuilding education

### *Others*

- Networking between CSE partners in South Sudan
- Why is CSE so sensitive?
- How to develop CSE modules
- Learn about the tools to implement CSE
- Looking for CSE ideas and knowledge to support and inform PSS activities
- I would like the training course's notes
- I expect handouts (hard and soft copies)

## **Feedback on the first day:**

### **About the training and facilitation**

Training was very interactive, participatory and educative.

The training was very good with a lot of new experiences in the field of education.

The presentation was well organized which makes it easier to understand complicated process.

Enjoyed video on Policy.

I appreciate the clarity with which CSE has been introduced.

Training was positive.

Training was practical and interactive, relevant to our field of operation.

Sessions were interesting especially the session using the templates and linking to guiding principles, it was educative and informing.

Sessions were relevant to the context and practical.

Good facilitation skills.

Good facilitation, maintain the spirit.

The facilitators were organized and the materials also relevant. I have an increased level of understanding CSE.

### **What they took away**

I learnt what INEE CSE focuses on and the pack is really helpful.

Learnt on application of CSE into educational programming.

Learnt about Conflict analysis and how to use the CSE pack.

Understood conflict analysis and how I can help promoting INEE in South Sudan.

Learned a lot and noted a number of useful tools to use/reference to in the future. There was good balance of presentations and group work to be engaged and think critically.

### **Their requests and comments**

#### *Time management*

- Time management should be improved
- Presentation is relevant to South Sudan but the schedule was limiting to enable slower participants to learn.
- Presentations were rushed- time management
- Could be good to give more time to case studies and discuss in plenary.

#### *Contextualization*

- Would like more best/worst practices related to but not necessarily from South Sudan.
- More concrete examples for each session.
- More on South Sudan context.

Negative: policy and parameters, not clear.

More use of videos/images requested

Hope to learn more about CSE in post-conflict or political recovery environment



| CSE TRAINING EVALUATION COMPLETION<br><br>(1 Poor. 2 Not good. 3 Good. 4 Very good. 5 Excellent.)<br><br>The highest number of answers is highlighted in blue, numbers are the numbers of participants, in total 18 did the evaluation.   | 1 | 2 | 3 | 4  | 5  |
|---|---|---|---|----|----|
| <b>1.How relevant was the training content to your needs?</b><br><br>Highly applicable in emergencies and into current programs<br>Helps in programming and analyzing programs<br>SS needs this to change situation<br>SS requires it<br>Matched education needs in SS<br>Need this training now<br>Education workforce faces conflict everyday<br>An eye opener to improve our programming<br>The information has been understood on CSE and its strategies and more will be reflected on after using the handbook<br>Relevant from sessions on conflict analysis and M and E<br>Conflict in SS is at the center of everything   | 0 | 0 | 3 | 7  | 10 |
| <b>2.How suitable was the training content for your needs?</b><br><br>Improved knowledge on how to handle conflict in education<br>Suitable as I'm implementing education project and Peace road curriculum   | 0 | 1 | 2 |    | 7  |
| <b>4.How well balanced was the training between presentations and applied activities?</b><br><br>Pace is conducive for learning<br>Presentation was clearly focused on pertinent issues that need training<br>Training equipped me with tools that are relevant to my context<br>More theory than practical examples<br>CSE, CSE is not implemented practically due to fear of political forces and sound programming of training<br>All steps were systematically followed and participants.<br>Explanations, instructions and comparisons of items have been  | 0 | 1 | 1 | 10 | 6  |
| <b>3.How well balanced was the training between general information and real life details?</b><br><br>Well explained applied activities have been discussed and information and real life details<br>SS. (unable to read)<br>Presentation made me think of what have been doing and how to change what was training on discussion of context.<br>Context in South Sudan is different from the generic examples provided (person attended a few sessions).<br>Conflicting in SS has disrupted everything and in particular education.<br>Well balanced and group activities provided.<br>Training oriented out from challenges on education that can create conflict in SS and how to respond to address them. | 0 | 1 | 4 |    | 4  |
| <b>5.How well balanced training in answering the difference between CSE?</b><br><br>Formal education and CSE for real life- Conflict is mitigated.<br>The context of SS was average.<br>Some answers that means questions especially areas of peace   | 0 | 1 | 3 | 7  | 6  |
| building.<br>Not precise to the context.<br>In theory the training did answer the situation well but need application.<br>Yes, especially on linkages between CSE in other countries linked to SS context.  |   |   |   |    |    |

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| <p>More experience was gained for those who are still new in the field of work and this kind of training.</p> <p>Quite good, before I had no knowledge about mainstreaming conflict analysis but now I can do it well.</p> <p>I can now do conflict analysis in programming.</p> <p>The questions were well answered, however the coverage was wide. Hence I could catch up with most of the points.</p> <p>It was more on theory than the practical part of it from SS.</p> <p>Being the first training on CSE, not many questions could be raised for attention.</p>  |   |   |   |   |   |
| <p><b>6. How would you rate the trainer's skills in facilitating learning for this group of learners?</b></p> <p>Many of the kinks I think will be ironed out as further trainings take place ( ex: clearer instructions for activities)</p> <p>The facilitators had done enough research and preparation towards the training.</p> <p>Emeline is knowledgeable. She has diverse knowledge.</p> <p>Good skills from other countries.</p> <p>Excellent and perfect facilitators- we wish them to organize more CSE trainings.</p> <p>Most of the trainers were from the field of teaching profession.</p> <p>The trainer exhausted the content however a higher speed.</p> <p>Trainers were able to connect the training to SS context.</p> <p>Good.</p> <p>They are ok with lots of fun and experience of different countries.</p> <p>Good.</p> | 0 | 1 | 2 | 8 | 7 |
| <p><b>7. How would you rate this training overall?</b><br/><b>Relevant and important.</b></p> <p>It met my needs as implementation partner.</p> <p>Good.</p> <p>It enhanced ability to be more sensitive in approach so that no conflict arises.</p> <p>The training was so good.</p> <p>The training has been exemplary good and perfect.</p> <p>Working professional experience.</p> <p>The training was very good.</p> <p>Superb.</p> <p>The training was well and on time to the situation of conflicts in SS.</p>  | 0 | 0 | 3 | 7 | 8 |
| <p><b>8. What else would you like to know about CSE?</b></p> <p>Effective CSE strategies in recovery phases</p> <p>Is CSE a priority foe developmental projects in peaceful locations?</p> <p>What are the applications challenges?</p> <p>Practical inclusion of diverse cultural, religious and political</p>   |   |   |   |   |   |

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| <p>10. Do you have other suggestions that you feel will improve this training in the future?</p> <p>SS contextualization<br/>More time for discussion</p>   |  |
| <p>CSE packs to all participants<br/>Give handouts in advance<br/>Give INF handouts to teachers to get on CSE?<br/>Contextualization<br/>Practical examples from field application<br/>Practical examples of case studies that are relevant to SS<br/>Excellent<br/>5 days to understand more concepts<br/>Repeat in the future<br/>Ready training<br/>Should include all education stakeholders<br/>More about diverse cultures of SS<br/>Modules of CSE and PS, children misbehaving or staying</p> |  |
| <p>alone as a result of trauma<br/>How can it be incorporated into education programming activities in SS?<br/>Protection on the right of children in education<br/>How could all elements of the conflict come together for the benefit of all?</p>  |  |