

# Module A:



# The Impact of Emergencies and the Rationale for Education in Emergencies

**Global**  
**Education Cluster**

**INEE**

Inter-Agency Network for Education in Emergencies  
Réseau Inter-Agences pour l'Éducation en Situations d'Urgence  
La Red Interagencial para la Educación en Situaciones de Emergencia  
Rede Inter-institucional para a Educação em Situação de Emergência  
الشبكة المشتركة لوكالات التعليم في حالات الطوارئ

# Learning Objectives

At the end of this session, participants will:

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



# Definition of Emergency

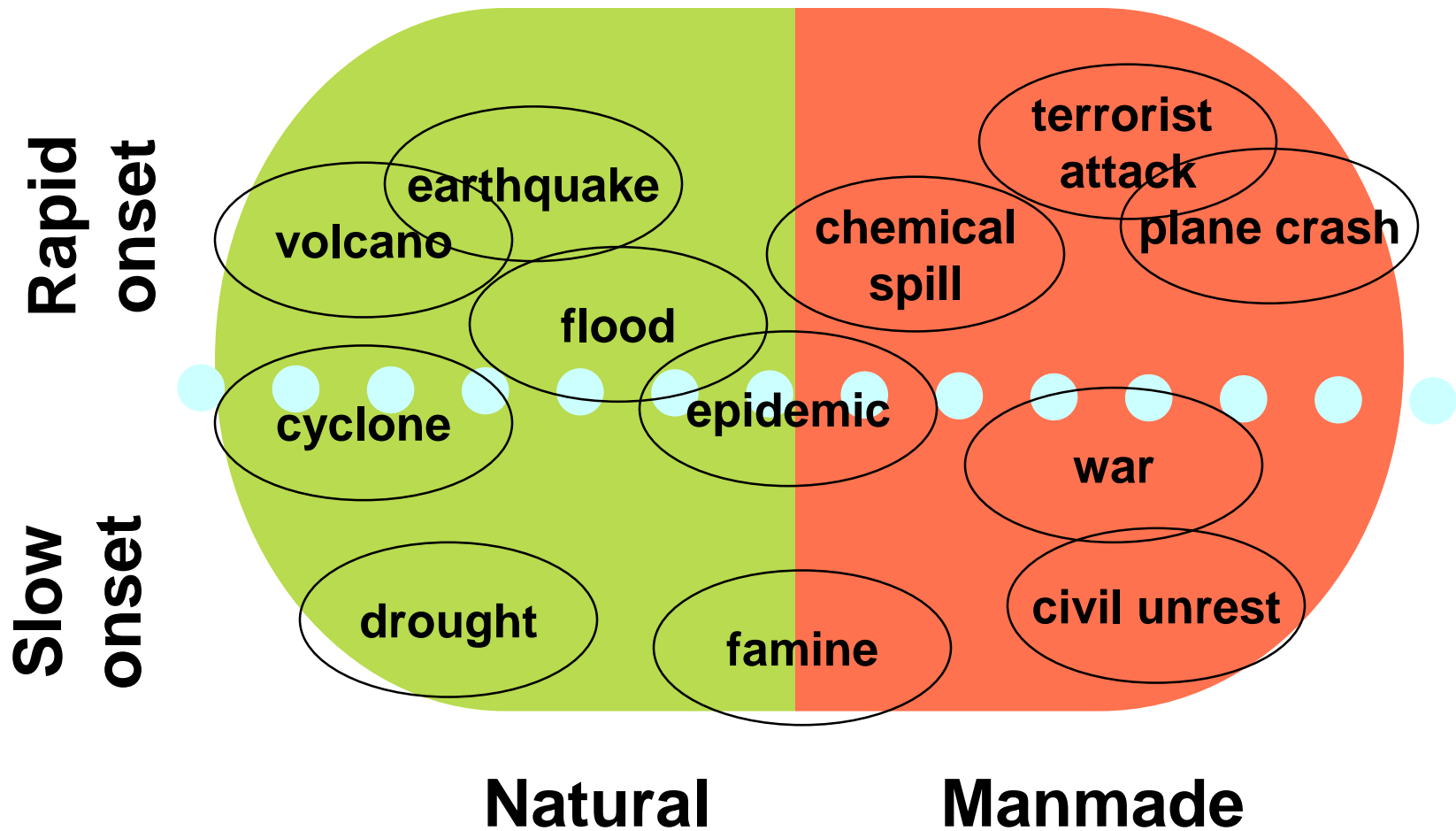
UNDMTP (United Nations Disaster Management Training Programme)

**“A disaster is a serious disruption of the functioning of a society, causing widespread human, material, or environmental losses which exceed the ability of affected society to cope using only its own resources. Disasters are often classified according to their speed of onset (sudden or slow), or according to their cause (natural or human-made).”**

# Types of Emergency

- Natural disasters which include hurricanes, earthquakes, tsunamis, droughts, cyclones, epidemics, floods, landslides and volcanoes
- Man-made disasters, including civil or military unrest, war, occupation, economic crises
- Complex emergencies, which combine both natural and man-made emergencies.

# Types of Emergencies



# Common Elements

- Affects people
- Triggered by a hazard
- Directly related to vulnerability
- Exceeds capacity of household, community or group of people to cope
- Social processes play an important role
- More to do with society than natural phenomena

# Hazards, Risks and Vulnerabilities

## **Hazard**

A physical or human-made event that can potentially trigger a disaster (e.g. earthquakes, mud-slides, floods, volcanic eruptions, tsunamis, drought, economic collapse, and war)

## **Vulnerability**

The susceptibility of people and things to be damaged by a hazard. A person or group's vulnerability therefore depends on their capacity to anticipate, cope with, resist and recover from the impact of a hazard.

# Risk

The likelihood of a disaster happening to a particular group of people - can be estimated by **frequency** and **severity** of a **hazard** when combined with **vulnerability** and capacity of people to meet that hazard.

Risk can therefore be expressed as:

$$\text{Risk} = \text{Hazard} \times \text{Vulnerability}$$

# The Impact of Emergencies



# Group Exercise

1. Brainstorm as many impacts of natural disasters and conflict (emergencies) as possible (10 mins)
2. Identify each impact as a result of a:

**natural disaster**

**conflict**

**both**

# Categorising the Impact

***Infrastructure &  
Materials***

***Effects on  
Learners***

***Effects on Ed  
Personnel***

***Other***

# What is the Impact on Marginalised Groups?

**In an emergency marginalisation often increases.  
Marginalised groups include:**

- Children with disabilities
- Children living in rural areas
- Orphans
- Street children
- Ex-combatants
- Child labourers
- Ethnic minorities
- HIV/AIDS affected
- Can be gender based

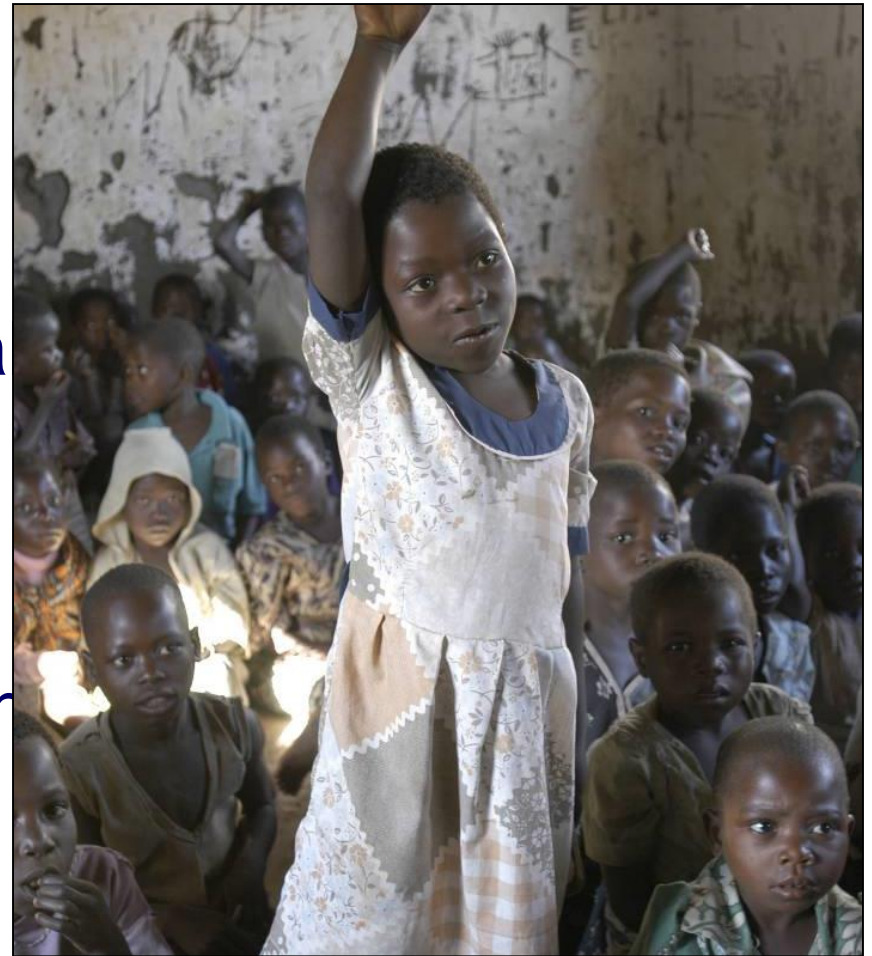


# Need for Education in Emergencies



# Definition of Education in Emergencies

“The provision of quality education opportunities that meet the physical protection, psychosocial, developmental and cognitive needs of people affected by emergencies, which can be both life-sustaining and life-saving “



# What are the unmet needs of children when Education is not prioritised during an Emergency

- **Cyclone Nargis in Myanmar**  
Ministry of Education did not prioritise education as a first response
- **Drought in Northern Kenya**  
Agencies and donors did not prioritise education



# Consequences of not prioritising Education in an Emergency

- **Lebanon during 2006 Israel/ Lebanon conflict**

Major donors did not prioritise education



- **Post Election Violence in Kenya**

Donors did not prioritise education



# Consequences for Children

- Children and youth neglected, **vulnerable to harm and exploitation**
- **Psychosocial impacts** exacerbated by lack of safe spaces and opportunities to be with their peers
- **Cognitive and developmental** needs neglected
- Likelihood of engaging in **unsafe activities** increases
- Likelihood of dropping out of school increases
- Children and youth may be more vulnerable to recruitment by armed groups or armed forces.

# In Pakistan Education was Prioritised



# Why was Pakistan Different?

- **All** stakeholders prioritised: Donors, Aid agencies, Line ministries, Disaster management departments, Communities, Children
- Physical destruction of schools and enormous loss of life of children during school hours created awareness of need for education
- Communities supported education
- Children and youth wanted to resume education

# Group Exercise: Advocacy Message for Education in Emergencies

- Group assignments
  1. Education provided in safe, secure places affords protection
  2. Education is a right
  3. Education is prioritised by communities
  4. Education is critical for developmental needs of children
  5. Education as life saving and life sustaining
- **Develop an argument** for your topic to present to donors to advocate for education as a first response – include messages that education is life-saving and life-sustaining.
- Use Handouts 1.1 and 1.2
- Each group has **3 minutes** to present
- Rate the arguments on a scale from \$, \$\$, or \$\$\$

# Education is an important first response because education:

- Is a **fundamental right to all** and in emergencies children and other learners are often denied this right
- Is critical for **healthy development**
- Can help children and youth deal with the **effects of crisis** situations
- Can help create a **sense of normalcy** for children and communities
- Is critical to provide **protection** in a safe environment and provide **life saving and sustaining skills and support**
- Is an important means of **promoting tolerance** and conflict resolution
- Is critical for **economic recovery** and **social reconstruction**

# Education is an important first response because education:

- Can engender **democratic participation** and respect for rights
- Is what children and parents **prioritise**
- Is a platform for providing **life saving knowledge** and **skills** (landmines, cholera, gender violence, trafficking)
- Reduces **maternal and child mortality**
- Can identify and reach **children with special needs**
- Can provide **nutrition**
- Provides an opportunity to get **out-of-school children enrolled**
- Can support livelihoods and income generation activities

# Module B:



# Framework for Education in Emergencies INEE Minimum Standards for Education



# Learning Objectives

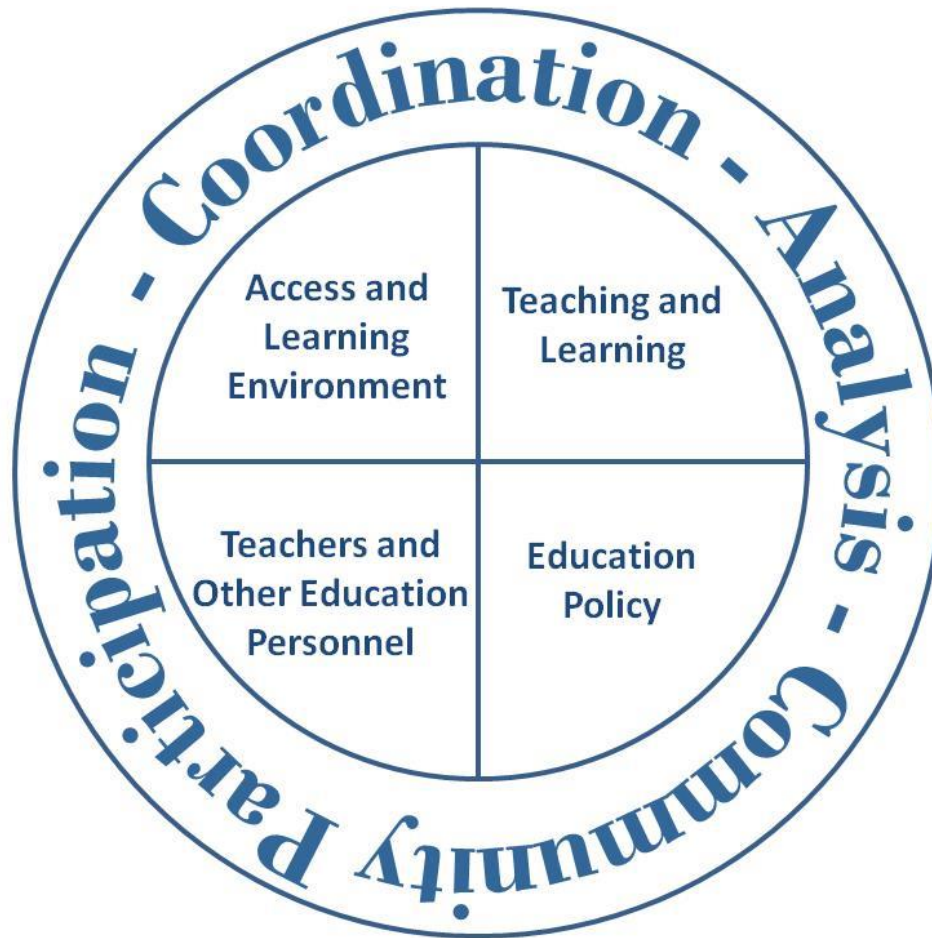
At the end of this session, participants will:

- Understand what is the Inter-agency Network for Education in Emergencies (INEE).
- Understand the Domains and Standards of the Minimum Standards for Education: Preparedness, Response, Recovery.
- Understand how the Minimum Standards can be applied to ensure quality education provision.

# Overview of the INEE Minimum Standards

- INEE was established to develop **standards to promote a minimum level of access to quality education** for all persons including those affected by emergencies
- The standards are **based on the Convention on the Rights of the Child (CRC), Education for All (EFA) and Humanitarian Charter** to represent ‘universal goals for helping adults and children achieve the right to life with dignity’.
- Addition to Sphere Humanitarian Standards which does not include education.
- More information: INEE web site at [www.ineesite.org](http://www.ineesite.org).

# The 5 Domains



# 11 Cross-Cutting Issues

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

# Standards, Key Actions, Guidance Notes

- **Standards** - are **what you want to reach**. They are qualitative and universal, applicable in any environment.
- **Key Actions** - are **suggested actions to be taken in order to reach/meet the standard**.
- **Guidance Notes** – **cover points of good practice to consider when applying the minimum standards and adapting the key actions in different situations**.



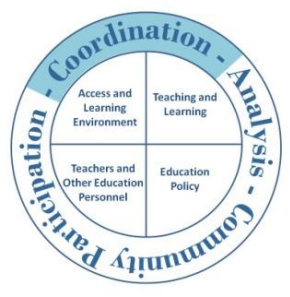
# Foundational Domain: Community Participation

## ■ 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

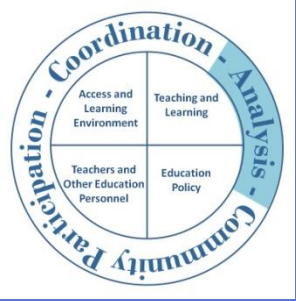
Community resources are identified, mobilised and used to implement age-appropriate learning opportunities.



# Foundational Domain: Coordination

## ■ Standard 1: Coordination

Coordination mechanisms for education are in place and support stakeholders working to ensure access to and continuity of quality education.



# Foundational Domain: Analysis

- **Standard 1: Assessment**

Timely education assessments of the emergency situation are conducted in a holistic, transparent and participatory manner.

- **Standard 2: Response Strategies**

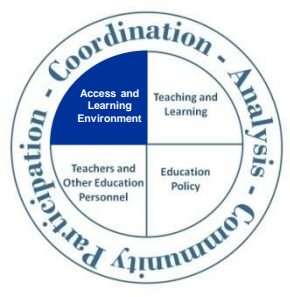
Inclusive education response strategies include a clear description of the context, barriers to the right to education and strategies to overcome those barriers.

- **Standard 3: Monitoring**

Regular monitoring of education response activities and the evolving learning needs of the affected population is carried out.

- **Standard 4: Evaluation**

Systematic and impartial evaluations improve education response activities and enhance accountability.



# Domain: Access and Learning Environment

- **Standard 1: Equal Access**

All individuals have access to quality and relevant education opportunities.

- **Standard 2: Protection and Well-being**

Learning environments are secure and safe, and promote the psychosocial well-being of learners, teachers and other education personnel.

- **Standard 3: Facilities and Services**

Education facilities promote the safety and well-being of learners, teachers and other education personnel and are linked to health, nutrition, psychosocial and protection services.



# Domain: Teaching and Learning

- **Standard 1: Curricula**

Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of learners.

- **Standard 2: Training, Professional Development and Support**

Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances.

- **Standard 3: Instruction and Learning Processes**

Instruction and learning processes are learner-centred, participatory and inclusive.

- **Standard 4: Assessment and Learning Outcomes**

Appropriate methods are used to evaluate and validate learning outcomes.



# Domain: Teachers and Other Education Personnel

- **Standard 1: Recruitment and Selection**

A sufficient number of appropriately qualified teachers and other education personnel are recruited through a participatory and transparent process, based on selection criteria reflecting diversity and equity.

- **Standard 2: Conditions of Work**

Teachers and other education personnel have clearly defined conditions of work and are appropriately compensated.

- **Standard 3: Support and Supervision**

Support and supervision mechanisms for teachers and other education personnel function effectively.



# Domain: Education Policy

- **Standard 1: Law and Policy Formulation**

Education authorities prioritise continuity and recovery of quality education, including free and inclusive access to schooling.

- **Standard 2: Planning and Implementation**

Education activities take into account international and national education policies, laws, standards and plans and the learning needs of affected populations.

# Exercise

## Applying the INEE Minimum Standards to a Case Study

# Exercise Directions

1. Each group will analyse the case study based on their domain.

Group 1: ***Community participation and Analysis***

Group 2: ***Coordination and Education Policy***

Group 3: ***Access and learning environment***

Group 4: ***Teaching and learning***

Group 5: ***Teachers and other education personnel***

2. Group Work Tasks:

- a) Read the case study on Indonesia.
- b) Identify which standards were used in the emergency education response in the assigned category
- c) Identify which standards could have been used in the response.

# Module C:



INEE

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Guidance Notes on  
Teaching and Learning



# INEE

## Guidance Notes on Teaching and Learning

Global  
Education Cluster

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# Learning Objectives

At the end of this session, participants will:

- Understand how the Guidance Notes on Teaching and Learning serve as a **complementary tool** to the INEE Minimum Standards;
- Be familiar with the Guidance Notes on Teaching and Learning, including the **inter-relatedness** of the four standards;
- Be able to **navigate** the tool **for** given scenarios and **your own working context**.

# What are the Guidance Notes on Teaching and Learning?

- Resource/tool
- Give best practice guidance
- Provide guidance on processes through key questions
- Expansion on INEE MS Domain on Teaching and Learning

# How to Use the Guidance Notes on Teaching and Learning

- Planning/Design of Teaching and Learning Programmes
- A Guide to implementation
- Monitoring & Evaluation
- Practical tips for classroom practice
- Highlight “best practice”
- Advocacy

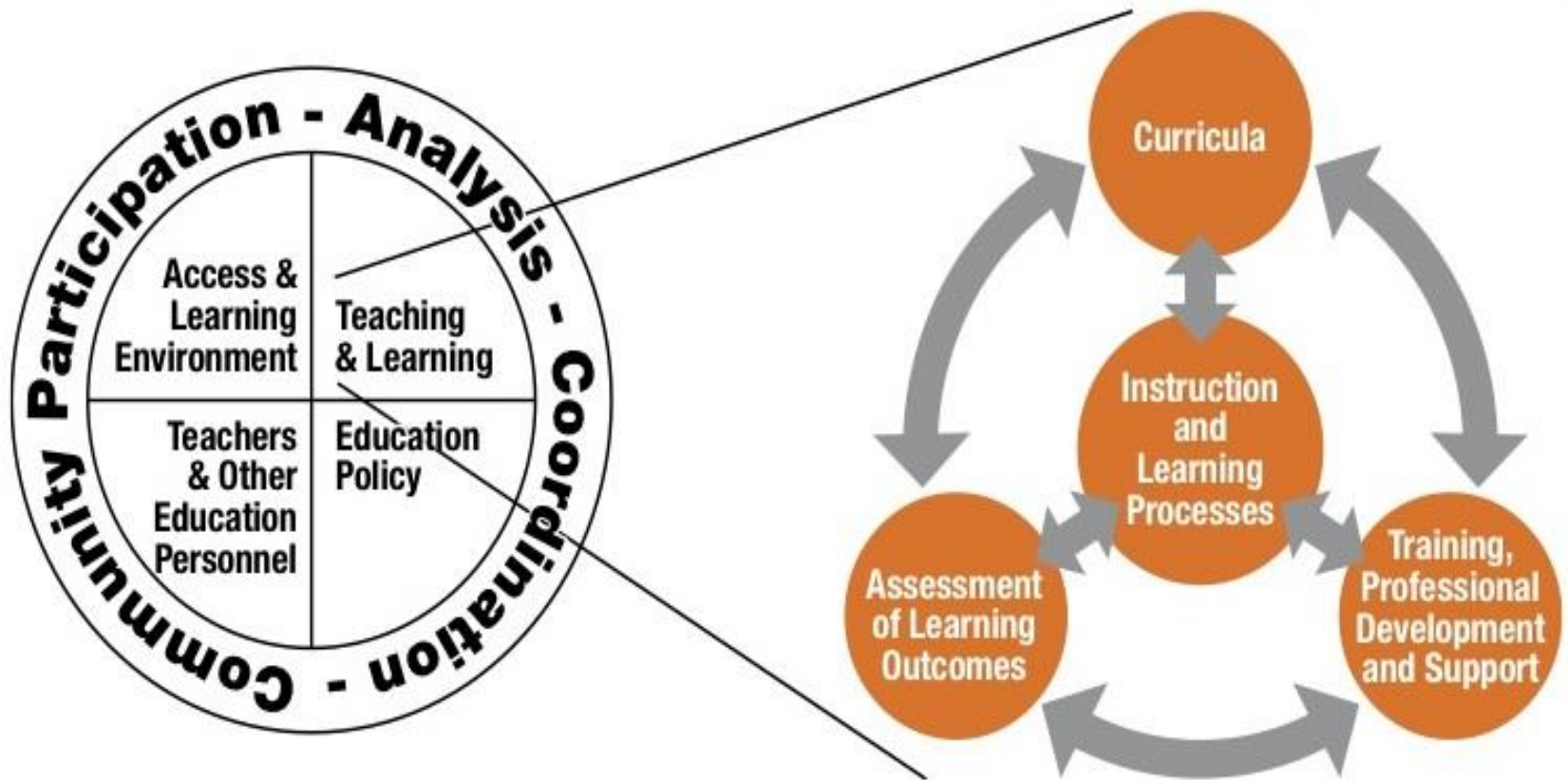
# The Consultative Process



# Overview of the INEE Guidance Notes on Teaching and Learning and Resource Pack

- INEE members asked for practical, in-depth guidance on the teaching and learning domain.
- >300 people developed the Guidance Notes on Teaching and Learning.

# Nothing Stands Alone



# 11 Key Thematic Issues Throughout

- ✓ Conflict Mitigation
- ✓ Disaster Risk Reduction
- ✓ Early Childhood Development
- ✓ Gender
- ✓ HIV and AIDS
- ✓ Human Rights
- ✓ Inclusive Education
- ✓ Intersectoral linkages
- ✓ Protection
- ✓ Psychosocial support
- ✓ Youth

# Guidance Notes on Teaching & Learning



# Each chapter looks at 5 areas:

Each of these four main sections is further divided into subsections, which describe the progression from:




...followed by additional resources

# Guidance Notes on Teaching and Learning Resource Pack

The INEE Resource Pack on Teaching and Learning is a compilation of vetted resources:

- sample tools
- teaching materials
- case studies

# INEE Resource Pack on Teaching and Learning



## INEE TOOLKIT

- Overview of the INEE Toolkit
- INEE Minimum Standards
- Reference Guide on External Education Financing
- Guidance Notes on Teaching and Learning
- Guidance Notes on Safer School Construction
- Guidance Notes on Teacher Compensation
- Pocket Guide to Inclusive Education
- Pocket Guide to Gender
- INEE Advocacy Materials

### Guidance Notes on Teaching and Learning Resource Pack on Teaching and Learning

- Curricula
- Training, Professional Development and Support
- Instruction and Learning Processes
- Assessment of Learning Outcomes
- Key Thematic Issues
- General Resources

# Further Resources found in the appendix of the Guidance Notes:

- ✓ Terminology – *to support a common understanding*
- ✓ Brief on the INEE Teaching and Learning Initiative
- ✓ Strengths, Weaknesses, Opportunities, Threats (SWOT) Analysis Template
- ✓ Further guidance on learning outcomes from the UNESCO International Classification of Educational Levels
- ✓ Further guidance on developing indicators for Monitoring & Evaluation.
- ✓ Teachers user guide to the Guidance Notes on Teaching and Learning
- ✓ Sample lesson planning template

# Case Studies

The screenshot shows the INEE (Inter-Agency Network for Education in Emergencies) website. The header includes the INEE logo, the full name of the organization, and navigation links for 'Login / Join', 'Search the site', and 'Submit'. Below the header is a main navigation bar with tabs for 'About', 'Members', 'Knowledge & Capacity', 'Policy & Coordination', 'Events', and 'Resources'. The left sidebar contains a 'Section Navigation' menu with links to 'Disaster Risk Reduction', 'INEE Minimum Standards', 'Strategic Research Agenda', 'Teaching and Learning Initiative' (which is expanded to show 'Teaching and Learning Resource Pack', 'Case Studies on Teaching and Learning', and 'Teaching and Learning Initiative'), and 'Peace Education Programme'. Below this are three buttons: 'Participate', 'Explore', and 'Help'. The main content area is titled 'Case Studies on Teaching and Learning' and lists various case studies by country, including Afghanistan, Bosnia and Herzegovina, China, Colombia, Eastern Chad, Georgia, Iraq, Jordan, Kosovo, Liberia, Nepal, Occupied Palestinian Territories, Poland and Turkey, Sri Lanka, Sudan, Thailand, and Uganda. Each entry includes a brief description of the project or program.

**INEE** Inter-Agency Network  
for Education in Emergencies

Login / Join Search the site Submit

About Members Knowledge & Capacity Policy & Coordination Events Resources

**Section Navigation**

- Disaster Risk Reduction
- INEE Minimum Standards
- Strategic Research Agenda
- Teaching and Learning Initiative
  - Teaching and Learning Resource Pack
  - Case Studies on Teaching and Learning
  - Teaching and Learning Initiative
- Peace Education Programme

**Participate**

**Explore**

**Help**

**Case Studies on Teaching and Learning**

**Afghanistan**  
Life Skills Development, UNESCO/IBE  
Success Stories, Save the Children Sweden

**Bosnia and Herzegovina**  
Drafting a Common Curriculum Framework, UNESCO/IBE

**China**  
Earthquake Emergency Training, Teachers Without Borders

**Colombia**  
Transitional Education for Out of School Children and Youth, Escuela Nueva Foundation

**Eastern Chad**  
Educating the Children of Darfur, UNHCR

**Georgia**  
Early Childhood Education, UNICEF

**Iraq**  
Disconnect Between Curriculum Revision, Teacher Training and Assessment of Learning Outcomes, International Rescue Committee

**Jordan**  
Alternative Education for Iraqi Refugees in Jordan, Relief International  
Art Therapy, Relief International  
Continued Technical Support for New and Untrained Teachers, Relief International  
Curriculum Reform for Iraqi Refugees, Relief International

**Kosovo**  
Revising a Curriculum Framework, UNESCO/IBE

**Liberia**  
Working with Untrained Teachers and Temporary Volunteers, Plan Liberia

**Nepal**  
Out of School Programme, World Vision International

**Occupied Palestinian Territories**  
Civic and Psychosocial Teacher Training, Teacher Creativity Center

**Poland and Turkey**  
Teaching Tolerance, St Louis University-Cyprus; EFPSA

**Sri Lanka**  
Open and Distant Learning for Basic Education in Sri Lanka, UNICEF

**Sudan**  
Adult Education, University of Sussex, UK  
Teacher Training, World Relief

**Thailand**  
Teacher Training Programme, ZOA Refugee Care

**Uganda**  
Provision of Education to Pastoralists/Nomads, Save the Children in Uganda  
Psychosocial and Life Skills Intervention, War Child Holland

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**INEE**

More than 20 case studies have been submitted by INEE members regarding the domain of Teaching and Learning.

# INEE Task Team on Quality Education in Preparedness, Response and Recovery

## **What?**

Quality Education Task Team for Prevention, Preparedness, Response & Recovery

## **When?**

Launched on September 8, 2011,  
International Literacy Day

# Group Exercise

Defining Quality  
Education for  
Prevention,  
Preparedness,  
Response & Recovery

# Exercise Directions

1. Each group will formulate a definition for the term Quality Education.
2. Group Work Tasks:
  - a) Together develop a definition for the term Quality Education (5 minutes) and compare to the definitions found in the Guidance Notes on Teaching and Learning and INEE Minimum Standards.
3. Group Discussion (5 minutes)

# Conclusion

- Whether in a chronic crises, acute emergency, early recovery, or preparedness phase of a conflict or natural disaster, the Guidance Notes on Teaching and Learning:
  - ❑ Inform decision-making regarding the nature of formal or non-formal education services to be provided
  - ❑ Guide curricula decisions, education priorities, and teaching and learning methodologies

# Module D:



# Technical Components of Education in Emergencies



# Learning Objectives

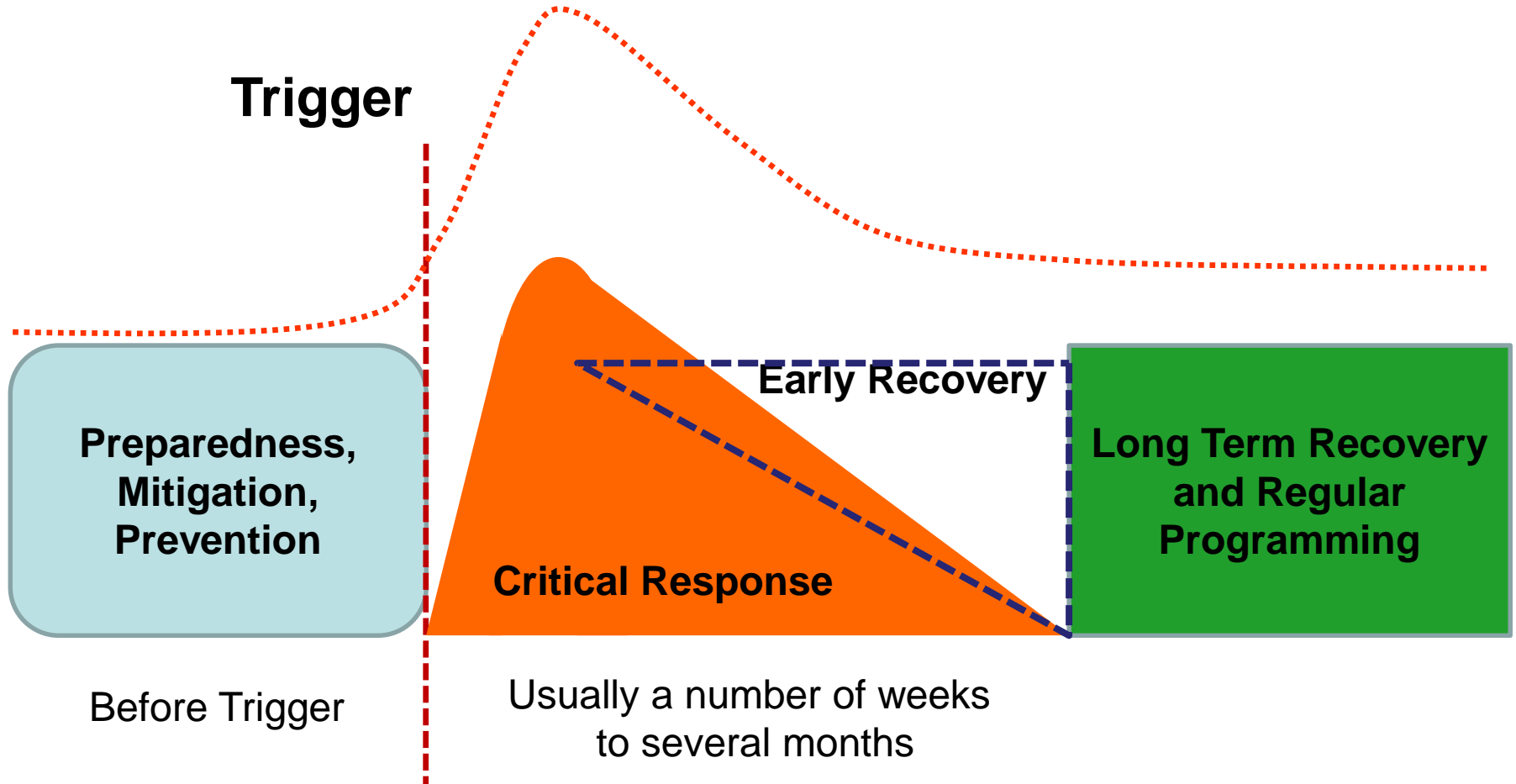
At the end of this session, participants will:

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

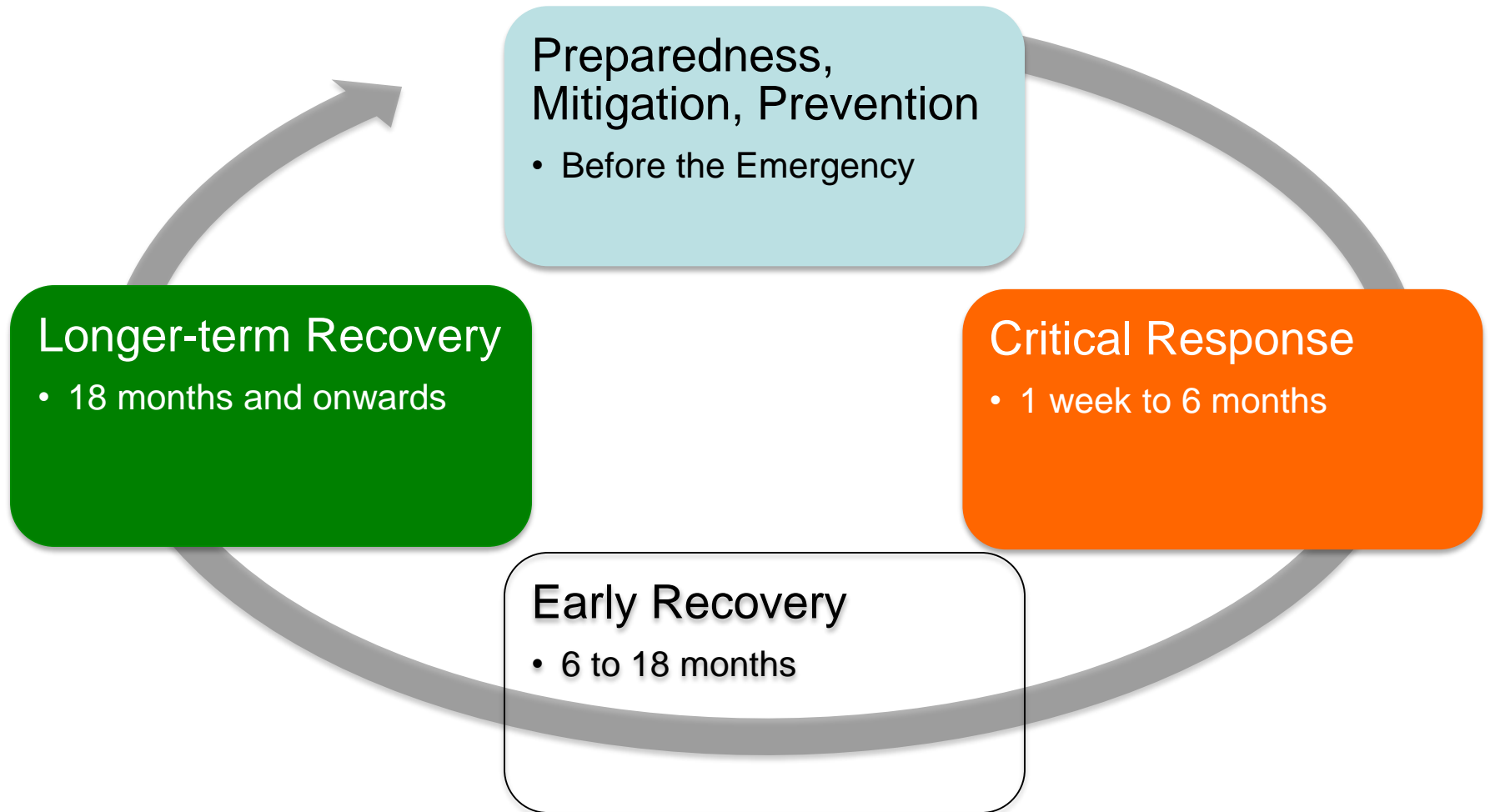
# Conceptual Framework for Phases of Emergency

Adapted from IASC SWG on Preparedness and Contingency Planning

**Trigger**



# Conceptual Framework for Phases of Emergency



# Before an emergency: Preparedness, Mitigation and Prevention

Timeframe	Phase	Description
Before the emergency.	Preparedness, Mitigation, Prevention	Continuous cycle of planning and organizing to prevent, protect against, respond to, recover from, and mitigate against natural disasters and conflict.
From 1 week to 6 months after the emergency	Critical Response	-Addresses immediate education needs of children and families (i.e. temporary learning spaces, non-formal education, recreation, play, psychosocial support until formal education is ready to re-start)
From 6 months 6 to 18 months after the response	Early Recovery	- Transition from immediate needs to longer-term needs.
From 18 months onwards	Long Term Recovery and Regular Programming	- Transition to longer-term development programming and connection to preparedness, mitigation and prevention

# Small Group Brainstorm

## **DIRECTIONS**

1. Split the participants into 2 groups. The groups will have 5 minutes to brainstorm technical components of education in emergencies. Each group will then have 2 minutes to present their ideas.

# Preparedness, Mitigation, Prevention

- Contextualise the Minimum Standards for Education to the local context
- Translate the INEE Minimum Standards handbook to a national or local language
- Establish an appropriate Coordination mechanism with the MoE
- Develop a Contingency Plan (with likely emergency scenarios)
- Who's Doing What Where (mapping agencies' capacities and resources)
- Lessons Learned workshop to review and learn from a previous education in emergency response

# Preparedness, Mitigation, Prevention

- Training and Capacity Strengthening for UN, INGOs, NGOs, MOE, teachers (i.e. education in emergencies training)
- Develop a teacher roster
- Stockpile/pre-position education materials (ie. school-in-a box kits, early childhood development kits, textbooks, sports materials).
- Advocate for emergency activities to be included in the National Education Sector Plan and budgeted for
- Support schools to conduct Disaster Risk Reduction activities like school safety assessments and evacuation drills

# Critical Response

- Conduct rapid education needs assessments
- Set up temporary learning spaces if schools have been damaged or destroyed
- Begin non-formal education (i.e. literacy, numeracy, health/hygiene education)
- Begin formal education (where possible)
- Establish emergency child friendly spaces, in camps for displaced children, if appropriate

# Critical Response

- Develop psychosocial support programmes and strategies
- Support the Ministry of Education (MoE) to develop and disseminate emergency education curricula
- Deploy trained and experienced emergency education specialists to affected areas
- Monitor response activities to ensure all children are reached

# Early and Long-term Recovery

- Support the MoE to ensure that schools/learning spaces can resume formal education
- Rehabilitate and (re-)construct schools which were damaged or destroyed during the emergency
- Support the MoE to conduct back to school campaigns to ensure that all children return to school
- ‘Build back better’ so that schools are not vulnerable to future emergencies
- Evaluate the response activities to assess the impact of the emergency education programmes

# Technical Components of education in emergencies

## 1. Cluster/Sector Coordination Mechanism



# Technical Components of education in emergencies

## 2. Assessment

- **Multi-sectoral**
- **Rapid education assessment**
- **Ongoing assessment**



# Technical Components of education in emergencies

## 3. Emergency Education Curricula



# Technical Components of education in emergencies

## 4. Contingency Planning



# Technical Components of education in emergencies

## 5. Education Supplies and Logistics



# Technical Components of education in emergencies

## 6. Temporary Learning Spaces



# Technical Components of education in emergencies

## 7. Psychosocial Support and Strategies



# Technical Components of education in emergencies

## 8. Mobilisation and Training of Teachers and other Education Personnel



# Technical Components of education in emergencies

## 9. Rehabilitation and Construction of Schools



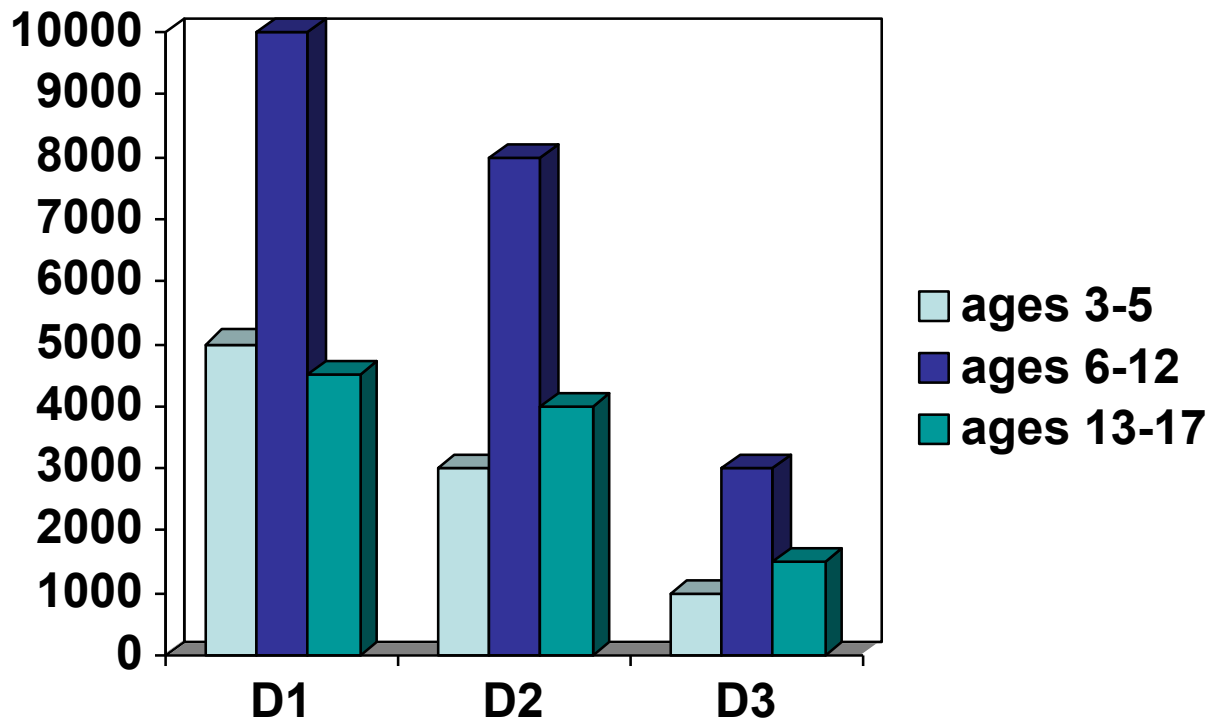
# Technical Components of education in emergencies

## 10. Resumption of Formal Education



# Technical Components of education in emergencies

## 11. Monitoring and Evaluation



# Technical Components of education in emergencies

## 12. Disaster Risk Reduction

A conceptual framework that seeks to minimise vulnerabilities and disaster risks throughout a society, to avoid (prevention) or to limit (mitigation and preparedness) the adverse impacts of hazards within the broad context of sustainable development.

**Examples:** school drills, integration of key DRR messages into school curriculum, digging trenches around schools, improving construction of schools

# EXERCISE:

## Technical Components

### DIRECTIONS

1. Split the participants into 3 groups

Group 1: Natural disaster

Group 2: Conflict

Group 3: Complex emergency (Natural disaster and Conflict)

2. The groups have **40 minutes** to think about **3 key technical components** they would implement in their particular emergency context. The group will then identify which emergency phase this could occur in (could be multiple), who needs to be involved in the implementation and the corresponding INEE Minimum Standards (domain and standard).

**3. Gallery Walk (20 minutes)**

# EXERCISE:

## Technical Components

Technical Components of Education in Emergencies	Which phase?	Who needs to be involved?	INEE Minimum Standards (Domain and Standard)

# Module E:



# Education in Emergencies Coordination

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# Learning Objectives

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

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

# Exercise in Benefits and Challenges of Coordination

- Divide into groups of 5-6. Make a drawing that shows **POSITIVE** and **NEGATIVE** experiences in coordination.
  - Use **humour**, **captions**, **diagrams**, **flow charts** - anything that conveys the positive and negative feelings, experiences and processes of coordination.
  - Share illustrative experiences of the issues discussed.
  - Apply coordination skills within each group to produce the drawings. You have 10 minutes.
  - Select one person to stay with your drawing during a gallery walk, to explain the drawing to others.

# Benefits

- Joint planning and strategy
- Avoids overlap, duplication of efforts and activities
- Maximises resources
- Division of responsibility and geographic coverage
- Strengthens advocacy and mobilisation of resources
- Strengthens support for government
- Can lead to standardisation of approaches, tools, and implementation
- Greater community participation

# Challenges

- Lack of clear definitions of roles and responsibilities
- Lack of leadership skills
- Weak meeting & planning
- Lack of joint objectives
- No communication and information strategies in data and information management
- Duplication of effort
- Personality clashes
- Competing agency agendas, mandates or strategies
- Too process-orientated
- Resource constraints
- Lack of accountability

# Humanitarian Coordination

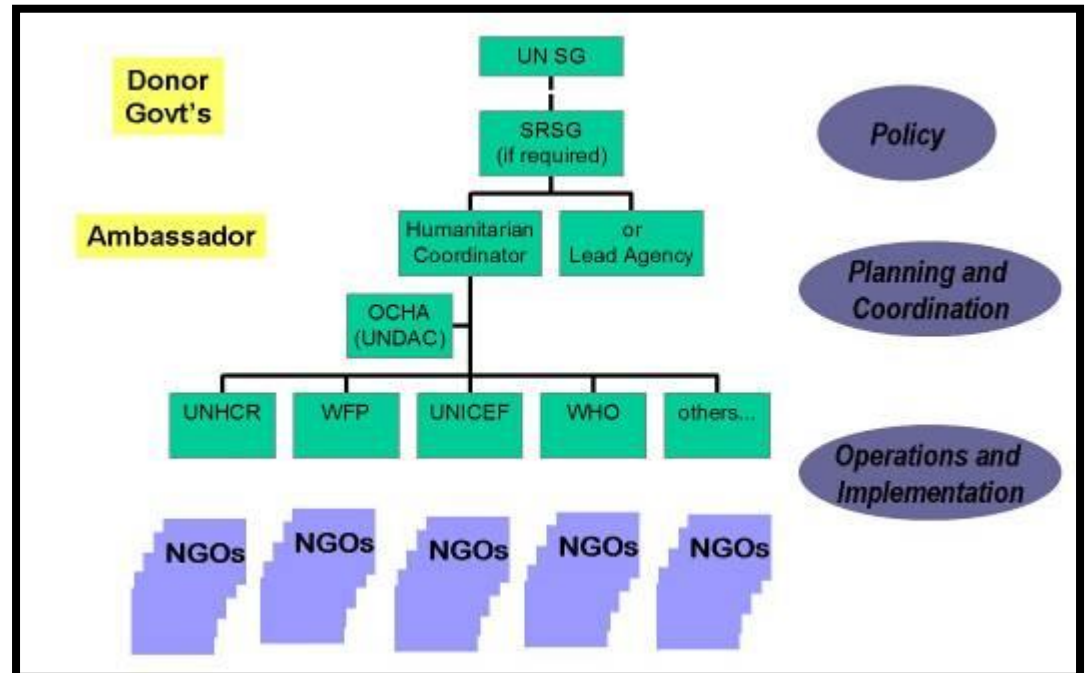
## The Concept:

Orderly & Hierarchical lines of:

- *Authority*
- *Communication*
- *Reporting*

Clear roles & division of labor

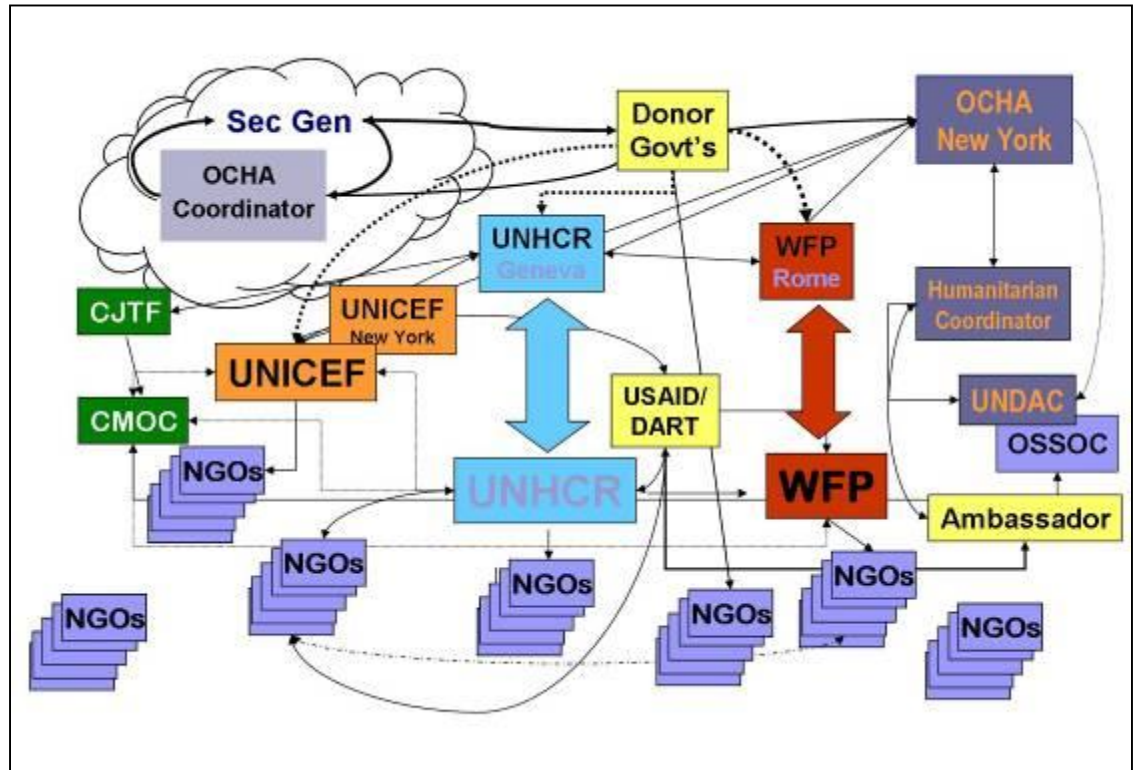
Expected to be efficient



# Humanitarian Coordination

## The Reality:

- Dynamic & Messy
- Non-hierarchical
- Multiple lines of communication & reporting
- Overlapping roles, role-service gaps
- A “Network”



# The Cluster Approach

- The result of an IASC major reform process (2005) to improve **predictability**, **timeliness**, and **effectiveness** of response to humanitarian crises.
- Primary mechanism for inter-agency coordination of humanitarian assistance to support national governments.
- The IASC formally established global cluster for **education** in **2006**
- Some countries have established official education cluster in response to emergencies, others have alternative sector coordination mechanism - such as EiE WG or sub-group of SWAp - others have built on existing sector coordination groups

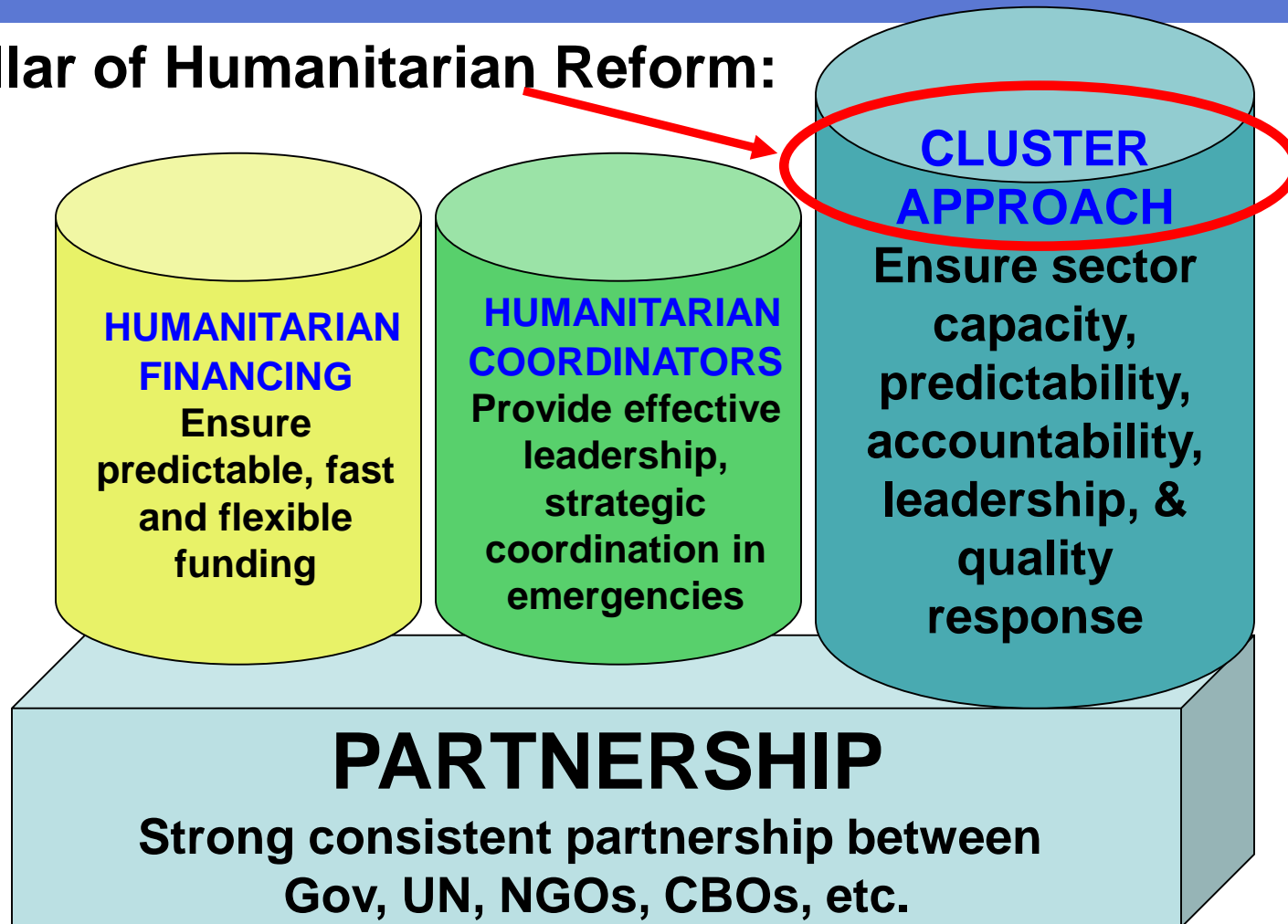
# Aims and Application of Cluster Approach

- High standards of **predictability**, **accountability** and **partnership** in all sectors or areas of activity
- Better linkages with Government/national authorities
- More strategic responses
- Better prioritisation of available resources

The cluster approach is applied during **emergency response** to both natural and man-made disasters AND for **contingency planning**

# Cluster Approach to Humanitarian Action

**Key Pillar of Humanitarian Reform:**



# Clusters and Lead Agencies

Cluster	Lead Agency
Agriculture	FAO
Camp Coordination and Management	UNHCR & IOM
Early Recovery	UNDP
Education	UNICEF & Save the Children
Emergency Shelter	UNHCR & IFRC
Emergency Telecommunications	OCHA
Health	WHO
Logistics	WFP
Nutrition	UNICEF
Protection	UNHCR
Water Sanitation Hygiene (WASH)	UNICEF

# Global Level Clusters

## Global level

- Strengthen system-wide preparedness and technical capacity to respond to emergencies by designating **global cluster leads** accountable for ensuring predictable and effective inter-agency responses within sectors

## Global cluster leads

- Save the Children and UNICEF have agreed to take on a joint lead role in the Education Cluster at global level and in many countries at the national and field levels.

# Country Level Responsibilities

## Country Level

- Ensures a more effective response capacity by mobilising clusters of agencies, with clearly designated lead, as agreed by the Humanitarian Coordinator and the Country Team, in line with the cluster lead arrangements at the global level.

## TOR for Cluster Leads

- Key partners
- Coordination
- Planning & strategy
- Information management
- Standards
- Monitoring & reporting
- Advocacy & resource mobilization
- Training & capacity building
- Provider of last resort

# Examples of Where Education Clusters Have Been Established

▪ Pakistan	Earthquake response
▪ Madagascar	Cyclone response
▪ Lebanon	Middle east conflict
▪ Mozambique	Flood and cyclone
▪ Myanmar	Cyclone response
▪ Kenya	Conflict
▪ Ethiopia	Drought
▪ Somalia	Complex emergency
▪ Uganda	Conflict / complex emergency
▪ Gaza	OPT/Israel conflict
▪ Haiti	Earthquake
▪ Burundi	Flood and general preparedness
▪ Zimbabwe	Socio-political crisis

# Support for the Ministry of Education



- Supporting the Ministry of Education in coordinating the emergency response
- Encouraging and training the MoE to play an active leading role in coordination
- Improving partnerships among all education stakeholders
- Facilitating information sharing, joint programming and shared technical expertise
- Strengthening MOE mechanisms and capacity for response coordination at national and local levels

# Plenary Discussion

- *What are the most important elements of education sector/cluster coordination?*
- *How do the INEE Minimum Standards support coordination? Give practical examples either from experience or in reference to the role play.*
- *What are the consequences of waiting until an emergency occurs to undertake coordination actions?*
- *What are the consequences of not linking emergency coordination groups with existing education sector groups?*
- *What are the most important coordination actions to be taken prior to the onset of an emergency?*
- *For those that already have coordination mechanisms/clusters, what are the weaknesses of the current mechanisms?*

# Module F:



# Risk Reduction including Emergency Preparedness “The Before”

**Global**  
**Education Cluster**

**INEE**

Inter-Agency Network for Education in Emergencies  
Réseau Inter-Agences pour l'Éducation en Situations d'Urgence  
La Red Interagencial para la Educación en Situaciones de Emergencia  
Rede Inter-institucional para a Educação em Situação de Emergência  
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# Objectives

- Understand what is meant by **Risk Reduction, Emergency Preparedness, and Contingency Planning** and their place in the broader picture of **Sustainable Development**
- Understand priority actions identified under **Hyogo Framework for Action** with a focus on education related measures
- Identify risk reduction and preparedness activities that will reduce vulnerability, mitigate the impact of emergencies and support efforts to prevent conflict and civil unrest
- Create contingency plans based on likely emergencies in participants countries/districts

# What are Emergencies

- Natural/manmade
- Rapid onset, slow onset, chronic, complex.
- Can cause displacement, both refugees and IDPs



- Security situation can be volatile, especially during conflict
- Varying degrees of predictability

# Crisis and Emergencies

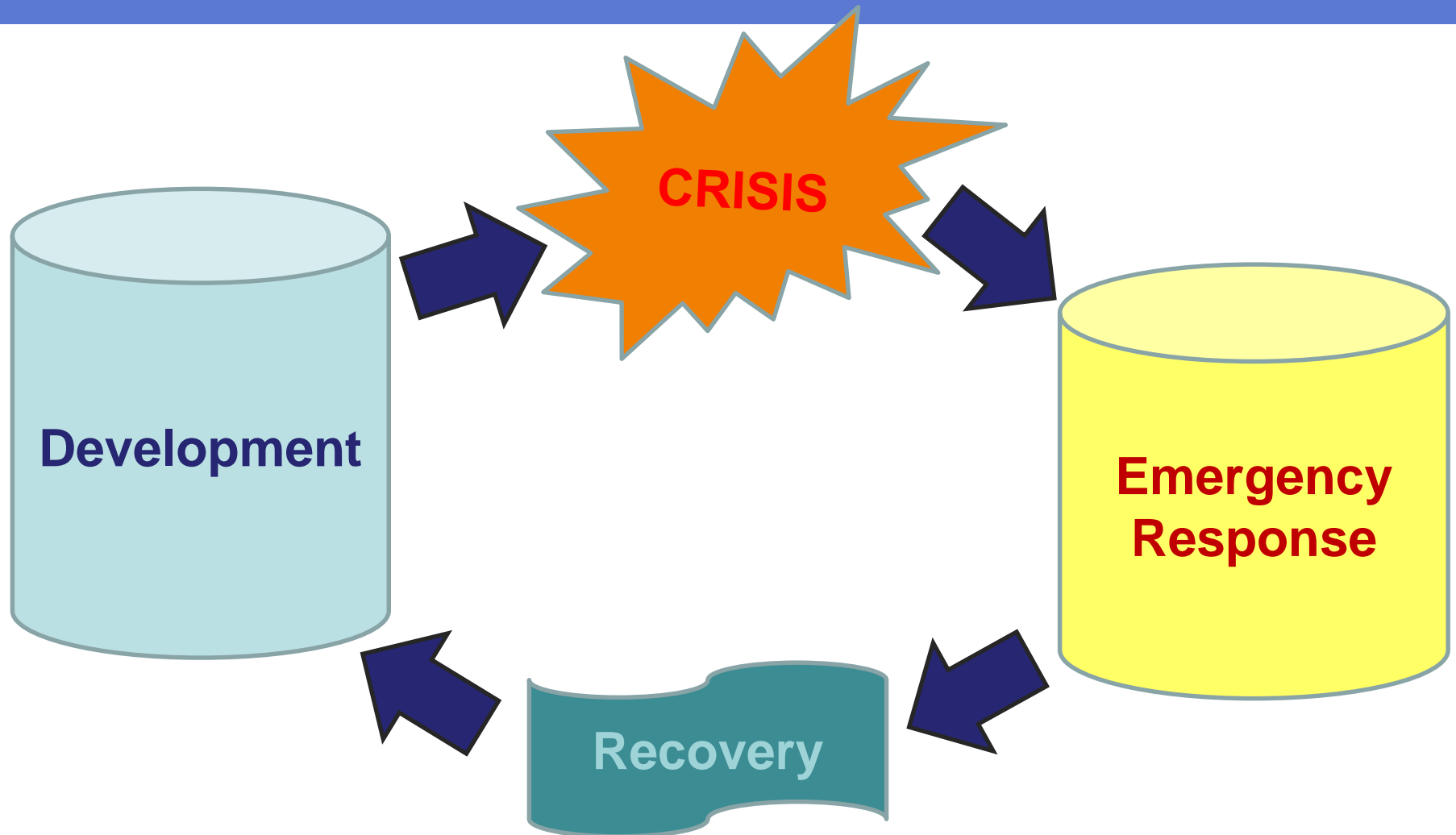
- **Crisis:** An event or series of events representing a critical threat to the health, safety, security or wellbeing of a community, usually over a wide area. Armed conflicts, epidemics, famine, natural disasters, environmental emergencies and other major harmful events may involve or lead to a humanitarian crisis.
- **Emergency:** A sudden occurrence demanding immediate action that may be due to epidemics, to natural disasters, to technological catastrophes, to strife or to other man-made causes.

# The Big Picture

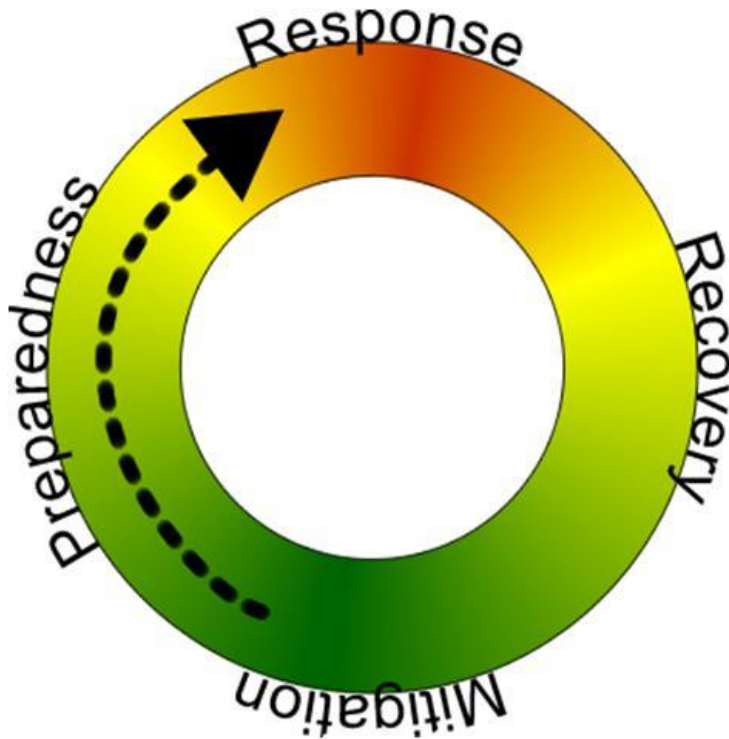


Natural Disasters Map 2010

# The Old Model



# Emergency Management



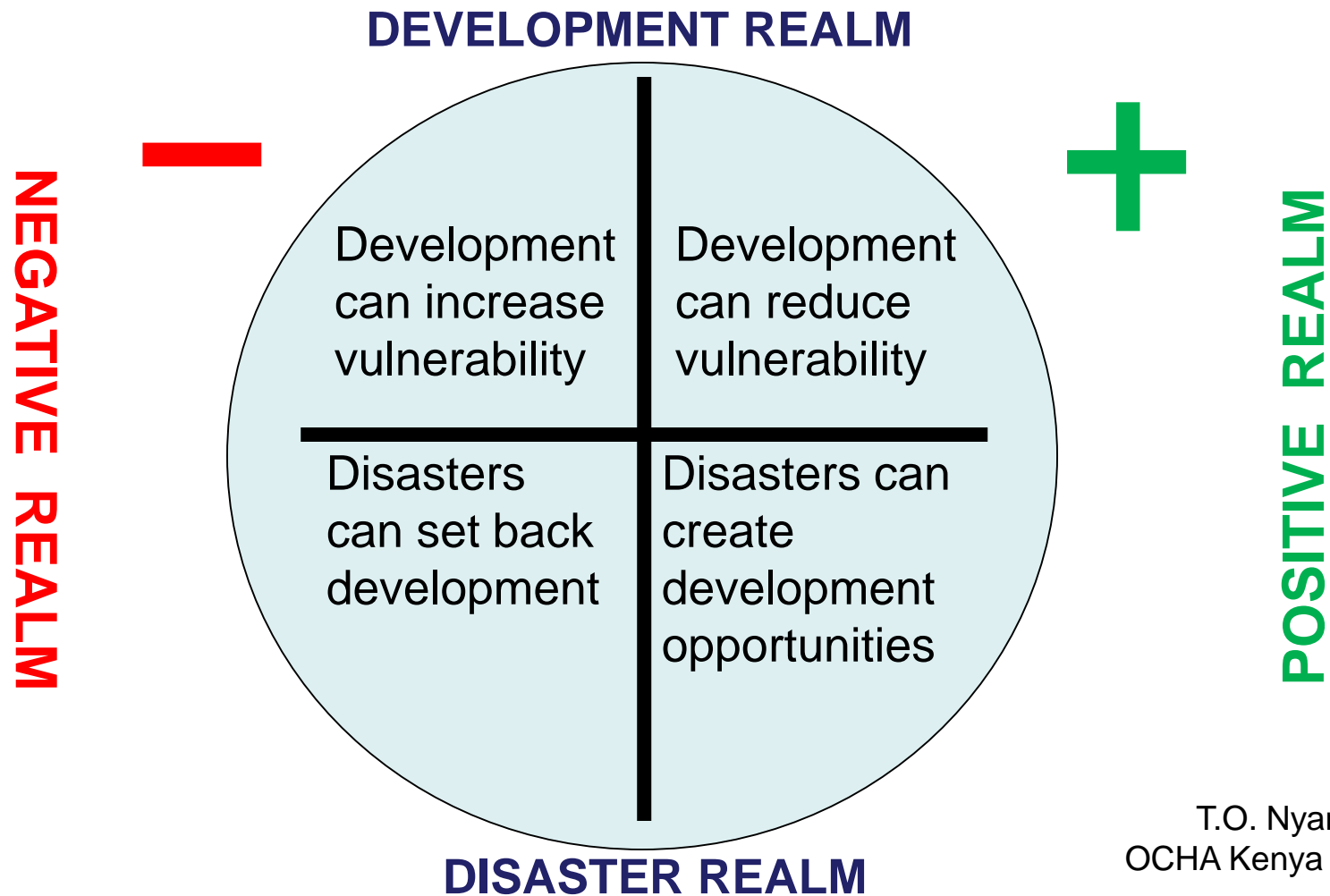
The organization and management of resources and responsibilities for addressing all aspects of emergencies, in particular preparedness, response and initial recovery steps.

**The Emergency Management Cycle**

# Linkages between Humanitarian Response, Recovery and Development



# Relationship between Development and Disaster



T.O. Nyambane  
OCHA Kenya - 2008

# Risk Reduction in Development

- Disasters caused by vulnerability to natural hazards exert an enormous toll on development
- They pose significant threats to poverty alleviation and the achievement of the MDGs
- The solution to this challenge is to make a concerted effort towards integrating Risk Reduction interventions into development planning and programming in countries at risk
- United Nations Development Assistance Framework (UNDAF) now integrates DRR

# Sustainable Development

- ***Sustainable development*** is seeking to meet the needs of the present without compromising those of future generations. We have to learn our way out of current social and environmental problems and learn to live sustainably.
- ***Sustainable development*** is a vision of development that encompasses populations, animal and plant species, ecosystems, natural resources and that integrates concerns such as the fight against poverty, gender equality, human rights, education for all, health, human security, intercultural dialogue, etc.

# Key Concepts and Scope



# Key Terminology

- **Hazard:** A dangerous phenomenon, substance, human activity or condition that may cause loss of life, injury or other health impacts, property damage, loss of livelihoods and services, social and economic disruption, or environmental damage.
- **Vulnerability:** The characteristics and circumstances of a community, system or asset that make it susceptible to the damaging effects of a hazard.
- **Risk:** The combination of the probability of an event and its negative consequences

# Risk

$$\text{Risk} = \text{Hazard} \times \text{Vulnerability}$$

- **Hazard:** The more severe the hazard, and the more likely it is to occur, the **greater** the **risk**.
- **Vulnerability:** The more vulnerable a community is (the less capacity it has to respond to a crisis) the **greater** the **risk**

# Risk Reduction

**Risk Reduction** involves measures designed either to **prevent hazards** from **creating risks** or to **lessen** the **distribution, intensity** or **severity** of **hazards** (known as mitigation). It also includes improved **preparedness** for adverse events.

**Prevention**

**Mitigation**

**Preparedness**

# Prevention/Mitigation

## **Prevention/Mitigation Examples:**

- Flood defences, stronger buildings
- Appropriate land use, environmental awareness
- Health and life skills education
- Relocation or protection of vulnerable populations or structures
- School evacuation plans
- Child protection networks
- Community participation in risk analysis

# Emergency Preparedness

- Programme of long-term activities whose goals are to strengthen the overall capacity and capability of a country or a community to manage efficiently all types of emergencies. (These measures should be monitored and evaluated regularly).
- Supports an orderly transition from relief through recovery, and back to sustained development.
- Includes the development of emergency plans
- Training of personnel at all levels and in all sectors be trained
- Awareness raising for at risk communities

# Example Activities

- Ongoing risk and vulnerability assessments,
- The development or enhancement of an overall preparedness strategy including preparedness and/or contingency planning, field exercises and drills.
- Knowledge development and capacity building, including education, training, research and public information/awareness programmes.
- Creation and maintenance of stand-by capacities and stock-piling of supplies.
- Early warning systems, cyclone and earthquake resistant buildings.

# Key Points

- Includes everyone, takes place at many levels and is a continuous process
- Builds capacities to deal with all types of emergencies
- Attempts to achieve fast and orderly transitions from response through to sustained recovery
- Based on a sound analysis of disaster risks and where possible early warning systems



# DRR, Conflict and Civil Unrest

- **Disaster Risk Reduction** deals with **hazards** defined with the **Hyogo framework** (hazards of natural origin and related environmental and technological hazards and risks). This does **not** include **conflict**.
- **Risk Reduction** activities can also be undertaken for the mitigation and prevention of crises caused by conflict and civil unrest.
- **Emergency Preparedness** (of which **Contingency Planning** is a part) is relevant to both **conflict** and **disaster** scenarios and often uses a multi hazard approach.

# Education Sector Risk Reduction and Preparedness

- MoU or ToR between government and education partners on roles and responsibilities for emergency education
- Annual funding allocations for emergency education in sector and emergency education focal points in MOE
- School emergency preparedness plans and school safety guidelines including building standards that are disaster resistant
- Disaster risk reduction curricula mainstreamed in the national syllabus and teacher education
- Utilisation of the INEE Minimum Standards for emergency preparedness

# Preparedness

The knowledge and capacities developed by governments, professional response and recovery organizations, communities and individuals to effectively anticipate, respond to, and recover from, the impacts of likely, imminent or current hazard events or conditions.

*Source - UNISDR Terminology on Disaster Risk Reduction (2009)*



# Emergency Preparedness Planning

Two broad approaches guide when to plan for an emergency:

## ***General Preparedness Planning***

- Covers a ***range*** of different situations
- Establish standing capacity for response
- Broad set of measures
- Assessed, reviewed and updated regularly

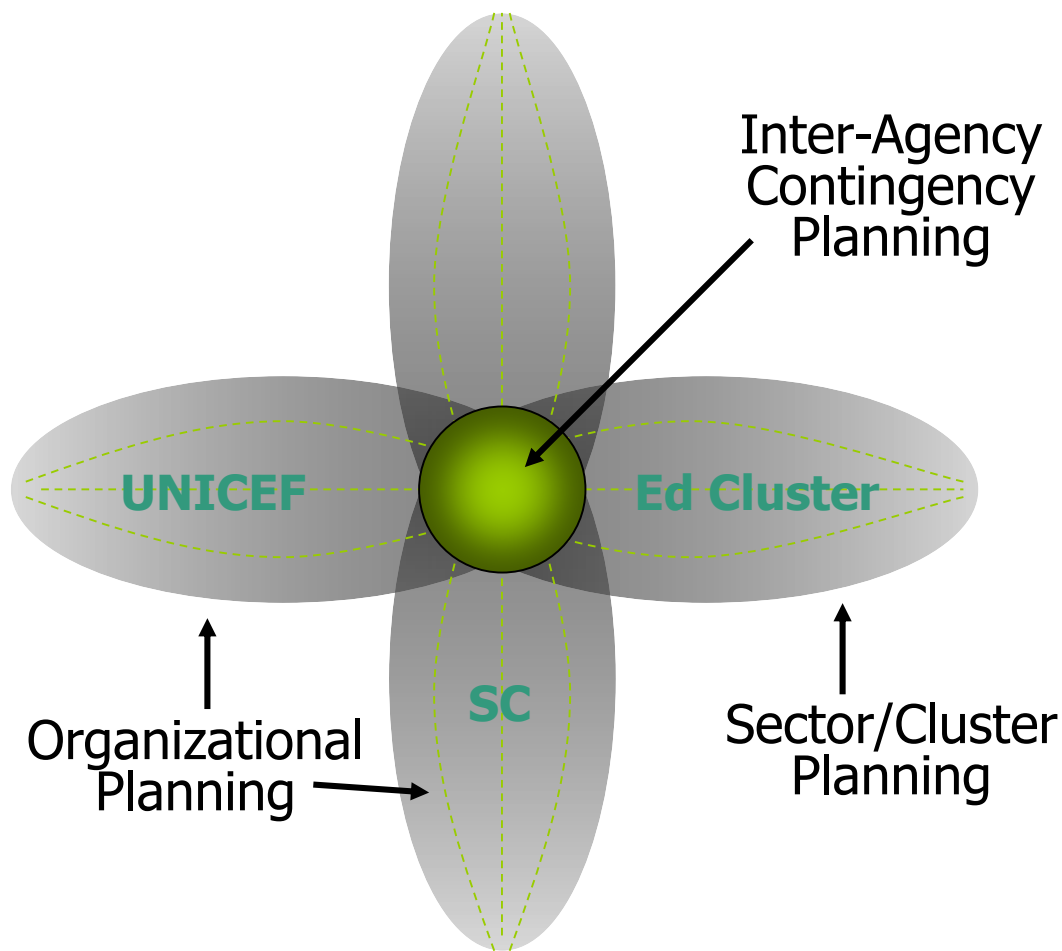
## ***Contingency Planning***

- Undertaken ***specifically*** for an emerging or anticipated crisis
- New situation or deterioration in existing crisis
- Early warning and triggers identified

Both approaches share many of the same planning elements, the primary difference between them is in the level of specificity

# Different levels of planning

*Effective humanitarian action requires planning at several levels*



## Organizational Planning

Defines specific services that the organization is committed to provide

## Sector/Cluster Planning

Defines how organizations will work together to achieve sectoral objectives

## Inter-Agency Planning

Provides a common strategic planning framework & process to ensure alignment of humanitarian action to overarching principles and goals

# Different levels of planning

*This also applies to Government and MOE*

National Level

Provincial/District Level



Community Level

School Level



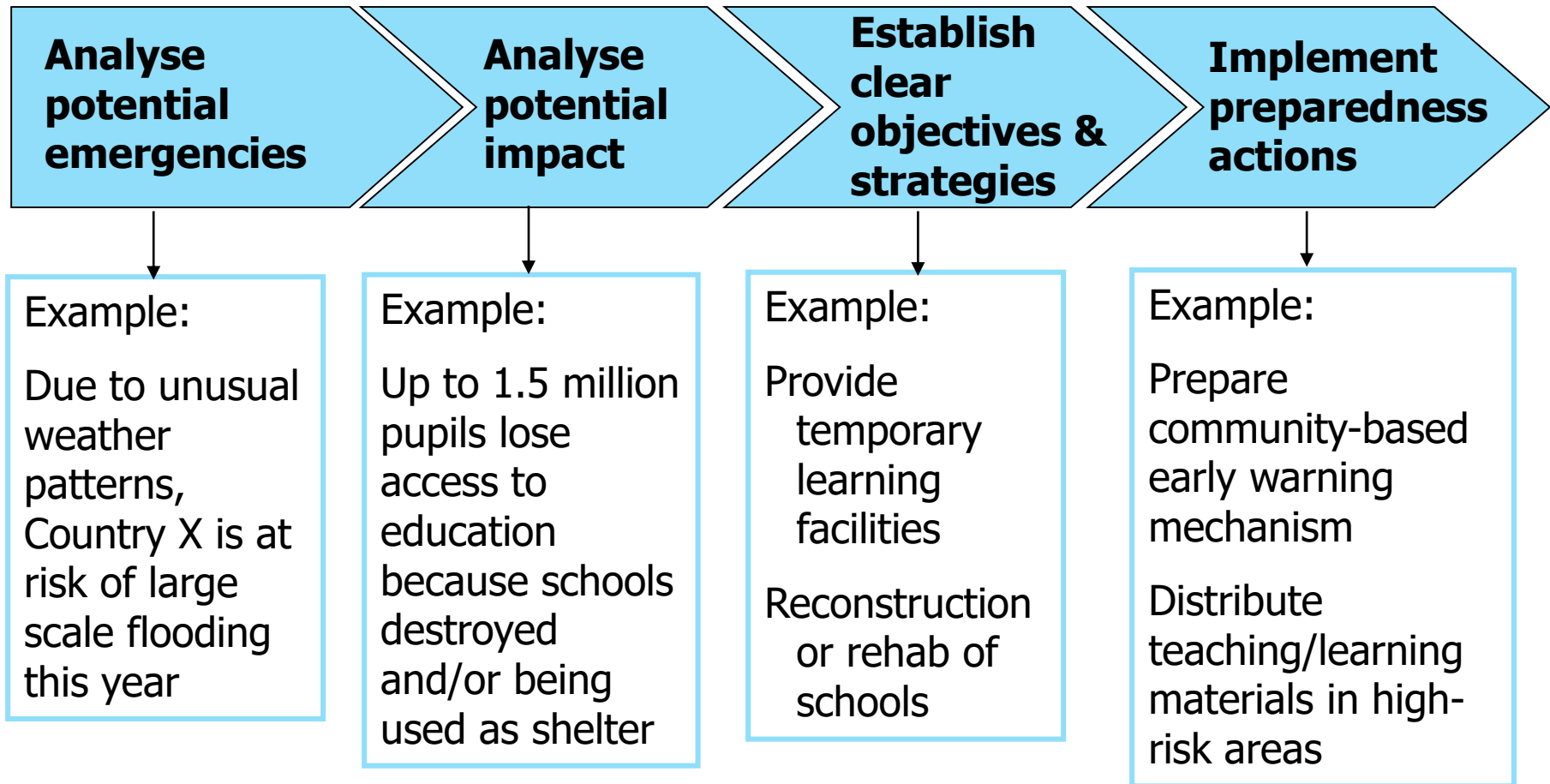
# Contingency Planning

## Definition

A management process that analyses specific potential events or emerging situations that might threaten society or the environment and establishes arrangements in advance to enable timely, effective and appropriate responses to such events and situations.

Source - UNISDR Terminology on Disaster Risk Reduction (2009)

# Contingency Planning Process

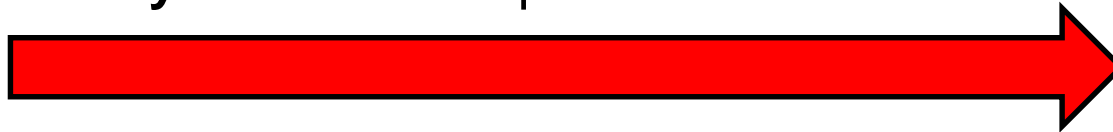


# Example Contingency Plan

- Title
- Executive Summary
- Context Analysis & Risk Assessment
- Scenario(s)
- Overall Management and Coordination
- Strategies and Objectives
- Sector and Agency Response Plans
- Preparedness & Maintenance Actions
- Annexes

# Risk Analysis

**Identify Hazards** and possible **Crises**



**Civil Unrest**  
**Flooding**  
**Tsunami**  
**Drought**  
**Military Action**

**Estimate the likelihood , severity and trigger for each hazard/crisis**



## **Flooding**

Triggered by over average rainfall in Jan – Mar (Wet Season)  
Happens every 3-5 years

## **Civil Unrest**

Triggered by elections, or high food prices  
Unlikely in 2011 as no elections

# Location and Impact

- Where is the emergency likely to happen?
- Which communities will be affected?
- Estimate numbers of people, children.
- Describe the impact.



**Flooding** likely in eastern province, rural areas mainly affected

- 20-50,000 people will be displaced, schools will be damaged, materials destroyed
- Communities will be displaced for several months

**Major offensive** in the north likely sometime in 2011

- 150-200,000 people displaced
- Unlikely to return home for sometime
- Communities, children and teachers will suffer trauma

# Three Scenarios

- Develop most likely, best and worst case scenarios – identify triggers

<b>Worst-case scenario</b>	<b>Most likely scenario</b>	<b>Best-case scenario</b>
Elaborated in the <b>contingency plan</b> Response to this scenario is guided through the contingency plan	Planning assumption for the humanitarian response in 2011	To be elaborated; if happens, we can revise / downscale the Response Plan

# Consolidated Plan

- Identify coordination mechanisms and links to national contingency planning and response
- Identify organisations, communities, local government and MOE offices and their response capacity. (Capacity Mapping)
- Consolidate agency, organisation and government response plans (including stockpiles, key contacts, coverage etc) into a sector plan.
  - ❑ Activities to be undertaken before an emergency
  - ❑ Activities to be undertaken during an emergency
  - ❑ Activities to be undertaken after an emergency

# Exercise: Developing a Contingency Plan

1. Use the **sample contingency plans** provided as guides (Mozambique, ...)
2. Select and consider one hazard, outline the best, worst and most likely scenario's for the coming year.
3. For the most likely scenario make a list of necessary preparedness actions to be taken before the emergency.
  - ❑ Who needs to be part of the contingency planning process?
  - ❑ Consider what supplies are needed. Do you need to request extra funding?
  - ❑ What coordination mechanisms will be in place? How will the MOE, agencies and communities interact?
  - ❑ What training and capacity building needs to take place?

# Summary

## Emergency Preparedness Planning

- On going process and is often reviewed on a yearly basis or in the case of significant change of circumstances (more common in conflict situations)
- Development of a preparedness plan for likely emergencies
- Involved national and local levels, government, agencies and communities.
- Often sector focused utilising technical specialists



# Disaster Risk Reduction

The concept and practice of reducing disaster risks through systematic efforts to analyse and manage the causal factors of disasters, including through reduced exposure to hazards, lessened vulnerability of people and property, wise management of land and the environment, and improved preparedness for adverse events - UNISDR Terminology on Disaster Risk Reduction (2009)

Every US\$1 invested in pre-disaster risk management in developing countries can prevent losses of US\$7

– UNDP Human Development Report 2007-08

# What is DRR

- Aims to minimize vulnerability and impact of disasters.
- Utilises **prevention** and **mitigation** measures as well as **preparedness**
- Strengthens communities capacity and resilience
- Conducted within the broad context of sustainable development



# Hyogo Framework for Action 2005 - 2015

**Five goals and priorities** for action on **Disaster Risk Reduction** over the next **10 years**:

1. Ensure that disaster risk reduction is a national and a local priority with a strong institutional basis for implementation
2. Identify, assess and monitor disaster risks and enhance early warning
3. Use knowledge, innovation and education to build a culture of safety and resilience at all levels
4. Reduce the underlying risk factors
5. Strengthen disaster preparedness for effective response at all levels

# DRR in Education

- A systematic approach to incorporating the analysis of disaster risks and disaster risk reduction measures in education sector development planning.
- It is a combination of actions, processes and attitudes necessary for minimising underlying factors of vulnerability, improving preparedness and building resilience of the education system.
- It enables an uninterrupted development trajectory of the education system and continued access of all learners to quality education.

# DRR in Education in Emergencies

- Is a systematic attempt to analyse and reduce disaster risks to enable the education system to provide, learners to continue, and out-of-school children to access, quality education both during and after emergencies.
- Helps to minimise underlying factors of vulnerability, prevent disasters and improve disaster preparedness.
- Is the combination of actions, processes and attitudes to achieve resilience

# DRR in Education



Teachers and pupils in an evacuation drill

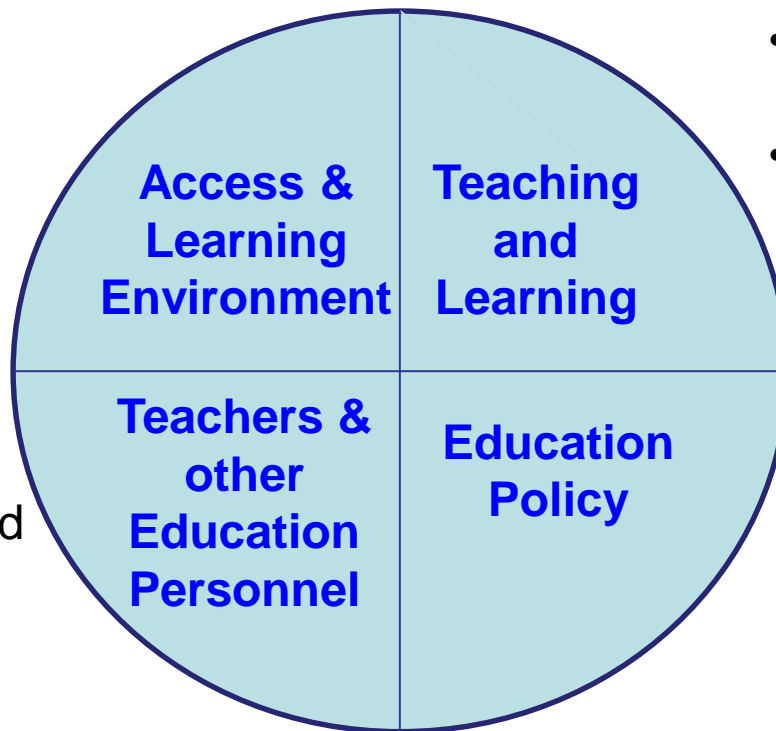


Children from the Mopeia Child Parliament (Mozambique) learn about flood risk reduction and preparedness using a board game - 2007

# Education Activities

- Safe School Construction
- Child Friendly Schools
- School evacuation plans

- Teachers trained in DRR
- School safety officers
- First aid training for teachers



- DRR in curriculum
- Environmental impact in curriculum
- Rapid learning/home based study materials
- Support for emergency education throughout MOE
- Contingency planning
- Special regulations for emergency situations
- Requirements for school evacuation and preparedness plans

# Education Activities cont.

- **Community**

- ☐ Children as agents for promoting DRR
- ☐ PTAs and School Development Committees involved in DRR and Environmental projects
- ☐ Hazard and Risk mapping

- **Coordination**

- ☐ Capacity building within the MOE
- ☐ Setup coordination mechanisms amongst UN, INGOs and local NGOs
- ☐ Coordinate with other sectors and government depts

- **Analysis**

- ☐ Agreed standardised assessment and data collection tools
- ☐ Baseline data collected

# Exercise – Design of DRR Activities

In groups, focus on designing DRR interventions for each of the following levels:

1. For **children, teachers and communities** at school level



3. For the **Education Sector** at national level



2. At **sub-national** level in disaster-prone areas



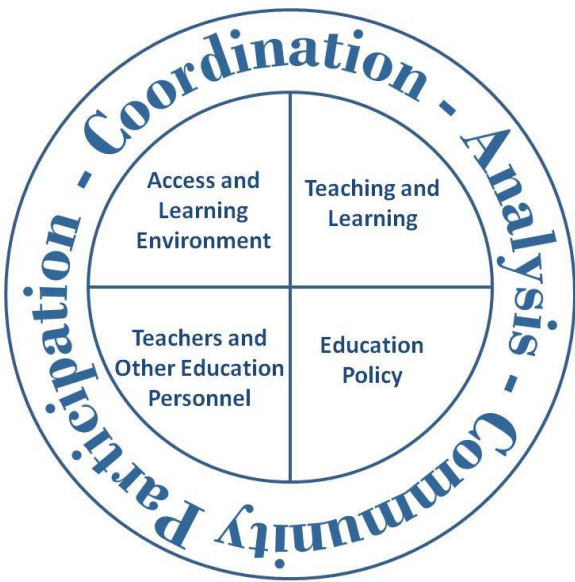
# Risk Reduction in Conflict Situations and Complex Emergencies

**50% of world's 100 million out-of-school children are living in conflict/post conflict countries**

***“It’s far better to learn life skills and lessons than the education of war. If we all go to school maybe there will be no more war.”***

***Sarah, 15, South Sudan***

Source – Rewrite the Future, Save the Children



# Challenges of Education in Conflict Zones

- Each group brainstorms the challenges conflict and civil disorder pose to education for one of the INEE Minimum standards Domains.
- Foundational Standards – Community Participation, Coordination and Analysis
- Access and Learning Environment
- Teaching and Learning
- Teachers and Other Education Personnel
- Education Policy



# The Impact of Conflict

## Operational issues

- The volatile nature of conflict can mean rapid changes to the situation.
- Difficulty negotiating with armed groups.
- Access and security issues for aid workers and MOE staff.

## Access

- Schools closed due to insecurity, destroyed or used as makeshift shelters for IDPs. Equipment, books and school records can be damaged.
- No official education provision for refugees or less directly through prejudice or threat.
- Parents may be fearful of sending children to school.

## Teachers

- Teachers can be targets for political violence or forced to teach political indoctrination (Zimbabwe is a recent example).

# The Impact of Conflict cont.

## **Children's well being**

- Schools can be a target for child soldier recruitment.
- Children can suffer physical and emotional trauma
- Without education children are more vulnerable (to exploitation, abduction, recruitment and gender-based violence).
- Lack of important information around health and other issues.

## **Children's development**

- Conflict can increase poverty with the destruction of livelihoods and economic opportunities
- Lack of education compromises children's future.
- The school curriculum may exacerbate stereotyping of certain groups and people

# Intervention Aims

- Ensuring access to education during and after armed conflict
- Incorporating peace building, conflict resolution and peace education into school curricula
- Emphasis on education to provide future economic benefits and stronger social cohesion, breaking the cycle of poverty and conflict

# Operational Considerations

- Security
- Access
- Logistics
- Communications
- Perceptions
- Impact and unintended consequences



# Policies Safeguarding Children's Right to Education



**1996:** Graca Machel's report on the *Impact of Armed Conflict on Children* at the 51<sup>st</sup> session of UN General Assembly

**1998:** Rome Statute for ICC to adjudicate crimes against humanity and war crimes against children

**2005:** UN Security Council Resolution 1612 monitoring and reporting mechanism on children affected by conflict

**1995:** UNICEF's *The State of the World's Children* on children in war, with the first child-based anti-war agenda

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# UN Resolution 1612

## Violations

- ☐ Killing or maiming of children
- ☐ Recruiting or using child soldiers
- ☐ Attacks against schools or hospitals
- ☐ Rape or other sexual violence against children
- ☐ Abduction of children
- ☐ Denial of humanitarian access for children
- **Monitoring and reporting mechanism** on children affected by conflict
- **Action against parties** that continue to violate children's security and rights
- **Concrete time-bound Action Plans** for ending violations
- **Targeted measures** against the offending parties

# Module G:



# Getting Practical: Action Planning

**Global**  
**Education Cluster**

**INEE**

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# Objectives

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

# Emergency Preparedness

- Includes early warning systems, building cyclone and earthquake resistant schools, life skills teaching.
- Policy:
  - MoU or ToR between government and education partners on roles and responsibilities for emergency education
  - Annual funding allocations for emergency education in sector and emergency education focal point in MOE
- Access and Learning Environment
  - Building standards that are disaster resistant
  - School emergency preparedness plans and school safety guidelines
- Teaching and Learning
  - Disaster risk reduction curricula mainstreamed in the national syllabus and teacher education

# Contingency Planning

- Identify possible hazards
- Develop most likely, best and worst case scenarios – identify triggers
- Link to national contingency planning
- Stockpiling of essential resources
- Determine human resource needs
- Define agency/MOE roles and responsibilities

## **Foundation Standard – Community Participation**

Communities and local education authorities should be involved in the contingency planning process, identifying likely risks, those most vulnerable and potential resources.

# Strengthening coordination mechanisms

## **Foundational Standard - Coordination**

- Mechanisms in place before emergencies
- Lines of communication clearly defined
- Links to other sectors created
- Agency and MOE focal points identified

# Education in emergencies training

- Building field level capacity
- Deepening understanding of education in emergencies within agencies and the MOE
- Strengthening links between the MOE and agencies
- Advocacy and increasing awareness

## **Teachers and Other Education Personnel**

MOE national and local officers and head teachers, should have training where appropriate on education in emergencies preparedness, response and recovery

## **Foundation Standards – Community participation**

Capacity building should include local NGOs, community groups and leaders

# Options for follow up planning

1. **Preparedness** actions related to the technical components of education in emergencies, including policy
2. Education **Contingency planning** for likely emergencies (and as part of inter-agency multi-sectoral contingency planning processes)
3. Strategies for **education sector coordination/ cluster strengthening** at country and local levels
4. Planning the **roll-out** of **education in emergencies** training at local levels

# Planning for education sector coordination/cluster strengthening

How can we plan to improve education sector coordination **NOW** for improved preparedness and to ensure more effective, timely and predictable emergency response?

## Possible Actions

- **Conduct capacity mapping of all partners to ascertain gaps**
- **Establish coordination mechanism with partner agencies and MoE**
- **Establish coordination structures at local levels**
- **Establish clear communication and information sharing channels from local to national level and back**
- **Ensure that district education office is member agency of district disaster management committee**
- **In addition to training, carry out emergency simulations for education sector**
- **Implement preparedness actions**

# Module H:



# Getting Practical: Contingency Planning

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# Objectives

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

# What is Contingency Planning?

*Contingency planning is a an on-going process led by key stakeholders to reflect upon and prepare for various emergency scenarios*

- Often led by technical clusters (i.e. Education cluster)
- Should include active participation and leadership of government ministry (i.e. Ministry of Education)
- One of the key outputs of contingency planning is the development of a contingency planning document.

# Why Contingency Planning?

- It's a key to preparing for emergencies.
- It provides an opportunity to identify constraints and focus on operational issues prior to the on-set of a crisis.
- Strengthens coordination and relationships by working together to conduct this process.
- A common understanding of agencies' capacities and challenges helps facilitate effective collaboration in a crisis. Ensures no overlap or gap of services provided.



# Who should be involved?

- All those required to work together in the event of an emergency
  - Should also include coordination with other sectors (e.g. WASH, Child Protection)
- Those affected by the response (e.g. students, teachers)
- Education authorities at the national and local levels
- Experts on areas covered in the plan (e.g. engineers to help with school re-construction)

# Uses of a Contingency plan

## Emergency Risk Reduction

- Analyse risks, vulnerability and response capacity
- Identify preparedness measures
- Provides a joint platform for involved actors

## Capacity Development

- Has agreed upon capacity development plan
- Increase participants' awareness of, access to, and use of existing tools (e.g. best practices, templates)

## Monitoring Preparedness

- A framework for monitoring progress, outcomes, and impact of preparedness measures.
-

# Uses of a Contingency plan

## Communication and Advocacy

-Analysis, planning and coordination provides a good platform for communicating and advocating on the importance of education in emergency preparedness initiatives.

## Mobilising and managing resources

- Coherent and well informed plans are a good foundation for dialogue with donors

---

# Contingency planning process

1. Analyse potential emergencies and their impact

2. Analyse existing capacities and strengths

3. Develop a Contingency planning document

4. Implement Contingency plan

## Examples:

- Flooding in x region
- Potential ethnic violence in x region

## Examples:

- 25% of school-aged population affected
- X schools damaged

-3Ws – Who does what where (Capacity Mapping)

- Lessons Learned Exercise

-Contingency planning template

-INEE Minimum Standards for education

-Preparedness checklist

-Implementation mid-term review

# Module I:



# Getting Practical: Education in Emergency Assessments and Capacity Mapping

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Inter-Agency Network for Education in Emergencies  
Réseau Inter-Agences pour l'Éducation en Situations d'Urgence  
La Red Interagencial para la Educación en Situaciones de Emergencia  
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الشبكة المشتركة لوكالات التعليم في حالات الطوارئ

# Emergency Assessments

What state  
are the  
schools in?

Where are  
people/  
camps?

How many  
children are  
there?

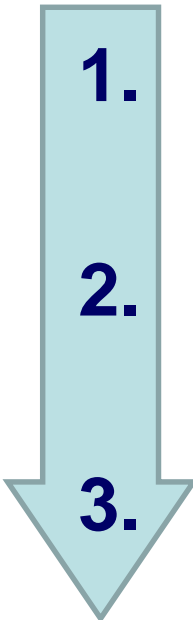
Do they have  
books?

Is the situation  
getting better  
or worse?

Who is worst  
affected and  
most at risk?



# Assessment Tools

- 
- 1. Multi-Sectoral Rapid Assessment** – First 2 weeks after disaster
  - 2. Joint Rapid Education Assessment** – First 4 weeks and beyond
  - 3. On-going Education Assessment** – as needed for additional data

# Why Joint Assessments?

- Maximise their usefulness while minimising their 'footprint'. i.e. gain the most benefit from the time, energy and resources required.
- The Education Cluster is the key coordination body in organising joint assessments – MOE should be an integral part of the cluster (or in some cases leading the cluster).
- There are common pitfalls and challenges to be overcome.

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

***Table adapted from the Education Cluster Coordinator Handbook, 2010***

# Multi-Sectoral Rapid Assessment

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

# The Role of Education in a Multi-Sectoral Assessment

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

# Calculations and Assumptions



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

This Figure can be used as a rough guide for:

- Need for education supplies
- Need for temporary learning spaces

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

# Education

## Rapid Needs Assessment

What information do you need to collect?

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

**What else?**



# Information Needs Matrix

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

# Bias

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

Causes of bias:

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

# Ethics

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

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

# Assessment Teams

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



# Module J:



# Getting Practical: Education in Emergencies Programme Design, Planning & Monitoring



# Learning Objectives

- Be able to analyse a situation through assessment data so as to be able to formulate an effective response strategy.
- Utilise the INEE Minimum Standards to create a comprehensive emergency education programme including cross cutting issues and inline with the needs and wishes of the community.
- 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.

# Rapid Assessment Student Data

	# 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		
D1			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
<b>Totals</b>	<b>28</b>	<b>13,800</b>	<b>24</b>	<b>1</b>	<b>9,500</b>	<b>19,000</b>	<b>9,500</b>	<b>10</b>	<b>134</b>	<b>20</b>	<b>5</b>	<b>69</b>	<b>10</b>
<b>D2</b>													
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
<b>Totals</b>	<b>20</b>	<b>8,800</b>	<b>10</b>	<b>1</b>	<b>6,000</b>	<b>12,000</b>	<b>6,000</b>	<b>5</b>	<b>104</b>	<b>20</b>	<b>1</b>	<b>52</b>	<b>8</b>
<b>D3</b>													
Zone 1	3	1200	0	0	800	2400	1200	1	12	4		8	1
Zone 2	1	400	1	0	600	800	400	0	7	0		2	0
Zone 3	1	400	0	0	400	800	400	0	7	0		4	0
<b>Totals</b>	<b>5</b>	<b>2000</b>	<b>1</b>	<b>0</b>	<b>2000</b>	<b>4000</b>	<b>2000</b>	<b>1</b>	<b>26</b>	<b>4</b>	<b>0</b>	<b>14</b>	<b>1</b>
<b>TOTALS</b>	<b>53</b>	<b>24,600</b>	<b>35</b>	<b>2</b>	<b>17,500</b>	<b>35,000</b>	<b>17,500</b>	<b>16</b>	<b>264</b>	<b>44</b>	<b>6</b>	<b>135</b>	<b>19</b>

# 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.

# Summary

- **Programme Design** based on **assessment**.
- Coordination important to understand capacity to respond, prevent repetition and identify gaps.
- INEE Minimum Standards provide a guidance framework.
- Consider the various technical components and how to incorporate cross cutting issues.
- Programmes will need to change and adapt as the situation dictates.

# 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.



# 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.

# 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 (enrolment rates have increased, 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).
- **Side effects** (The unintended consequences of an intervention such as the stigmatisation of children).

# 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 .

# 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.***

# 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.

# Module K:



# Advocacy and Policy

**Global**  
**Education Cluster**

**INEE**

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# Objectives

- Understand what is advocacy, why it is important for education in emergencies, and who should be targeted.
- Understand the importance of changing national education policy for education in emergencies and how this can be done.
- Begin the process of developing context specific advocacy messages and a context specific action plan for change in education policy.

# Advocacy

What is advocacy?

Why is it important?

How to do it?



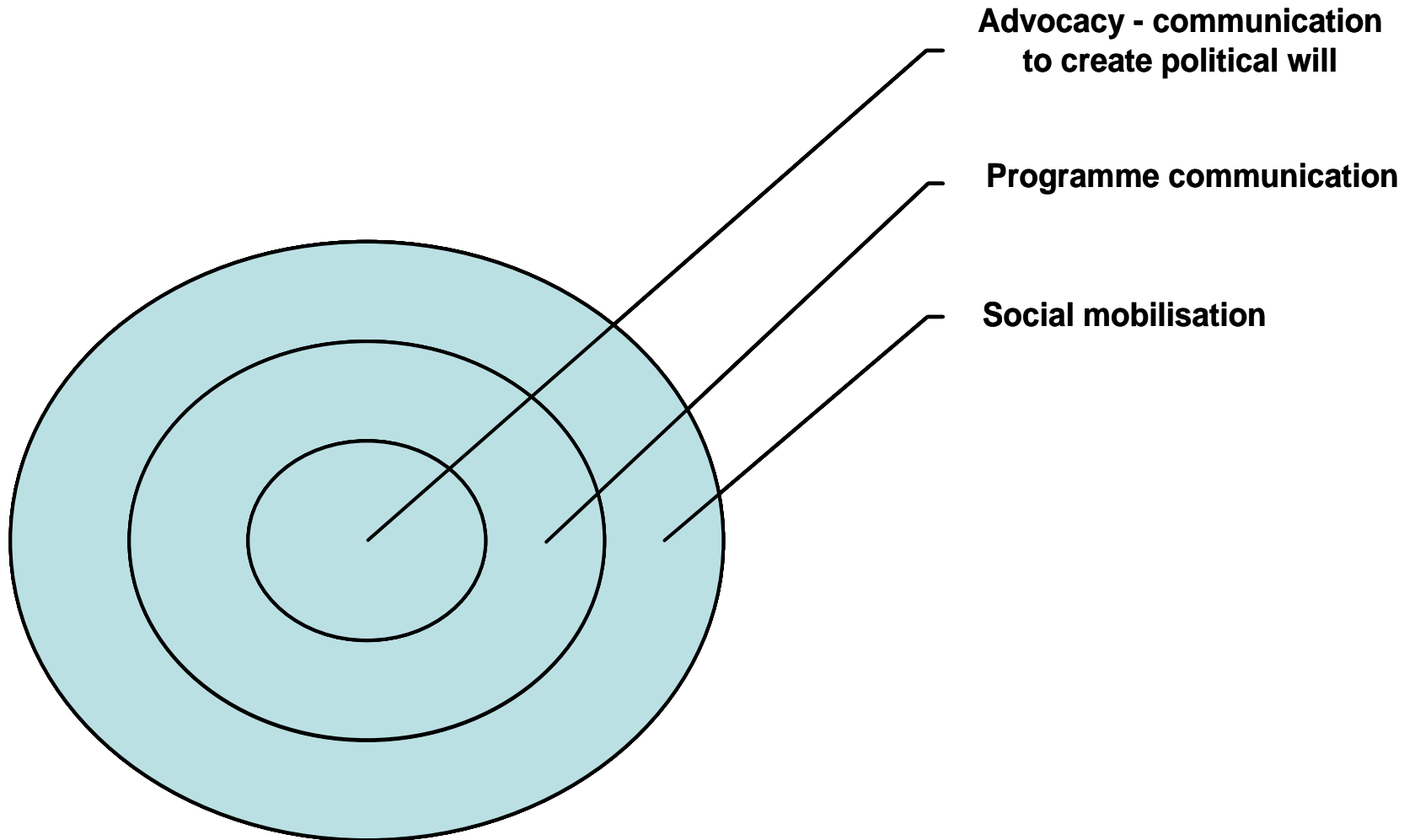
# What is advocacy?

- Speaking up for your rights or the rights of others
- Ensuring that important messages are heard
- A process of securing change
- A persuasive argument for a specific outcome.
- Collective advocacy is ‘campaigning’

# Ways to Advocate

- Verbally when speaking with someone
- Through print materials (i.e. press releases, briefs, concept notes, proposals, articles)
- Advertising through Mass Media

# Advocacy is very targeted



# Who are our targets?

- Ministers
- Donors
- People's representatives
- Political and religious leaders
- Other sectors
- Heads of government departments
- Other humanitarian organisations
- Media
- Military

# Principles of Advocacy

Advocacy must be:

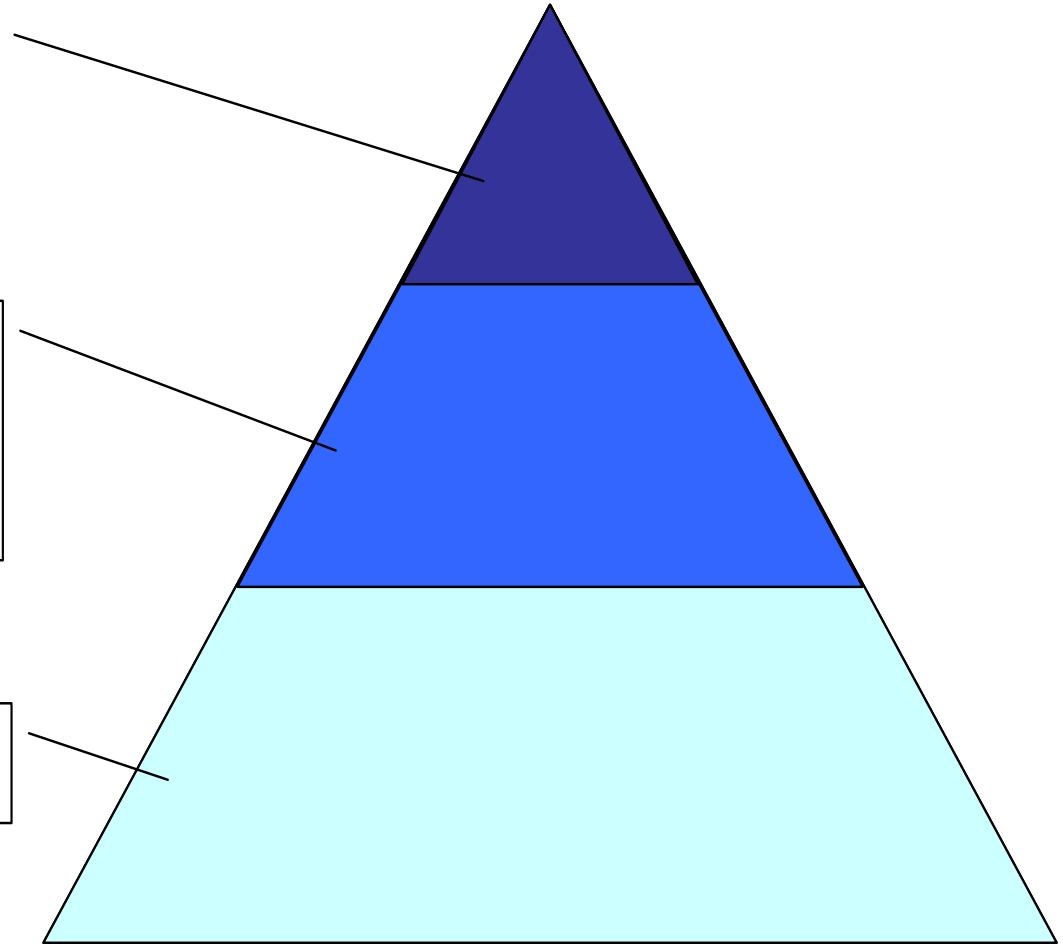
- done in the best interests of the affected population
- evidence-based
- rights-based
- focused on partners
- context specific.

# How do we effectively advocate?

POINT – get to it FAST,  
develop short ‘sound bites’

SOCO – Single Overarching  
Communications Objective  
(one thing you want)

WIIFM – What’s in it for me



# EXERCISE:

## Developing Advocacy Messages

1. Split up into small groups.
2. Reflect on country's situation and
  - Identify 5 things you would like to see changed in your country regarding education in emergencies
  - Select 1 issue, identify target audience, develop a message that will be delivered verbally

Each group will have 30 minutes to work.

3. Each group presents in 3 minutes
4. Other participants critique with \$, \$\$, \$\$\$ and give feedback.

# Bangladesh Case Study

- An Education in Emergencies sub-group established within an already existing Education Coordination mechanism called the Education Local Consultative Group (ELCG).
- Education in Emergencies is now a part of the Sector Wide Approach for Primary Education (SWAp), a national education sector plan.

# Nepal Case Study

- Ministry of Education a co-lead for the Education Cluster along with UNICEF and Save the Children.
- Focal point from MoE for education in emergencies
- Education in Emergencies included in the national education sector plan.
- Education in Emergencies recognised nationally and by the various sectors as a priority in emergencies.
- Key education questions included in multi-sectoral initial rapid assessment called MIRA

# Afghanistan Case Study

- The National Education Strategic Plan 2010-2014 includes actions related to education in emergencies, specifically:
  - ❑ The use of distance educational programmes (i.e. radio and TV)
  - ❑ The appointment of religious scholarly authorities in all provinces to encourage community protection of schools
  - ❑ Establishment of “protection and security units” in each province with a coordinator. Focuses on both conflict related emergencies or natural disasters
  - ❑ A database for the registration of security incidents in all educational institutions in the country

# Afghanistan Case Study

- The National Education Strategic Plan 2010-2014 includes actions related to education in emergencies, specifically:
  - ❑ Reinforcement of schools' and MoE provincial offices' perimeters (walls)
  - ❑ Mainstreaming cross-cutting issues such as human rights, gender equity, counternarcotics etc... in the curriculum
  - ❑ Use of safety criteria for school construction

# EXERCISE: Education Policy Gaps and Opportunities

## INEE Minimum Standards for Education Policy

- **Education Policy standard 1: Law and Policy formulation:** Education authorities prioritise continuity and recovery of quality education, including free and inclusive access to schooling.
- **Education Policy standard 2: Planning and Implementation:** Education activities take into account international and national policies, laws, standards and plans and the learning needs of affected populations.

# EXERCISE: Education Policy Gaps and Opportunities

1. Split up into small groups.
1. Use Handout: Education Policy checklist to reflect on:
  1. Are they meeting the standards in the checklist?
  2. If not, why?
  3. What actions could be taken to meet the standard(s)?  
Consider which decision makers you will need to target.
3. Group Presentation and Plenary discussion

# Module L:



# Strengthening Resilience:

*through support to psychosocial development*

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# Resilience

**re·sil·ience, *n.* 1. The ability to recover quickly from illness, change, or misfortune; buoyancy. 2. The property of a material that enables it to resume its original shape or position after being bent, stretched, or compressed; elasticity.**

---

# The Degree of Psychological Impact

The degree of impact depends on different factors:

1. **Manmade vs. natural** disaster
  2. **Duration** and **frequency** of stressful events
  3. **Intensity** and **severity** of stressful events
  4. Closeness of **relationship** with someone who is injured or dies, or with perpetrators of violence
  5. **Personal background** and history
  6. **Isolation** and **separation** from significant people or relationships
-

# Needs of Children and Adults



- ❑ A sense of belonging
  - ❑ A safe place to be
  - ❑ Relationship with peers
  - ❑ Personal attachments
  - ❑ Intellectual stimulation
  - ❑ Normal routine/daily life
  - ❑ Sense of control over one's life
  - ❑ Opportunity to express grief and other emotions
  - ❑ Opportunities for play and recreation
-

# IASC Guidelines on MHPSS Education Check List



- Promote safe learning environments
- Make formal and non-formal education more supportive and relevant
- Strengthen access to quality education for all
- Prepare and encourage educators to support learners' psychosocial well-being
- Strengthen the capacity of the education system to support learners experiencing psychosocial and mental difficulties.

# Play is the Work of Children

- Play allows children to relate to experiences and events going on around them and express these.
  - For children, play is a way of mastering both the cognitive and emotional aspects of what they have experienced; it also helps them work through negative experiences. Their participation in play with others can raise their spirits and occupy them in meaningful ways.
  - Adults can help children alter the pattern of play in a way that will give them some mastery of the situation. This may be done by joining in their play and modifying the sequence of events, helping the child, for example, give a different ending to the event or placing a child who otherwise may let others lead, be the leader in her/his play.
-

# Supporting Teachers in Difficult Times

Teachers should know that:

- Sadness, grief, and anger are normal reactions to an abnormal event.
  - Acknowledging your feelings may help recovery.
  - Focusing on your strengths and abilities will help you to heal.
  - Accepting help from community programs and resources is healthy.
  - We each have different needs and different ways of coping.
  - Like their students, teachers too will benefit from opportunities to communicate, normative routines, and support from family, peers and community.
-

# Supporting Teachers in Difficult Times

## Ideas for Support:

- Talk with someone caring.
- Take steps to promote your own physical and emotional healing by staying active in your daily life patterns or by adjusting them (healthy eating, rest, exercise, relaxation, prayer).
- Maintain a normal household and daily routine, limiting demanding responsibilities of yourself and your family.
- Participate in memorials, rituals, and use of symbols as a way to express feelings.
- Use existing supports provided by family, friends, and religious communities.

# Build on Available Resources and Capacities

- All **affected groups have assets or resources** that support mental health and psychosocial well-being.
  - Key principle, even in early stages of emergency, is **building local capacities, supporting self-help and strengthening available resources.**
  - **Externally driven and implemented programmes** often lead to **inappropriate mental health and psychosocial support** and frequently have **limited sustainability.**
  - Support **government and civil society capacities.**
-

# Possible Psychosocial Interventions

- Establish education structure where children **feel included**
  - Promote restoration of traditional practices of childcare
  - Provide dependable, interactive routine through school or other organised educational activity
  - Offer group and team activities (sports, drama) that encourage cooperation
  - Enhance child development by providing variety of educational experiences
  - Support the psychosocial needs of teachers so they are better able to care for their students (i.e. supportive networks)
  - Provide opportunities for social integration and unity
-

