

**Education in Emergencies**  
**Training Handbook**

**Bureau of Education Services**  
**Ministry of Education and Sports**  
**Montenegro**

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## Introduction

This facilitation handbook serves as a guide to planning the content and delivering an education in emergencies workshop in Montenegro. The materials referenced by the guide were created in 2010 through a project jointly sponsored by the Education Cluster Unit and the Inter-Agency Network for Education in Emergencies. This package was the result of a harmonisation process of the training guides and workshop materials from INEE, HEP and the Front Line Responders training produced by UNICEF and Save the Children. Recent tools and documents including the Education Cluster Joint Needs Assessment Tool and the Education Cluster Coordinators Handbook have also been referenced for the creation of these resources.

In November 2011, these materials were utilized in Montenegro to hold workshops with Ministry of Education and Sports personnel. This facilitation guide is an adaptation of the original harmonized training modules and contextualized to the Montenegro situation.

The original harmonized training modules may be accessed directly in the INEE toolkit, found at the following website reference:

<http://toolkit.ineesite.org/toolkit/Toolkit.php?PostID=1129>

The adapted modules for the Montenegro context include the following:

<b>Montenegro Modules:</b>	<b>Corresponds to Harmonized Training Module:</b>	<b>Title:</b>
MODULE A	Module 1	The Impact of Emergencies and the Rationale for Education in Emergencies
MODULE B	Module 2	A Framework for Education in Emergencies: the INEE Minimum Standards.
MODULE C	Module 13	The INEE Guidance Notes on Teaching and Learning
MODULE D	Module 3	Technical Components of Education in Emergencies
MODULE E	Module 4	Education in Emergencies Coordination
MODULE F	Module 12	Risk Reduction
MODULE G	Module 5	Action Planning
MODULE H	Module 9	Contingency Planning
MODULE I	Module 6	Assessments and Capacity Mapping
MODULE J	Module 7	Program Design, Planning and Monitoring
MODULE K	Module 11	Advocacy and Policy

MODULE L	This module was developed from presentations shared at previous CIS/CEE regional workshops on Education in Emergencies.	Provision of Psychosocial Support
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The following is a proposed tentative agenda to hold workshops using these materials over the course of 2 ½ days:

<b>2 ½ day Workshop Agenda</b>	
<b>DAY 1</b>	
<b>Approx. Time</b>	<b>Content</b>
30	Welcome, Introductions, Workshop Overview
90	Module A: The Rationale for Education in Emergencies and the Impact of Emergencies on Children and Education
15	Break (Tea/Coffee)
90	Module B: Framework for Education in Emergencies, INEE Minimum Standards for Education
	Lunch
90	Module C: Technical Components of Education in Emergencies
15	Break (Tea/Coffee)
90	Module D: Technical Components of Education in Emergencies
<b>DAY 2</b>	
90	Module F: Risk Reduction, including preparedness “the before”
15	Break (Tea/Coffee)
90	Module G: Action Planning
	Lunch
60	Module H: Contingency Planning
90 minutes	Module I: Assessment and Capacity Mapping
15 minutes	Break (Tea/Coffee)
90	Module J: Program Design, Planning and Monitoring
<b>DAY 3 (1/2 day)</b>	
60	Module K: Temporary Learning Spaces
15	Break (Tea/Coffee)
90	Module L: Psychosocial Support and Strategies
30	End of workshop, evaluation and final reflections
	Lunch

## MODULE A: The Impact of Emergencies and the Rationale for Education in Emergencies

### **Learning Objectives:**

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

### **Key Messages and Learning Points:**

- Three categories of emergency are distinguished: (a) natural disasters which include hurricanes, earthquakes, tsunamis, droughts, cyclones, epidemics, floods, landslides and volcanoes, (b) man-made disasters, including civil unrest, war, occupation, economic blockage, and (c) complex emergencies, which combine both natural and man-made emergencies. Emergencies can be either rapid onset events or occur more slowly over time.
- There is specific key terminology that is used in Emergency Preparedness and Disaster Risk Reduction (DRR).
- Emergencies affect education opportunities for learners differently, depending on the nature of the emergency, attitudes toward different members of society (such as girls, marginalised groups, children with disabilities etc.), and a community's own resources.
- Learners who have experienced conflict or natural disasters have a right to education and protection, and their communities prioritise schooling.
- Education can support well being, promote psychological recovery and social integration, in addition to development and growth.
- Education is an important tool in providing children and communities a sense of normalcy.
- Education can be life-sustaining and life-saving offering the protective functions of safe learning spaces and disseminating vital messages around health and safety.
- An Education in Emergencies response is based on education's role in affording protection and in meeting the developmental needs of children.
- There are key international legal instruments and conventions that can be utilised to promote and advocate for Education in Emergencies. It is important to realise which are the most relevant depending on the location and context of the emergency.
- The global advocacy goals of governments and agencies should promote education as a key component of emergency response.
- The INEE Minimum Standards is a framework for structuring the education preparedness, response and recovery programmes.

### **Facilitation Guide:**

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



### 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

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It is not only children who benefit from education in emergencies. Young adults and older people are also learners. The term "learners" is used to refer to all people—children, young adults, adults and older people who engage in various types of learning activities. Through the training we may often reference children but participants should keep in mind that children are only one group of learners.

What types of emergencies are represented in the 4 photos? (Responses may include earthquakes, drought, floods, cyclones, conflict, etc.) What types of emergencies has Montenegro experienced? How would you define an emergency?

## 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)."

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When reviewing this definition it may be helpful to point out:

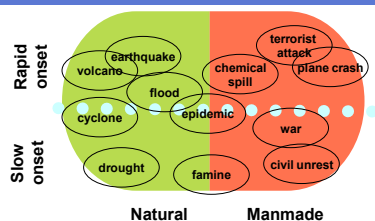
there are three commonly used categories of emergency: (a) **natural disasters** which include hurricanes, earthquakes, tsunamis, droughts, cyclones, epidemics, floods, landslides and volcanoes (b) **man-made disasters**, including civil unrest, war, occupation, economic blockage, and (c) **complex emergencies**, which may combine both natural and man-made emergencies.

## 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.

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## Types of Emergencies



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## 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

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There are a number of similarities between the various emergencies. Give examples of triggers (such as an earthquake, elections or drought). Invite the participants to suggest examples of disasters where there was little loss of life or impact and those where there was a much greater loss of life, (for example earthquakes in Japan compared to that in Haiti, War in Georgia compared to that in CAR)

Describe how people are affected depending on their social situation (poverty, housing, location)

## 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.

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Present the definitions of hazards and vulnerability and show how the risk is derived from these factors. Ensure that the key concepts are well understood by providing practical examples for each.

## 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:

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

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Draw the attention of the participants to each of the pictures on the slide and ask them to describe what sort of impact the pictures show.

### 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

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Divide the participants into groups for a small group exercise.

Ask each group to brainstorm a list of impacts that disasters and conflict can have on the education system, (encourage the participants to give real life examples). Tell them to spend 10 minutes brainstorming as many impacts as they can think of; they should not "judge" any of their answers at this point. At least one group member should write the complete list of impacts on a piece of paper.

After 10 minutes, ask the groups to analyse their lists. They should write each impact on a post-it note (one impact per note) according to the following colour scheme:

Impacts that apply only to conflicts on pink post-it notes  
 Impacts that apply only to natural disasters on green post-it notes  
 Impacts common to both natural disasters and conflicts on yellow post-it notes

### Plenary Exercise

Bring the groups back as a plenary with their flip chart of post-it notes. The next exercise will now arrange those into the Categories. (The INEE Minimum Standard's domains will be introduced in module 2 and will link to this session showing how the minimum standards framework can be used to ensure all impacts are addressed).

Each group should in turn offer up one impact and it should be placed into the appropriate category/categories (make additional copies of the post-it if an impact fits multiple categories). Continue until all the impacts have been


categorised.

Ask the plenary to consider how conflicts and natural disasters have the same impact on education systems and what the major differences are.

Sum up the activity by clarifying the major points illustrated by the groups. Point out that this exercise helps illustrate the types of impacts that need to be considered when preparing for and responding to disasters/emergencies and their possible effects on the education system.

Categorising the Impact			
Infrastructure & Materials	Effects on Learners	Effects on Ed Personnel	Other

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What is the Impact on Marginalised Groups?	
<b>In an emergency marginalisation often increases. Marginalised groups include:</b>	
<ul style="list-style-type: none"><li>▪ Children with disabilities</li><li>▪ Children living in rural areas</li><li>▪ Orphans</li><li>▪ Street children</li><li>▪ Ex-combatants</li><li>▪ Child labourers</li><li>▪ Ethnic minorities</li><li>▪ HIV/AIDS affected</li><li>▪ Can be gender based</li></ul>	
	

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Use the final slide to illustrate that certain individuals and groups can be more vulnerable to the effects of emergencies. Ask the participants to describe situations where marginalised groups are more vulnerable and which specific impact a disaster/emergency can have on them.

## Need for Education in Emergencies



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## 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"



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Education mitigates the psychosocial impact of conflict and disasters by giving a sense of normalcy, stability, structure and hope for the future.

Education can save lives by providing physical protection from the dangers and exploitation of a crisis environment.

Explain that historically, education was seen as part of longer-term development work rather than a necessary intervention in emergency response; humanitarian relief involved the provision of food, shelter, water and sanitation, and healthcare.

Tell participants that each of the slides you are about to show are of emergencies where education was not prioritised by all stakeholders as a first response. Ask them:

In each emergency, what are the unmet needs of children and youth when education is NOT prioritised?

What are the consequences of not providing education in emergencies?

### 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



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### 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

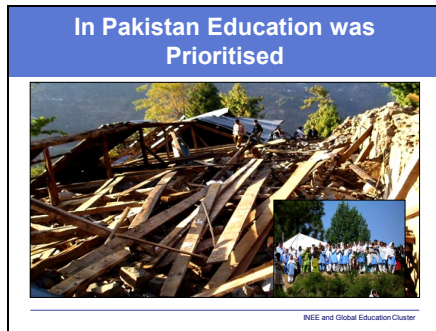


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### Consequences for Children

- 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.

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Show slides of the Pakistan earthquake. Tell participants that all stakeholders, including donors, aid agencies, communities and children prioritised education.

### 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

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### 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 \$\$\$

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Tell participants that they will be exploring five reasons why education should be prioritised in emergencies. These should have been brought out during the slide presentation but review them. Divide participants into groups. Assign one of the following topics related to rationale for education in emergencies to each group:

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 cognitive and affective child development
5. Education is lifesaving and life sustaining

Ask each group to develop an argument for their topic to be presented to donors to advocate for education as a first

**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**

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**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

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humanitarian response.

Encourage groups to **develop strong advocacy messages**

Have each group present its argument.

After the presentations, ask the participants:

*Which donors or other groups or individuals might need to be persuaded about the rationale for education in emergencies?*

*What next steps could you take in your country/organisation to promote an understanding of the importance of education in emergencies?*

*Education is a critical component of any humanitarian response to an emergency situation because education:*

- is a fundamental right of all children and in emergencies, children are often denied this right;
- is critical for healthy development of children can help children deal with the effects of crisis situations can help to create a sense of normalcy for children and communities is critical for the protection of children and youth by offering a safe environment;
- is an important means of promoting tolerance and conflict resolution is critical for economic recovery and social reconstruction can engender democratic participation and respect for rights is what children and parents often prioritise during emergencies is a platform for providing life saving knowledge and skills (e.g., cholera

prevention, landmine awareness) correlates to a reduction in maternal and child mortality can facilitate family reunification can identify and reach children with special needs can improve nutritional status of children;

- provides an opportunity to get out of school children and youth enrolled in education can support livelihoods and income generation activities.

## **MODULE B: Framework for Education in Emergencies: Interagency Network for Education in Emergencies (INEE), Minimum Standards**

### ***Learning Objectives:***

1. Understand what is the Inter-Agency Network for Education in Emergencies (INEE).
2. Understand the Domains and Standards of the INEE Minimum Standards for Education: Preparedness, Response, Recovery.
3. Understand how the Minimum Standards can be applied to ensure quality education during preparedness, response and recovery phases.

### ***Key Messages and Learning Points:***

- The key global advocacy goals of agencies and governments should be to establish education as a key component of their emergency responses.
- The purpose of the Inter-Agency Network for Education in Emergencies (INEE) is to serve as an open global network of members working together within a humanitarian and development framework to ensure all people the right to quality and safe education in emergencies and post-crisis recovery.
- INEE promotes the right to quality education in emergencies through to recovery and development.
- INEE is a resource for best practice tools, reports and research on education in emergencies through recovery.
- The INEE Minimum Standards Handbook articulates the minimum level of educational quality and access in emergencies through to recovery. The Standards can be used as a capacity-building and training tool for humanitarian agencies, governments and local populations to enhance the effectiveness and quality of their educational assistance. They help to enhance accountability and predictability among humanitarian actors and improve coordination among partners, including education authorities.
- The INEE Minimum Standards Handbook have five domains: 1) Foundational Standards (Participation, Coordination and Analysis), 2) Access and Learning Environment, 3) Teaching and Learning, 4) Teachers and other Education Personnel, 5) Education Policy. Each domain has standards, key actions and guidance notes.

### ***Facilitation Guide:***

## 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.

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### 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).

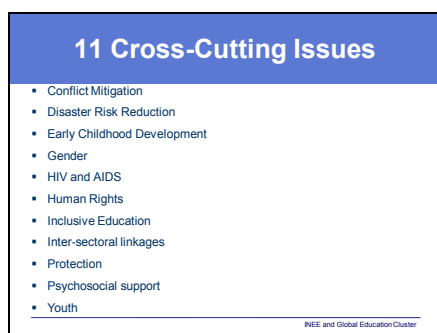
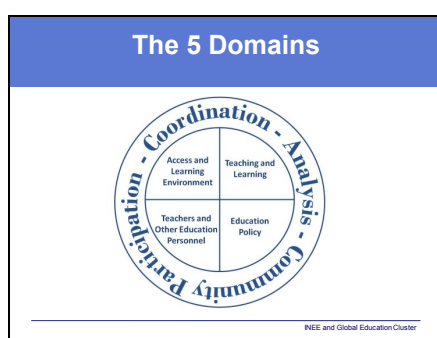
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Explain the following points about the development of the INEE Minimum Standards:

- The Inter-Agency Network for Education in Emergencies (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, Education for All (EFA) and the Sphere Project's Humanitarian Charter and Minimum Standards for Disaster Response. They represent 'universal goals for helping adults and children achieve the right to life with dignity'. They include that education is a basic right for all.
- The standards are an essential addition to the Sphere Standards, which outline the 'minimum standards in disaster relief. The Sphere Standards cover the sectors of water; sanitation and hygiene; food security, nutrition and food aid; shelter, settlement and non-food items;

and health services. They do not include education.

- Participants should refer to the INEE Minimum Standards Handbook, which can be found on the INEE website at [www.ineesite.org/minimumstandards](http://www.ineesite.org/minimumstandards)



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.


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Have the participants open their Handbook and look at the structure with **Standards, Key Actions** and **Guidance Notes**.

The **standards** are "*what you want to reach*". They are derived from the principle that populations affected by disaster or conflict have the right to life with dignity and to safe, quality and relevant education. Hence, they are qualitative in nature and are meant to be universal and applicable in any context.

Standards are followed by a series of key actions, which are suggested ways to achieve the standard. Some actions may not be applicable in all contexts; they should be adapted to the specific context. The practitioner can devise alternative actions so that the standard can be met. Finally, guidance notes cover specific points of good practice to consider when applying the minimum standards and adapting the key actions in different situations. They offer advice on priority issues and on tackling practical difficulties, while also providing background information and definitions.

It is helpful to review the manual and look at an example of how the handbook is organized. Review a standard, corresponding key action and the guidance notes connected to that key action, i.e. begin on page 22.



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.

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**Foundational Standards:** These standards should be applied across all domains to promote a holistic, quality response. These standards give particular attention to the need for good diagnosis at all stages of the project cycle, in order to better understand the context and apply more appropriately the standards in the domains that follow.

**Community participation** and the utilisation of local resources when applying the standards. This standard focuses on the engagement of communities to actively participate in the development of education response. All sections of the community should participate and the whole project cycle (analysis, planning, design, implementation, monitoring and evaluation) should be covered. In addition community resources should be identified and

mobilised.




### 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.

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**Coordination** mechanisms for education should be put in place and support stakeholders working to ensure access to and continuity of quality education. This includes links to government and NGO/UN agencies.




### 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.

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**Analysis** ensures that emergency education responses are based on an initial assessment that is followed by an appropriate response and continued monitoring and evaluation.



### 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.


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### 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.

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### 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.

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**Access and Learning Environment:** Standards in this domain focus on access to safe and relevant learning opportunities. They highlight critical linkages with other sectors such as health, water and sanitation, nutrition and shelter that help to enhance security, safety and physical, cognitive and psychological well-being.

**Teaching and Learning:** These standards focus on critical elements that promote effective teaching and learning, including curricula, training, professional development and support, instruction and learning processes, and assessment of learning outcomes. Refer to the INEE Guidance Notes on Teaching and Learning for in-depth good practice on this domain.

**Teachers and Other Education Personnel:** Standards in this domain cover administration and management of human resources in the field of education. This includes recruitment and selection, conditions of service, and supervision and support.



## 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.

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**Education Policy:**Standards in this domain focus on policy formulation and enactment, planning and implementation.

Summarise that these are general standards and benchmarks to strive to achieve, but they need to be contextualised to specific country contexts to be most useful. For guidance on how to do that, look at the case studies in the INEE toolkit ([www.ineesite.org/toolkit](http://www.ineesite.org/toolkit)) and on the INEE website: [www.ineesite.org/contextualisation](http://www.ineesite.org/contextualisation).

## Exercise

# Applying the INEE Minimum Standards to a Case Study

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## Exercise Directions

- 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
- Group Work Tasks:
  - Read the case study on Indonesia.
  - Identify which standards were used in the emergency education response in the assigned category
  - Identify which standards could have been used in the response.

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Please see handout on the Indonesia response.

## MODULE C: INEE Guidance Notes on Teaching and Learning

### **Learning Objectives:**

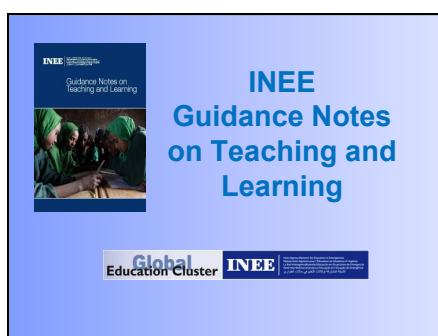
1. Understand how the Guidance Notes on Teaching and learning and Resource Pack serve as a complementary tool to the INEE Minimum Standards
2. Understand how the INEE Minimum Standards Teaching and Learning domain links to the following four standards: curricula, training (professional development and support), instruction (and learning processes), and assessment (of learning outcomes).
3. Understand how to navigate the tool for given scenarios and one's own working context.

### **Key Messages and Learning Points:**

- The INEE Teaching and Learning Guidance Notes were developed with the feedback, input and review of more than 300 individual technical experts at every level and capacity of education in emergencies. Additionally, the Guidance Notes were field tested through pilot workshops (Zimbabwe and the occupied Palestinian territory). The Guidance Notes were developed in order to provide a framework to identify and address critical teaching and learning issues within crisis affected communities. Building on the INEE Minimum Standards, the Teaching and Learning Guidance Notes articulate evidence-based good practice on critical issues related to curricula adaptation and development, instruction, teacher training and support, and the assessment of learning outcomes. Accompanying the Guidance Notes is a Resource Pack of vetted resources, including sample tools, teaching materials and case studies, which can be used to adapt the good practices within the Guidance Notes to one's specific context.
- The Teaching and Learning Initiative began in April 2009 at the INEE Global Consultation in Istanbul, Turkey. The process to develop the Guidance Notes began in July 2009. The development of the Teaching and Learning Guidance Notes involved 300 people in 8 regions through consultative workshops and online consultative processes. Two pilot workshops were conducted in Zimbabwe and the occupied Palestinian territory (oPt) prior to the finalization and launch of the Guidance Notes and Resource Pack in June 2010. The four sections in the Teaching and Learning Category are interlinked; one section cannot be considered without taking into account the needs, weaknesses and strengths of the other sections. However, in the planning process, there are certain steps that need to be ensured. The first step is ensuring a **Curriculum** that articulates the relevant knowledge, attitudes and skills learning outcomes that learners are expected to acquire by the end of the programme. **Assessment** is directly defined by and planned together with Curricula to make the learning

outcomes measurable and indicate changing needs. Central to the process of teaching and learning, is **Instruction, which** is planned according to the Curricula and Assessment and made possible through Training. It is within Instruction that three other sections converge and is the point where learning objectives are achieved. **Training** for teachers and educators are based on expected Curricular learning outcomes and their assessment as well as the particular needs of learners during Instruction. The Teaching and Learning process is cyclical with each section impacting and enabling the success of the others.

### Facilitation Guide:



Explain that the Guidance Notes are a tool that link to the INEE Minimum Standards domain on Teaching and Learning

**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**.

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It is helpful to emphasize that this tool provides a more detailed look at the INEE Minimum Standard domain of Teaching and Learning.

### 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

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### 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

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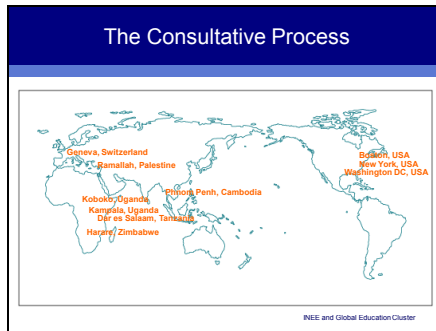
### What are the Guidance Notes on Teaching and Learning?

- A practical, professional tool.
- Provide examples of best practice.
- Provide guidance on processes through key questions that can be used to develop checklists to assist field practitioners in implementation.
- Expand on the notes provided in the INEE Minimum Standards Domain of Teaching and Learning.

Resources for each teaching and learning Standard are outlined in the Guidance Notes and can be accessed online at [ineesite.org/teachinglearning](http://ineesite.org/teachinglearning) or a CD-Rom can be requested by emailing [teachinglearning@ineesite.org](mailto:teachinglearning@ineesite.org).

### Details on use of the Guidance Notes on Teaching and Learning:

- Guide discussion, planning and design, implementation, monitoring and evaluation of teaching and learning programmes.
- Ensure teaching and learning education response plans are comprehensive, effective and inclusive by reviewing the relevant questions posed in the *Key Points to Consider* tables and corresponding *Notes*.
- Provide teachers and teacher trainers with practical tips to improve classroom practices through guidance in the brief *Teacher’s User Guide* to the Guidance Notes (Appendix 8, page 63).
- Access the accompanying vetted *Resource Pack on Teaching and Learning* including sample tools, teaching materials and case studies.
- Inform collaborative advocacy on issues related to teaching and learning.



This map shows the geographic locations where consultation took place in developing the current Guidance Notes on Teaching and Learning.

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

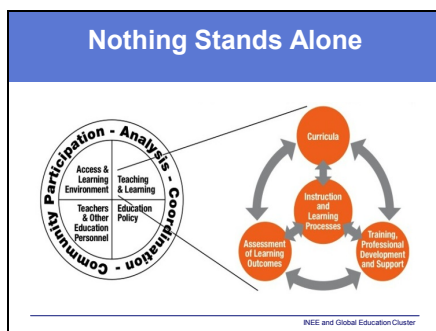
- INEE members asked for practical, in-depth guidance on the teaching and learning domain.
- >300 people developed the Guidance Notes on Teaching and Learning.

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More information: INEE web site at: [http://ineesite.org/post/teaching\\_and\\_learning\\_initiative/](http://ineesite.org/post/teaching_and_learning_initiative/)

The consultative process to develop the INEE Guidance Notes on Teaching and Learning began when INEE members who had used the INEE Minimum Standards voiced the need for more practical, in-depth guidance on the teaching and learning domain.

Over 300 individuals participated in virtual reviews as well as in-person consultations to develop the Guidance Notes.



Briefly remind participants that “Teaching and Learning” is one of the domains articulated in the INEE Minimum Standards. As such Teaching and Learning should be considered within the larger education system and response. There are four standards within the Teaching and Learning domain: Curricula; Training, Professional Development, and Support; Instruction and Learning Processes; and Assessment of Learning Outcomes. No one standard stands alone as indicated by the dual pointing arrows between the standards.

### 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

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These key thematic issues are important to keep in mind when assessing needs, implementing programmes, evaluating the impact of programmes, advocating for rights and informing policy. Each of the key thematic issues has been taken into account throughout the Guidance Notes and many are defined in the terminology section in Appendix 2. Additional information on these key thematic issues, as they relate to the teaching and learning process, can be found in the accompanying Resource Pack.

### Guidance Notes on Teaching & Learning

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This slide provides a snapshot of the Guidance Notes on Teaching & Learning Table of Contents.

### Each chapter looks at 5 areas:

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

```

graph TD
    Analysis --> Program_Design[Program Design]
    Program_Design --> Implementation
    Implementation --> Monitoring_Evaluation[Monitoring & Evaluation]
    Monitoring_Evaluation --> Additional_Resources[...followed by additional resources]
  
```

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This slide shows the progression of topics covered within each chapter of the Guidance Notes on Teaching and Learning.

## Guidance Notes on Teaching and Learning Resource Pack

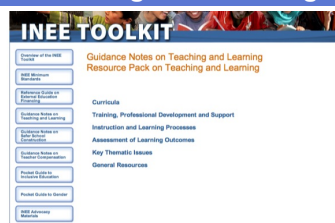
The INEE Resource Pack on Teaching and Learning is a compilation of vetted resources:

- sample tools
- teaching materials
- case studies

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The INEE Resource Pack on Teaching and Learning is a compilation of vetted resources, including sample tools, teaching materials and case studies, which provide more in-depth information to help adapt the good practices within the Guidance Notes on Teaching and Learning to one's specific context. The Resource Pack offers vetted materials on each of the four Teaching and Learning standards and the Key Thematic issues covered in the Guidance Notes. Click on the Standard or Key Thematic issues to access a list of downloadable resources.

## INEE Resource Pack on Teaching and Learning



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<http://toolkit.ineesite.org/toolkit/Toolkit.php?PostID=1085>

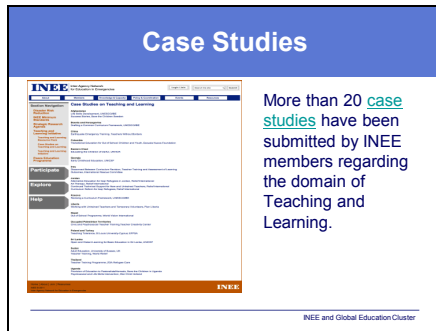
## Further Resources found in the appendix of the Guidance Notes:

- ✓ 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

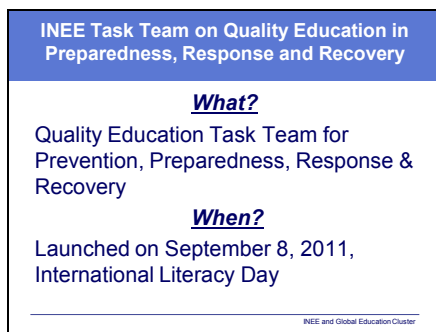
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Can be found in the appendix to the Guidance Notes on Teaching and Learning.

“The International Standard Classification of Education (ISCED) was designed by UNESCO in the early 1970’s to serve ‘as an instrument suitable for assembling, compiling and presenting statistics of education both within individual countries and internationally’. It was approved by the International Conference on Education (Geneva, 1975), and was subsequently endorsed by UNESCO’s General Conference when it adopted the Revised Recommendation concerning the International Standardization of Educational Statistics at its twentieth session (Paris, 1978).”  
[http://www.unesco.org/education/information/nfsunesco/doc/isced\\_1997.htm](http://www.unesco.org/education/information/nfsunesco/doc/isced_1997.htm)



[http://www.ineesite.org/index.php/post/know\\_case\\_studies\\_on\\_teaching\\_and\\_learning/](http://www.ineesite.org/index.php/post/know_case_studies_on_teaching_and_learning/)



### Task Team Goal and Objectives:

**Goal: To improve the quality of teaching and learning in situations of preparedness, response and recovery.**

#### Objectives:

Objective 1: Ensure the dissemination of INEE resources related to Quality Education for prevention, preparedness, response and recovery are accompanied by strategic training and capacity building opportunities.

Objective 2: Leverage policy and advocacy opportunities to raise awareness on evidence-based, good practice related to Quality Education for prevention, preparedness, response and recovery.

Objective 3: Link and encourage research on Quality Education for prevention, preparedness, response and recovery in order to gauge the usefulness, effectiveness and impact of Quality Education initiatives to ensure broader presence in the teaching and learning/quality education dialogue.

## Group Exercise

### Defining Quality Education for Prevention, Preparedness, Response & Recovery

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Participants are asked to work in groups.

## 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)

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Five groups of 5 or 6 people. Once terminology has been defined, call the groups back to discuss the definitions found in the Guidance Notes and Minimum Standards (Handout).

Given time, further discussion on the difference found in the two definitions might be useful. The facilitator may want to emphasize that the Guidance Notes definition seeks to expand on the definition provided in the INEE Minimum Standards.

## 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

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To join INEE please visit: [www.ineesite.org](http://www.ineesite.org)

For further information and/or to provide feedback please contact: [teachinglearning@ineesite.org](mailto:teachinglearning@ineesite.org)

This is an evolving document that will be revised to include new and appropriate research, insights and practices, thereby maintaining its relevancy and usefulness. To provide feedback on these Guidance Notes that will inform a future update please complete the *Feedback Form* in the back of the Guidance Notes or visit [ineesite.org/feedback](http://ineesite.org/feedback).

## MODULE D: Technical Components of Education in Emergencies

### ***Learning Objectives:***

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

### ***Key Messages and Learning Points:***

- The phases of emergency response include **1) preparedness, mitigation, prevention, 2) response, 3) early recovery, and 4) longer-term recovery.**
- These phases are on a continuum and can overlap with each other. The time frame for each phase can vary widely based on the type of emergency and the country context.
  - Even if a country is not in an emergency, key stakeholders should think about how to prepare for and prevent emergencies and mitigate their impacts.
- The key technical components of education in emergencies includes
  - Cluster/sector coordination mechanism
  - Education assessments
  - Education supplies and logistics
  - Temporary learning spaces
  - Psychosocial support and strategies
  - Emergency education curricula
  - Mobilisation and training of teachers and education personnel
  - Rehabilitation and construction of schools
  - Resumption of formal education
  - Monitoring and evaluation
  - Developing a contingency plan
  - Disaster Risk Reduction

### ***Facilitation Guide:***

## Technical Components of Education in Emergencies



Explain that participants have just examined the INEE Minimum Standards for Education, which provide a framework of standards for education in emergencies, or the benchmarks for a quality response. They will now look at the time elements of a response and the building blocks or components of an education sector response.

### Learning Objectives

At the end of this session, participants will:

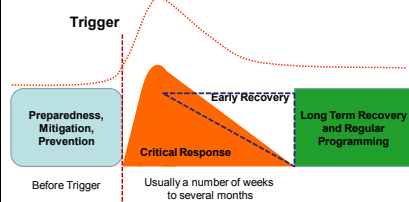
- Identify the phases of emergency education response.
- Understand the education interventions for all phases of an emergency including preparedness, response and recovery and how they can be linked.
- Understand the linkages between education interventions for all phases of an emergency and the INEE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

INEE/MS/EE

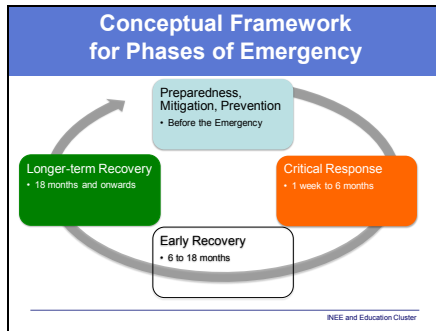
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### Conceptual Framework for Phases of Emergency

Adapted from IASC SWG on Preparedness and Contingency Planning



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These phases overlap, can be on-going simultaneously and can be thought of on a continuum.

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 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

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In addition to these frameworks provided, there are many other ways to think about emergency phases.

Another one presented uses the terms: immediate, sooner, later to distinguish the phases.

The timeframe for these phases can vary widely depending on the type of emergency and the country context. These phases can also occur simultaneously and overlap.

### 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.

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Many of the technical components of education in emergencies can be implemented within the various phases. Some activities should be started before an emergency occurs, but is often only implemented because of the emergency.

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

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Ideas for the Preparedness and Prevention phase:

- 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)
- Map out Who's Doing What Where (mapping agencies' capacities and resources)
- Lessons Learned workshop to review and learn from a previous education in emergency response
- Training and Capacity Strengthening for UN, INGOs, NGOs, MOE, teachers (ie. 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 budgeting as well.
- Support schools to conduct Disaster Risk Reduction activities such as school safety assessments and evacuation drills

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

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### 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

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### Ideas for 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). In most severe emergencies this may not be possible, but if the emergency is small and schools are still intact, it may be possible to quickly re-start formal education.
- Establish emergency child friendly spaces, in camps for displaced children, if appropriate.
- Develop psychosocial support programmes and strategies.
- Support the Ministry of Education 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.

### 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

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## 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

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## Technical Components of education in emergencies

### 1. Cluster/Sector Coordination Mechanism



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## Technical Components of education in emergencies

### 2. Assessment

- Multi-sectoral
- Rapid education assessment
- Ongoing assessment



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## Ideas for Early and Long Term Recovery:

- Support the Ministry of Education 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 Ministry of Education 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.

Establish an Education cluster at the national level and if possible at the local levels. Education clusters should have strong Ministry of Education representation, if not leadership. Often there already are existing coordination mechanisms so a new one may not need to be formed. Further, if the country is not in an emergency or has not had a large scale emergency, an official Education cluster does not need to be established, but it is important to always have a strong coordination mechanism.

Usually in the first 48 to 72 hours, a multi-sectoral initial rapid assessment is conducted. After 1-2 weeks, a more in-depth education assessment is conducted. Throughout the response and recovery phases, ongoing assessments should be conducted to review the interventions and make changes as needed. The Education Cluster has developed the Joint Education Needs Assessment (JENA) education assessment tool. It is recommended to contextualise this tool and use it rather than developing a new one.

## Technical Components of education in emergencies

### 3. Emergency Education Curricula



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Teaching and learning materials provided in literacy, numeracy, life skills, and other emergency areas to allow learning to continue and for children to gain new skills related to their new environments, including life saving skills to avoid threats such as disease, land mines, exploitation, etc.

## Technical Components of education in emergencies

### 4. Contingency Planning



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Contingency planning is a management tool to anticipate and solve problems that typically arise during humanitarian response. The process usually results in the development of a written plan. If the situation is that of chronic crises or there are regular emergency threats, the contingency plan should be updated regularly.

## Technical Components of education in emergencies

### 5. Education Supplies and Logistics



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To understand what supplies are available and the logistics of getting them to emergency sites. UNICEF has pre-prepared kits for school-going children and early childhood development.

## Technical Components of education in emergencies

### 6. Temporary Learning Spaces



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Re-start formal schooling in temporary spaces such as tents, under trees, in community buildings. Temporary learning spaces are one of the early interventions to ensure education is not disrupted

## Technical Components of education in emergencies

### 7. Psychosocial Support and Strategies



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Structured activities to allow children to engage in play, recreation, and creative activities to help them overcome the emotional impacts of the emergency.

## Technical Components of education in emergencies

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



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This ideally should start before the start of an emergency, but often occurs after an emergency comes.

## Technical Components of education in emergencies

### 9. Rehabilitation and Construction of Schools



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This usually begins in the early to longer-term recovery phases. Those interested in understanding this issue further can also look at the INEE Guidance Notes on Safer School Construction.

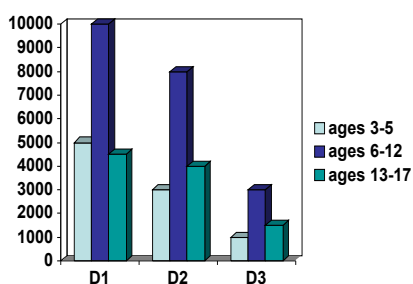
## Technical Components of education in emergencies

### 10. Resumption of Formal Education



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This often occurs a few months after the emergency has hit. However, if the emergency is small and there has not been much damage to schools, formal education could re-start in a matter of days or weeks.



**Monitoring** is an on-going process that measures progress toward attaining the stated objectives of education programmes. It allows education programme staff to make changes during the programme or project cycle to ensure they stay on the right track for achieving their goals and objectives.

**Evaluation** is usually conducted at the middle of or end of a programme or project cycle to measure the impact of the education programme. Evaluations can also address whether activities were relevant in terms of stated priorities, policies and legal instruments and whether programmes were implemented in an efficient manner.

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

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EXERCISE: Technical Components

**DIRECTIONS**

- Split the participants into 3 groups
  - Group 1: Natural disaster
  - Group 2: Conflict
  - Group 3: Complex emergency (Natural disaster and Conflict)
- 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).
- Gallery Walk (**20 minutes**)

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EXERCISE: Technical Components

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

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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.

## MODULE E: Education in Emergencies Coordination

### ***Learning Objectives:***

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

### ***Key Messages and Learning Points:***

- Coordination mechanisms require clear communication, information sharing, clear definition of roles and responsibilities, and strong leadership.
- In a crisis, coordination and lines of communication can become complicated and confused.
- Education sector coordination must include Ministries of Education, UN agencies, International/National NGOs and other stakeholders.
- Coordination requires meaningful engagement with other sectors, affected communities and national NGOs; however there will be barriers and challenges to achieving this dialogue.
- INEE Minimum standards covering participation and coordination can be utilised to understand the complexity of issues involved and achieve better results.
- The cluster approach was developed by the international humanitarian community to improve coordination of disaster response across a number of sectors (including education).

### ***Facilitation Guide:***

## Education in Emergencies Coordination



### 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.

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### 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.

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Reflect on coordination in Montenegro.

*What is the role of these existing coordination bodies during or after emergencies?*

*What would be required for these coordination bodies to be effective during emergencies?*

*How many of you work within an education coordination mechanism for an emergency or other interagency initiative? Is it an on-going(permanent) or purpose-built structure?*

Ask participants to think about their experiences in general, and in coordination of education in emergencies in particular, if they have had any. Ask them to think about their **positive** and **negative** experiences, their **successes** and **challenges**.

Divide participants into groups of 5-6. Assign the groups to one area of the room with a flip chart. Ask groups to make a drawing that shows their experiences in coordination. They should not be concerned with artistic ability. They should use drawing to communicate their experiences. They can use humour, captions, diagrams, flow charts, and any other graphic presentation that gets across their message of the positive and negative feelings, experiences, and processes of coordination.

Call time after 10 **minutes**. Conduct a gallery walk where participants visit each drawing. Ask groups to select one person to stay with the drawing to explain it to others.

Benefits	Challenges
<ul style="list-style-type: none"> <li>• Joint planning and strategy</li> <li>• Avoids overlap, duplication of efforts and activities</li> <li>• Maximises resources</li> <li>• Division of responsibility and geographic coverage</li> <li>• Strengthens advocacy and mobilisation of resources</li> <li>• Strengthens support for government</li> <li>• Can lead to standardisation of approaches, tools, and implementation</li> <li>• Greater community participation</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of clear definitions of roles and responsibilities</li> <li>• Lack of leadership skills</li> <li>• Weak meeting &amp; planning</li> <li>• Lack of joint objectives</li> <li>• No communication and information strategies in data and information management</li> <li>• Duplication of effort</li> <li>• Personality clashes</li> <li>• Competing agency agendas, mandates or strategies</li> <li>• Too process-orientated</li> <li>• Resource constraints</li> <li>• Lack of accountability</li> </ul>

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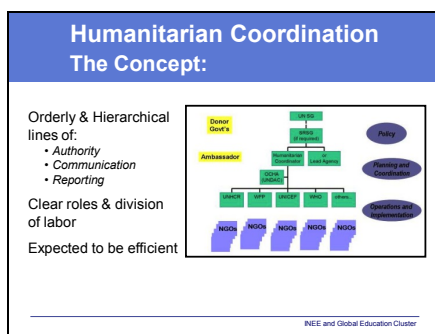
### ***Key benefits of coordination:***

- Allows partners to contribute on the basis of their strengths and comparative advantages
- Provides an opportunity to strategise and plan together
- Avoids overlap, duplication of efforts and activities
- Maximises use of resources
- Allows partners to divide areas of responsibility and geographic coverage
- Can strengthen advocacy and mobilisation of resources
- Strengthens support for government
- Can lead to standardisation of approaches, tools, and implementation
- Can lead to mutual learning and improvement of skills, strategies, and program implementation
- Can be more cost effective
- Can encourage greater community participation
- Provides an opportunity for improved preparedness
- Strengthens skills in leadership, facilitation and planning
- Can lead to identification of gaps and ensures they are met
- Can facilitate greater inter-sector coordination

### ***Key challenges to coordination:***

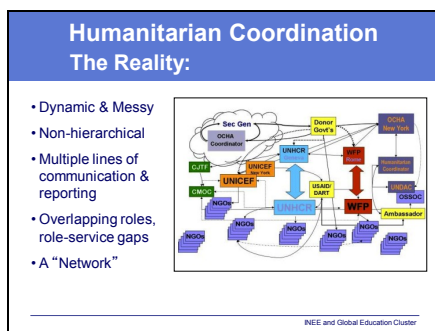
- Lack of clear definitions of roles and responsibilities, conflicts about roles and responsibilities
- Lack of leaders and leadership skills, personality clashes
- Weak meeting management and planning skills
- Inability to establish joint objectives and strategies
- Failure to establish communication and information strategies in data and information management
- Communication barriers - Communications often sent by email and online exclude those without easy access to internet and computers. Language can prevent local NGOs from actively participating. Duplication of effort and coverage of geographic locations Meetings often happen at capital level while response is focused on sub-national/local level
- Competing agency agendas, mandates or strategies. Failure of some agencies to fulfil their responsibilities.
- Time constraints for meetings and coordination of responses

- Insufficient resources, both human and financial
- Inability or lack of capacity to involve community members and organisations in planning and implementation
- Lack of accountability
- Too process-oriented



Tell participants that the next session will cover the IASC Cluster Approach and outline the objectives and role of the education cluster at the global and country levels. Effective coordination is the key responsibility of a cluster. Other tasks will be explored in the following slide presentation.

Slide 1 shows that Humanitarian response was expected to be well coordinated with clear lines of coordination and responsibility. However Slide 2 shows the reality in field.



In 2004 it was realised that over the previous few years: *"The international response to humanitarian emergencies has demonstrated that the present system does not always meet the basic needs of affected populations in a timely and predictable manner. While the response varies from crisis to crisis, existing capacity levels are often insufficient to adequately meet key emergency needs in major crises"*.

## 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

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In July 2005, the IASC embarked on major reform process to improve the predictability, timeliness, and effectiveness of response to humanitarian crises.

The outcome was the adoption of the cluster approach which is the primary mechanism for inter-agency coordination of humanitarian assistance involving key UN and non-UN humanitarian partners.

Education was not initially one of the official sectors recognised in the cluster approach. However the IASC formally established a global cluster for education in 2006.

Some countries which have been affected by emergencies have established an official education cluster recognised by the IASC in response to emergencies, while other countries have established other sector coordination mechanisms in the aftermath of conflict or disasters. Most countries have sector coordination mechanisms in place even when they have not experienced conflict or disaster. It is important to build on these sector groups when establishing education cluster or emergency education coordination mechanisms.

## 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**

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The IASC's Humanitarian Reform Agenda sets out four inter-related strategies:

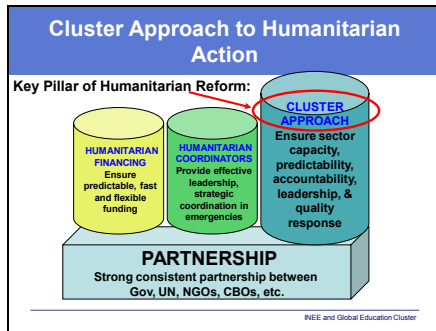
Enhanced leadership, accountability and predictability of emergency response in key sectors

Adequate, timely and flexible humanitarian financing (CERF);

Improved humanitarian co-ordination

More effective partnerships between UN and non-UN humanitarian actors

There are a number of different clusters; each has a globally assigned lead agency that will also usually be (but not necessarily, as it depends on agency presence and capacity) the lead agency at country level.



### 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

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### Global Level Clusters

Global level	Global cluster leads
<ul style="list-style-type: none"> <li>Strengthen system-wide preparedness and technical capacity to respond to emergencies by designating <b>global cluster leads</b> accountable for ensuring predictable and effective inter-agency responses within sectors</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>

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**Global level** clusters 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

UNICEF and Save the children have agreed to take on the joint lead for the global Education Cluster. An Education Cluster Unit supporting global partnerships and coordination, as well as providing targeted field support, is based in Geneva, Switzerland

Country Level Responsibilities	
<b>Country Level</b> <ul style="list-style-type: none"> <li>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.</li> </ul>	<b>TOR for Cluster Leads</b> <ul style="list-style-type: none"> <li>Key partners</li> <li>Coordination</li> <li>Planning &amp; strategy</li> <li>Information management</li> <li>Standards</li> <li>Monitoring &amp; reporting</li> <li>Advocacy &amp; resource mobilization</li> <li>Training &amp; capacity building</li> <li>Provider of last resort</li> </ul>

Country level clusters ensure 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

At country level the cluster lead role may be performed jointly or singly depending on the context and capacity in country. Occasionally other agencies have acted as Education Cluster lead/co-lead in certain countries.

The Education Cluster plays a key role in ensuring coordination with other sectors such as health and protection.

The Terms of Reference for Education Cluster leads include:

- Identification of key partners
- Coordination of programme implementation
- Planning and strategy development
- Information management
- Application of standards
- Monitoring and reporting
- Advocacy and resource mobilisation
- Training and capacity building of national authorities and civil society
- Acting as provider of last resort

Examples of Where Education Clusters Have Been Established	
<ul style="list-style-type: none"> <li>Pakistan</li> <li>Madagascar</li> <li>Lebanon</li> <li>Mozambique</li> <li>Myanmar</li> <li>Kenya</li> <li>Ethiopia</li> <li>Somalia</li> <li>Uganda</li> <li>Gaza</li> <li>Haiti</li> <li>Burundi</li> <li>Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>Earthquake response</li> <li>Cyclone response</li> <li>Middle east conflict</li> <li>Flood and cyclone</li> <li>Cyclone response</li> <li>Conflict</li> <li>Drought</li> <li>Complex emergency</li> <li>Conflict / complex emergency</li> <li>OPT/Israel conflict</li> <li>Earthquake</li> <li>Flood and general preparedness</li> <li>Socio-political crisis</li> </ul>

## 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

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The Education Cluster is also responsible for **supporting** the Ministry of Education in leading the emergency response, and improving partnerships among all education stakeholders, facilitating information sharing, joint programming and shared technical expertise.

This includes strengthening capacity at national and local level and should wherever possible build on existing MOE structures and take into account long term capacity for disaster preparedness and response.

## 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?*

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## MODULE F: Risk Reduction

### **Learning Objectives:**

1. Understand what is meant by Risk Reduction, Emergency Preparedness, and Contingency Planning and their place in the broader picture of sustainable development.
2. Understand priority actions identified under Hyogo Framework for Action with a focus on education related measures.
3. Identify risk reduction and preparedness activities that will reduce vulnerability, mitigate the impact of emergencies and support efforts to prevent conflict and civil unrest.
4. Create contingency plans based on likely emergencies.

### **Key Messages and Learning Points:**

- Preparedness actions coordinated and completed prior to an emergency are essential in order to enhance the effectiveness of the response.
- Risk Reduction interventions are cost effective, greatly reducing the cost of an emergency response, they also save lives.
- Contingency planning identifies vulnerabilities and likely emergencies in a geographic location and requires that the education sector prepare to respond based on capacities of agencies and impact of the likely emergency.
- Emergency preparedness involves everyone at all levels.
- Education can play a role in increasing awareness to likely hazards and the development of basic skills to reduce the impact of hazards.
- Education can play a role in promoting peace, non-violent conflict resolution and understanding in conflict affected situations.
- The INEE Minimum Standards can be used for emergency preparedness and contingency planning.

### **Facilitation Guide:**

*This module covers a number of topics around Risk Reduction (both for disasters and in conflict situations), including emergency preparedness and contingency planning. It should be contextualised for the audience. There is often a division between disasters (covered by the Hyogo framework) and crisis caused by conflict; and also between contingency planning/response and prevention/mitigation. This module looks at the whole of risk reduction, although the emphasis is on preparedness activities as this is where the mandate of humanitarian response mostly falls.*

## Risk Reduction including Emergency Preparedness “The Before”



### 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

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### 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

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## 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.

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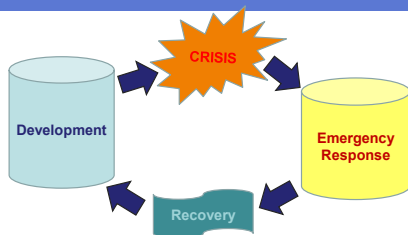
## The Big Picture



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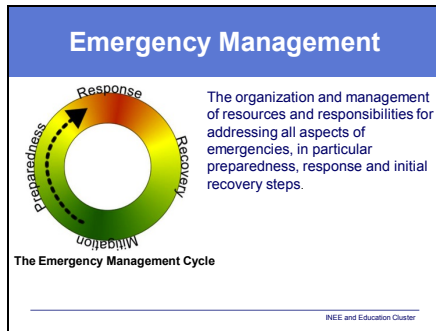
Display the **Big Picture** slide and explain to the participants that the next section will look at how the approach to **Emergency Preparedness** and **Risk Reduction** has changed and been integrated into a wider development framework. With issues such as climate change and initiatives like the Hyogo Framework there is now more focus on linkages between development and humanitarian response.

## The Old Model

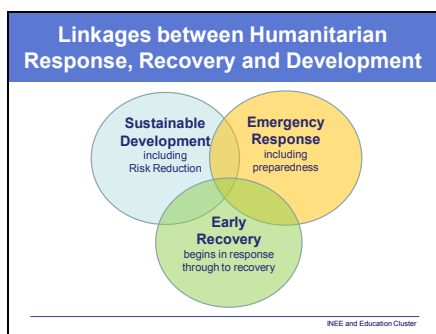


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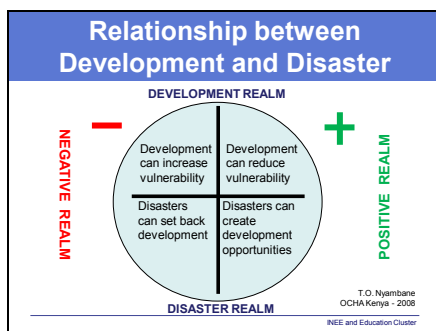
In the **old model** development and emergency response were effectively in silos. Emergency response happened in the event of a crisis, this was followed by a period of recovery and then the resumption of development. Each area tended to focus on its own specialization.



With the wider adoption of the **Emergency Management Cycle**, humanitarian response was viewed as being part of a continuous process that included prevention, mitigation and preparedness.



It was realised that significant input before an emergency in preparedness and risk reduction activities would both reduce the impact of emergencies and ensure a better and more effective response. This is allied to an increased understanding of the role of early recovery in emergency response (focused on speeding up and smoothing the transition from humanitarian assistance back to development) were now part of an integrated strategy to tackle crises and emergencies.



In general one of the aims of development is to reduce vulnerability; however it can have the opposite effect with activities such as intensive farming and environmental degradation putting communities more at risk. Disasters and crises can have an enormously negative impact on development programmes; however they can also be an opportunity for effecting change.

## 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

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## 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.

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## Key Concepts and Scope



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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 Millennium Development Goals (MDGs) and this challenge is likely to be exacerbated as the impacts of climate change are increasingly felt. The solution to this challenge is to make a concerted effort towards integrating disaster risk reduction (DRR) interventions into development planning and programming in countries at risk. An important step towards this is for the United Nations Country Teams (UNCTs) to integrate disaster risk reduction (DRR) as part of the Common Country Assessment (CCA) and United Nations Development Assistance Framework (UNDAF).

**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.

**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.

Hazards arise from a variety of geological, meteorological, hydrological, oceanic, biological, and technological sources, sometimes acting in combination. In technical settings, hazards are described quantitatively by the likely frequency of occurrence of different intensities for different areas, as determined from historical data or scientific analysis.

Disaster Risk Reduction under the Hyogo Framework does not include conflict, but risk reduction principles can also be applied to contexts involving conflict and civil unrest.

**Vulnerability:** The characteristics and circumstances of a community, system or asset that make it susceptible to the damaging effects of a hazard.

There are many aspects of vulnerability, arising from various physical, social, economic, and environmental factors. Examples may include poor design and construction of buildings, inadequate protection of

assets, lack of public information and awareness, limited official recognition of risks and preparedness measures, and disregard for wise environmental management. Vulnerability varies significantly within a community and over time. This definition identifies vulnerability as a characteristic of the element of interest (community, system or asset) which is independent of its exposure. However, in common use the word is often used more broadly to include the element's exposure.

**Risk:** The combination of the probability of an event and its negative consequences.

The word "risk" has two distinctive connotations: in popular usage the emphasis is usually placed on the concept of chance or possibility, such as in "the risk of an accident"; whereas in technical settings the emphasis is usually placed on the consequences, in terms of "potential losses" for some particular cause, place and period. It can be noted that people do not necessarily share the same perceptions of the significance and underlying causes of different risks.

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

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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

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The relationship between **vulnerability** and the likelihood and severity of **hazards** is often represented using an equation. It is clear that the **worse** the **hazard** the **more risk**, likewise the **more vulnerable** a community is also **increases** 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

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Prevention/Mitigation

**Prevention/Mitigation Examples:**

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

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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

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**Prevention and Mitigation:** involves measures designed either to prevent hazards from creating risks or to lessen the distribution, intensity or severity of hazards. These measures include flood mitigation works and appropriate land-use planning. They also include vulnerability reduction measures such as awareness raising, improving community health security, and relocation or protection of vulnerable populations or structures.

**Emergency Preparedness:** This is a 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 and bring about an orderly transition from relief through recovery, and back to sustained development. It requires that emergency plans be developed, personnel at all levels and in all sectors be trained, and that communities at risk are educated in reduction. All these measures be monitored and evaluated regularly.

Contingency planning for likely crises is a key part of emergency preparedness.

### 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.

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### 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



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### 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.

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Run through the activities listed below and ask for other 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.
- Risk Reduction and Preparedness activities include everyone. Child led DRR activities have been successful in identifying vulnerabilities and raising public awareness.
- Capacities at all levels (for education - school, community, agency, ministry both district and central) needs to be increased to ensure effective emergency response.
- Preparedness and response plans should be integrated with longer term development planning to support a fast and orderly transition back to recovery.
- Development of early warning systems and access to information (such as weather reports).
- Preparedness measures based on sound analysis of disaster risks and impact.

## 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

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## 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)



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## 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

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Activity: Divide the participants into 6 groups. Give each group one of the key points listed to consider. Ask the groups what needs to be done at the National, District, Community and School level to ensure these measures are effective:

- 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.

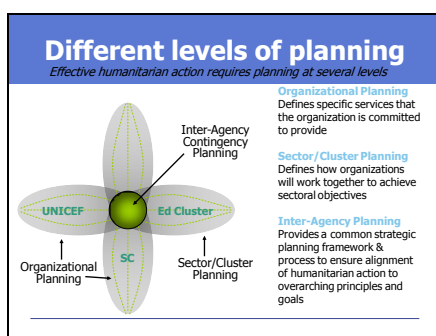
Preparedness action is carried out within the context of **risk management** and aims to build the capacities needed to efficiently manage all types of emergencies and achieve orderly transitions from response through to sustained recovery.

Preparedness is based on a **sound analysis** of **disaster risks** and good linkages with early warning systems, and includes such activities as contingency planning, stockpiling of equipment and supplies, the development of arrangements for coordination, evacuation and public information, and associated training and field exercises. These must be supported by formal institutional, legal and budgetary capacities.

Two broad approaches guide when to plan for an emergency:

**General preparedness** planning aims to establish a standing capacity to respond to a range of different situations that may affect a country or region by putting in place a broad set of preparedness measures. General preparedness planning is a continuing activity which all Humanitarian Country Teams are expected to undertake and maintain. These plans and systems should be assessed and reviewed regularly.

**Contingency planning** is undertaken specifically for an emerging or anticipated crisis. This may be a new situation or a potential deterioration in an existing situation to which the international humanitarian community must respond. Early warning is an



important tool to help determine when to engage in a more detailed contingency planning process. Humanitarian agencies/organizations are encouraged to establish or create linkages between existing early warning systems and their contingency planning processes.

While these two approaches share many of the same planning elements, the primary difference between them is in the level of specificity - with the former outlining preparedness actions to respond to a range of threats and the latter focusing on the preparedness and response capacities required for a specific situation.

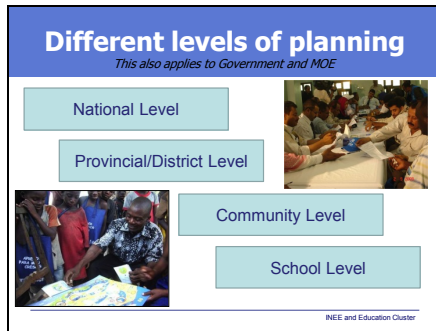
A holistic approach to disaster preparedness will involve many agencies and organisations across many different sectors.

Additionally planning must take place at a number of different levels from central planning at national level down through to preparedness planning in the home and at school.

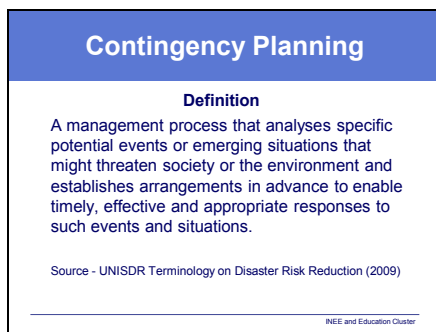
Individual agencies will develop their own preparedness and contingency plans. Within the cluster system or as part of a national preparedness initiative these agency plans will form part of a sector wide preparedness plan in partnership with the relevant local authorities such as the MOE.

The education sector plan will then form part a complete multi-sector preparedness plan.

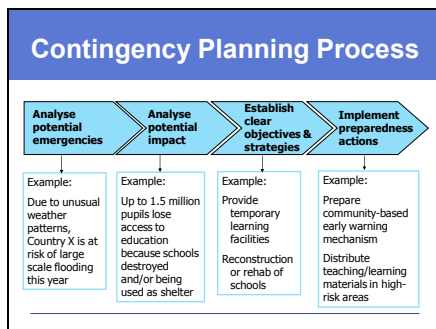
Links between the agencies and sectors need to be made to ensure consistency of approach in areas such as health and hygiene messaging, early warning and evacuation plans. Schools and the education system can act as a key conduit to providing this information



Within the **education sector** it is important to address preparedness at all levels. Support from the national level includes policy changes and guidance, down to provincial and district level capacity building of key personnel and culminates in the support of communities and schools in taking preparedness measures.



Explain that Contingency Planning deals with expected disasters and emergencies and examines ways to ensure a rapid and effective response to these events, lessening the negative impact on those affected. It involves preparedness planning for most likely emergencies, based on vulnerability and risk analyses



## 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

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## 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

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## 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

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### Three Scenarios

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

Worst-case scenario	Most likely scenario	Best-case scenario
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

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### 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

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### Exercise: Developing a Contingency Plan


- Use the **sample contingency plans** provided as guides (Mozambique, ...)
- Select and consider one hazard, outline the best, worst and most likely scenario's for the coming year.
- 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?

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Have each group identify a hazard or possible emergency (e.g. flooding/civil unrest) to consider. They must then develop the 3 possible scenarios for the coming year (best case, worst case, most likely) and start looking at preparedness measures. The groups should concentrate on the most likely scenario.

### 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



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### 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

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### 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



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Contingency Planning: an on-going process led by key stakeholders to reflect upon and prepare for various emergency scenarios. A Contingency plan is often led by technical clusters and should include the active participation and leadership of the appropriate government ministry. One of the key outputs of the contingency planning process is the development of a contingency planning document, which should be reviewed and updated regularly, at least annually. The plan itself serves as a record of agreements reached during the contingency planning process, and can be used as a basis for managing follow-up actions and communicating results to others.

Explain that according to a variety of sources including the 2007 UNDP Human Development report investment of one dollar in DRR can prevent losses of seven dollars.

Explain that DRR involves a variety of activities aimed at reducing the impact of disasters

One focus is on minimising the vulnerability of communities and this reducing the impact of disasters.

*Ask the participants what they think vulnerability means and to give examples.*

Examples may include:

- Dependence on one crop or livelihood (such as fishing)
- Poor quality or location of housing.
- Lack of information about the risks of emergencies or knowledge of what to do when disaster strikes.
- Lack of power, voice or access to services.
- Poverty can increase the longer term impact of disasters on communities, where recovery will take longer and be more difficult for those who do not have the money to rebuild assets, livelihoods and homes.

## 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

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In **January 2005** a **World Conference on Disaster Risk Reduction** was held in **Hyogo, Japan**. The conference provided a unique opportunity to promote a strategic and systematic approach to reducing vulnerabilities and risks to hazards. It underscored the need for, and identified ways of, building the resilience of nations and communities to disasters.

The outcome of this meeting became known as the **Hyogo Framework for Action**. The framework outlined five key goals and priority actions.

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

Reiterate that knowledge and education are a key part of the priority actions identified by the Hyogo framework and thus the education sector plays a central role in the promotion of DRR

**Sustainable Development** is a pattern of resource use that aims to meet human needs while preserving the environment so that these needs can be met not only in the present, but also for generations to come. Avoiding deforestation, desertification, over fishing, or removal of natural defences (such as mangrove swamps) all tie in with the ideals of sustainable development. Disaster Risk Reduction activities support development but in a way that does not increase vulnerability and risk.

## 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.

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- **Disaster risk reduction in education** is a systematic approach to incorporating the analysis of disaster risks and disaster risk reduction measures in education sector development planning.
- Disaster risk reduction 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

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- Disaster risk reduction 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
- Disaster risk reduction helps to minimise underlying factors of vulnerability, prevent disasters and improve disaster preparedness.
- DRR is the combination of actions, processes and attitudes to achieve resilience.

*Ask the participants what the difference is between prevention and mitigation and to give examples from the education sector:*

Prevention: Activities undertaken to avert disasters, e.g: carefully locate and build hazard-resistant schools; change attitudes and behaviour through raising risk-awareness and the benefits of environmental protection. An inclusive, good quality education in itself can reduce risks of disasters (and conflicts).

Mitigation: Measures undertaken to minimise the adverse impact of potential natural and man-made hazards, e.g: retrofit schools according to multi-hazards resistance standards; educate learners, teachers, education personnel and community members on hazards and risk reduction; promote inclusive education and participation; establish a child protection network ahead of the typhoon/flood season.

## DRR in Education



Teachers and pupils in an evacuation drill

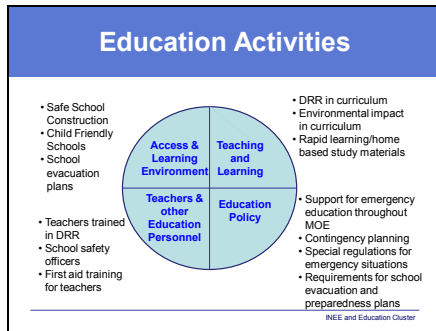


Children from the Mopeia Child Parliament (Mozambique) learn about flood risk reduction and preparedness using a board game - 2007

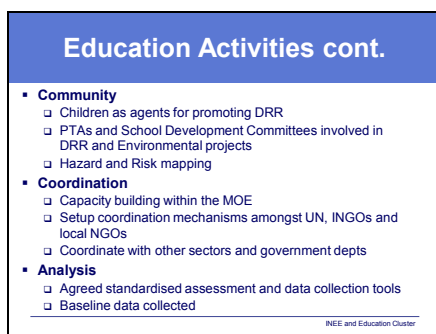
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*Ask the participants to give examples of strengthening communities resilience and capacity:*

- Resilience can include having a variety of crops and livelihoods which can reduce the impact of disasters. Social safety nets to help those affected recover quicker also make communities more resilient.
- For education this can include: a functional early warning communication mechanism; evacuation drills; skills in fire suppression, first aid and light search and rescue; stockpiling of food, water and educational supplies ahead of the drought/hurricane season; safe keeping of records, teachers' guides and curriculum materials; a national emergency preparedness and response plan; a provincial contingency plan and a school safety/preparedness plan.



- The following two slides use the INEE Minimum Standards Framework to outline a number of possible interventions. As you cover each area ask the participants if they can suggest additional activities.



### Access and Learning Environment

- Safe School Construction, earthquake/cyclone resistant.
- School evacuation plans and routes
- Schools closer to communities and further from risks such as flooding/tsunami

### Teaching and Learning

- DRR in curriculum
- Environmental impact in curriculum
- Rapid learning/home based study materials available

### Teachers and other Education Personnel

- DRR as part of teacher training curriculum
- Appointment of school safety officers/emergency focal points
- Teachers trained in first aid
- Capacity building for MOE provincial and district staff

### Education Policy

- Support for emergency education throughout MOE, including focal points and funding.
- Appropriate policies to deal with emergency situations such as schools admission for displaced children, relaxing of enrolment criteria (e.g. birth certificate), etc.
- Regulations for school building, preparedness and evacuation planning

### Community

- Children as agents for changing in promoting and undertaking DRR.
- Parent/Teacher Associations and School Development Committees involved in DRR and environmental activities
- Hazard and risk mapping at community and

household level

### Coordination

- 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, run emergency simulations for education sector
- Capacity building within MOE at all levels
- Establish coordination mechanisms with other sectors/Government dept's

### 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



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



3. For the Education Sector at national level



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**Group 1: Teachers, children and communities.**  
What DRR activities can take place at **school level**?  
What needs to be done to support these activities?  
Who needs to support this process? How will the communities be involved

**Group 2:** What DRR activities can be implemented in **disaster prone districts**? How will the districts link down to the schools and up to national level? Who needs to be involved?

**Group 3:** What DRR activities need to take place at **national level** within the MOE, education sector and government? How will this process proceed? Who are the responsible parties?

### 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

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To meet the goals of EFA a way must be found to provide access to education for large numbers of children affected by conflict.

### 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



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Each group is going to brainstorm the challenges that conflict and civil disorder pose to education. Assign each group one of the four domains, the remaining group will consider the foundational standards. Give each group **10 minutes** to list the challenges on a piece of flipchart. This is a brainstorming exercise, so solutions are not being considered at this point, but the group should be able to explain the reasons behind each challenge given. After 10 minutes bring the groups back to plenary and let them present the challenges they have come up with. Use the following slides to supplement the challenges.

### 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).

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## 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

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## 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

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Good preparedness measures can provide for education access during and after armed conflict. In Palestine distance learning materials were created and teachers/MOE staff trained so children could continue study at home during conflict. Providing education closer to communities in volatile situations is another solution.

Peace education, incorporating conflict resolution and breaking down stereotypes and animosity can also prevent conflict. In Kenya children from different tribal groups were brought together for 'peace building and common understanding' events following the 2008 election violence. The hope is that by building relations between groups, learning peaceful conflict resolution techniques and breaking down prejudices future conflict can be averted.

While the fact that war causes conflict may be obvious there is mounting evidence that poverty itself can increase the likelihood of civil war, creating what has been termed a 'conflict trap'. Education is often prioritised by communities affected by conflict and can be seen as a 'peace dividend'.

Operational Considerations

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

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To work in conflict zones and volatile environments NGOs, UN Agencies and Government Staff need to deal with a number of operational challenges.

**Staff Security.** Regular security briefings, evacuation and plans, clearly laid out policy and procedures are all necessary when working in a volatile environment. The basis of any programme work is ensuring the safety and security of staff.

**Access.** How will access to beneficiaries be affected by the emergency? Planning for alternative access routes, liaison with the military, good relations with local military leader are all important to ensuring that organisations have access to carry out programme work. In eastern Sri Lanka only agencies that had built a strong relationship with the local military were given access to the beneficiaries in the resettlement areas.

**Logistics:** In conflict and civil unrest aid vehicles can be targeted. It may be difficult to get supplies into certain areas. Stock piles, appropriate transport vehicles, letters and agreements of permission to transport and supply certain goods, if secured before the outbreak of an emergency can greatly speed up the response.

**Communications:** Getting information in a rapidly changing/deteriorating situation will vital to both supporting programme work in assessing need and for security situations. Having phones charged, spare batteries, alternative communications equipment (radio's, satellite phones) are all useful. In addition procedures for supplying mobile phone credit to field staff and texting data/reporting over the phone may be necessary if staff cannot travel to field offices

**Perceptions:** It is important to provide clear and transparent information to the government and beneficiaries into what help is being provided to whom. In conflict situations aid to the other side ("the enemy"), or lack of aid can undermine security and reduce the likelihood of cooperation.

**Impact and unintended consequences:** In a conflict situation the impact of any aid should be assessed, and unintended consequences considered. Often large quantities of aid can have an effect on local economies. Also how can you ensure that materials provided for school reconstruction are not used for military purposes?

## Policies Safeguarding Children's Right to Education



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

**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

## 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

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Explain the particular importance of UN Security Council Resolution 1612 and show the corresponding slide. The Resolution:

Identifies violations against children

- 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

Establishes a monitoring and reporting mechanism on children affected by conflict

Provides for action against parties that continue to violate children's security and rights.

Calls for concrete, time-bound Action Plans for ending violations Provides for targeted measures against the offending parties if sufficient progress is not made.

## MODULE G: Action Planning

### ***Learning Objectives:***

1. 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

### ***Key Messages and Learning Points:***

- Preparedness actions coordinated and completed prior to an emergency are essential in order to enhance the effectiveness of the response.
- Contingency planning identifies vulnerabilities and likely emergencies in a geographic location and requires that the education sector prepare to respond with minimum levels of preparedness based on capacities of agencies and needs of the likely emergency.
- Capacity building in the education sector requires identification of partners, capacity mapping, training and sector development and coordination at national and local levels.
- Capacity building also requires strengthening of government leadership, policy development and advocacy.

### ***Facilitation Guide:***

## Getting Practical: Action Planning (including preparedness, contingency planning and capacity building)



### 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

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### 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

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Introduce the session by explaining that there are four planning activities covered by the module. A brief overview will be given for each:

1. **Preparedness planning** and determining what policy changes are needed to support preparedness.
2. **Contingency planning**, determining likely scenarios for emergencies and activities that can be completed to support a better response
3. **Education sector coordination strengthening**, including the education cluster.
4. **Roll out of education in emergencies training**

## 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.

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## 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

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## 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

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A strong education sector with clearly identified lines of communication and information management tools (agreed between the cluster members) will be in a better position to respond quickly and effectively to an emergency situation. With established links to other sectors allowing better multi-sector needs assessment and information sharing.

To further strengthen resilience and improve emergency preparedness the education in emergencies training can be rolled out to more agency and MOE staff, especially those working at field level. This will provide a coherent inter agency and MOE understanding of education in emergencies and the various components and activities necessary to support education in an emergency situation. It will also help promote education in emergencies and assist in advocacy efforts for funding and resources.

It is again important to build capacity and knowledge with the community through engagement with leaders, local NGOs, groups and education officers

## 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

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## 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

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## MODULE H: Contingency Planning

### ***Learning Objectives:***

- Understand better the contingency planning process.

### ***Key Messages and Learning Points:***

- Reviews ideas discussed in previous modules on Disaster Risk Reduction.
- Contingency planning identifies vulnerabilities and likely emergencies in a geographic location and requires that the education sector prepare to respond based on capacities of agencies and impact of the likely emergency.

### ***Facilitation Guide:***

## Getting Practical: Contingency Planning



### 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.

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### 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.

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-The plan should be reviewed and updated regularly, at least annually.

-The plan itself serves as a record of agreements reached during the contingency planning process, and can be used as a basis for managing follow-up actions and communicating results to others.

- For the education sector, the Education cluster, including the Ministry of Education, usually lead this process.

## 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.



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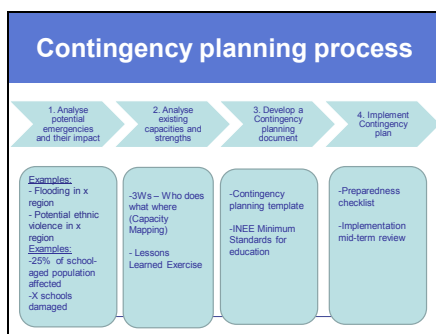
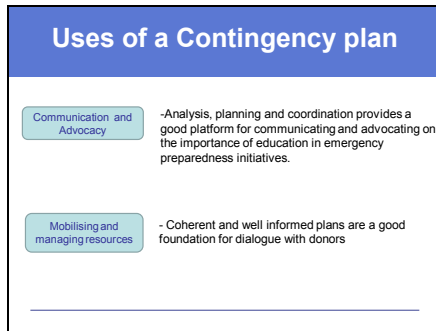
## Who should be involved?

- 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)

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## Uses of a Contingency plan

Emergency Risk Reduction	<ul style="list-style-type: none"><li>- Analyse risks, vulnerability and response capacity</li><li>- Identify preparedness measures</li><li>- Provides a joint platform for involved actors</li></ul>
Capacity Development	<ul style="list-style-type: none"><li>- Has agreed upon capacity development plan</li><li>- Increase participants' awareness of, access to, and use of existing tools (e.g. best practices, templates)</li></ul>
Monitoring Preparedness	<ul style="list-style-type: none"><li>- A framework for monitoring progress, outcomes, and impact of preparedness measures.</li></ul>



### Contingency planning worksheet

Activity category	Response activity	Preparedness activity	Link with INEE Minimum Standard	By Whom	By When
Teacher Recruitment, Mobilisation, Training and Compensation					
Education supplies and logistics and Emergency Education Curricula					

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Contingency planning is a process that takes time. It can start off as an education cluster meeting, lead into a larger workshop or it can be conducted over a period of a 3 day workshop.

It is a continuous process of analyzing contexts, revising plans and implementing preparedness. Contingency planning is NOT a process to produce a written plan. It is a process to ensure and enhance proper preparedness, of which a written plan is just one useful element.

Presented as a template that may be used for contingency planning.

## MODULE I: Emergency Assessments and Capacity Mapping

### ***Learning Objectives:***

1. Describe the purpose and timing of a multi-sectoral assessment, a joint rapid education assessment and further ongoing assessments.
2. Identify the information needed for creating or adapting a joint rapid education assessment tool.
3. Identify mechanisms for two-way information management - created for effective analysis, communication and reporting of assessment data from field to country level.

### ***Key Messages and Learning Points:***

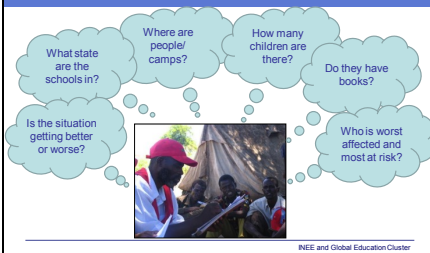
- Sector coordination mechanisms including capacity mapping will strengthen education preparedness and response by identifying capacities and resources of agencies and government and gaps that need to be addressed.
- A multi-sectoral assessment is a process to gather cross-sectoral information on the emergency situation and to evaluate physical and human resources available.
- The education sector can use the demographic information from a multi-sectoral assessment to estimate the number and locations of affected children to be served.
- Coordination and collaboration with education authorities, community and other implementing agencies is essential in a rapid assessment process.
- The education sector/cluster coordinates support to the government to design and conduct a rapid education assessment, within 2-3 weeks if possible depending on conditions, access and resources.
- Planning for an assessment involves a number of key steps, including lines of communication and who and how to contact key informants.
- Ongoing education assessments may be necessary to collect additional data or new data as conditions on the ground change.
- Information from an assessment needs to be systematically collected and disseminated to key stakeholders.

### ***Facilitation Guide:***

## Getting Practical: Education in Emergency Assessments and Capacity Mapping



### Emergency Assessments



What information needs to be collected when developing an education sector response?

### 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

Assessment tools used in coordination mechanisms.

## 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.

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- Explain that Joint Needs Assessments are the key to a properly focussed response. More coordinated or harmonised needs assessment practices across sectors and agencies are needed to maximise their usefulness while minimising their 'footprint', i.e., the time, energy and resources required.
- The Education Cluster is the main coordination mechanism for organising assessments (remember the MOE should either be an integral part of the cluster, or could be leading the cluster).

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

Table adapted from the Education Cluster Coordinator Handbook, 2010

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## 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.

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- An initial assessment is conducted in the first 48 - 72 hours by humanitarian responders, UNDAC, OCHA, this is then followed by a broader rapid assessment within the first 2 weeks. It is a process to gather broad details including approximate numbers of children and adults killed, injured and displaced.
- Multi-sectoral assessments may be led by government, UN agencies such as OCHA, the Red Cross, other humanitarian actors
- For the education sector the assessment should include availability and condition of schools or other suitable buildings; numbers of children, available teachers, school and institution facilities.
- Vulnerability as well as capacity are then analysed based on new and pre-crisis or baseline data.
- The multi-sectoral rapid assessment forms the basis for the subsequent education assessment.

## 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

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## 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

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## 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?**



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

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>

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

### 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)

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- Bias, for example, is a critical concept to keep in mind when conducting an assessment. Ask participants, what is bias? Take a few answers from the group and then show the overhead. Stress that by varying our methods (observation, interviews, etc.) and by talking to people who represent many different segments of the population (men, women, children, youth, authorities, UN personnel, etc.), we hope to minimise the bias in our results.
- Ask participants if they can think of potential forms of bias that they may encounter when conducting an assessment. As participants suggest response, stress ways of avoiding these types of bias. For example, if participants suggest gender bias, note that ways of avoiding this type of bias include having women on the assessment team and making sure that assessors talk to both men and women.

### 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

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An ethical approach to conducting assessments demands:

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

## 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



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

Team members should:

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

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

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

**sources**, e.g. by comparing information from different respondents, and comparing primary data with secondary information  
**methods**, e.g. by comparing observations made in the field with information provided by key informants

**data collectors**, e.g. by discussing findings with members of other clusters who assessed the same sites, such as during multi-cluster coordination meetings or through one-to-one discussions.

## MODULE J: Program Design, Planning and Monitoring

### ***Learning Objectives:***

1. Analyse a situation through assessment data so as to be able to formulate an effective response strategy.
2. Utilise the INEE Minimum Standards to create a comprehensive emergency education programme including cross cutting issues and in line with the needs and wishes of the community.
3. Understand program design, monitoring and evaluation concepts related to implementation of education in emergencies programs.

### ***Key Messages and Learning Points:***

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

### ***Facilitation Guide:***

## 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.

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### Rapid Assessment Student Data

Handout 7.1: Data from Rapid Education Assessment: Three Weeks after the Initial Flooding													
ID	# Primary schools occupied by IDPs	# Final community primary students lost or school not in IDP occupation	Prims		# of schools damaged or destroyed	# of IDP children age 5-5	# of IDP children age 6-12	# of IDP children age 13-17	Final community teachers available		IDP teachers available		Total
			Prims	Sec					Prims	Sec	Prims	Sec	
Zone 1	8	4000	7	1	3500	6000	3000	3	30	7	2	29	4
Zone 2	8	4000	6	0	2000	4000	2000	2	30	5	1	29	2
Zone 3	6	3000	5	0	2000	3000	1500	2	34	4	1	36	1
Zone 4	4	2000	3	0	1000	1700	1000	1	14	2	1	4	1
Zone 5	2	100	1	0	1000	1700	1000	1	12	0	0	4	2
Totals	28	13,000	24	1	9,500	16,000	8,500	10	134	20	5	69	10
IDP													
Zone 1	10	4000	4	0	2500	7000	3000	2	40	9	0	20	4
Zone 2	5	2000	2	1	1000	2000	1000	1	24	4	1	10	2
Zone 3	2	1000	2	0	1000	1000	500	2	20	4	0	14	1
Zone 4	1	1000	2	0	1000	1000	500	0	20	4	0	14	1
Totals	28	8,000	10	1	6,000	12,000	6,000	5	104	20	1	54	8

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Example of data collection.

## 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.

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At the national level education responses takes these factors into account.

## 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.

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## Monitoring

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



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## Purpose of Monitoring

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

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## What does Monitoring Measure

- The **progress** or **output** of the activity (e.g. schools are reopening, are children attending lessons, school tents have been erected).
- The **outcomes** of the activity (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).

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## Indicators

### What are Indicators?

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

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Key Questions to ask when monitoring emergency interventions:

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

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

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

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

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

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

An indicator is an objective way of measuring progress through collecting factual information

Indicators are measurable or tangible signs that something has been done or that something has been achieved

Data collected about the indicator tells us if the expected change has happened

Indicators should be sensitive to cross cutting

issues (such as gender and inclusiveness).

Monitoring Plan				
Activity	Indicator	Time Period/ Frequency	Assumptions/ Risks	Key Stakeholders

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

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Ask participants to develop a monitoring plan to help them measure their emergency response. They should focus two activities for education response. Have groups look at the column designated for indicators. In this column they will need to identify indicators for the activities that they plan to undertake. In addition they need to consider:

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

Conclusions
<ul style="list-style-type: none"><li>▪ Monitoring is a process of gathering information to measure whether an intervention has achieved its objectives.</li><li>▪ Education indicators outline key quantitative measures of activities and programme initiatives.</li><li>▪ The education sector/cluster supports the MoE to ensure the collection of quality and reliable monitoring data - used to identify gaps and target needs.</li><li>▪ Monitoring is critical for measuring progress towards attaining the INEE minimum standards.</li><li>▪ Continuous monitoring help improve programme accountability and quality.</li></ul> <p><small>INEE and Global Education Cluster</small></p>

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

## MODULE K: Advocacy and Policy

### ***Learning Objectives:***

1. Understand and be able to define what is advocacy, why it is important for education in emergencies, and who should be targeted.
2. Understand the importance of including education in emergencies as a component of national education policies and planning processes, and how to effectively do this.
3. Begin the process of developing context specific advocacy messages and a context specific action plan for change in education policy

### ***Key Messages and Learning Points:***

- In order to sustainably mainstream education in emergencies concerns into ongoing education planning and policies it is critical to advocate for it and ensure inclusion in a country's education policy
- Advocating for an integration of education in emergencies into national education policies takes time. Conducting the exercises in this module alone will not mean that you see policy changes. It is important to continue advocacy and continue pushing for change in education policies.
- Advocacy can be done verbally or through written materials (i.e. advocacy brief, concept notes, presentations, proposals and articles).
- Targets for advocacy can include government officials (including the Ministry of Education), colleagues from other sectors, donors, the public, and the media.
- The INEE Minimum Standards provides guidance and key actions to consider when advocating for, developing and strengthening Education Policy.
- The Education cluster or Education in Emergencies working group provides an important structure for agreeing on priorities for advocacy and key advocacy points.

### ***Facilitation Guide:***

## Advocacy and Policy



### 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.

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Ask participants the following questions (to set the stage and see how much experience the participants have):

- Who has experiences with carrying out advocacy?
- What was the purpose? To achieve what outcome?
- How did you convey your message? (speech, press release, radio interview).

In order to see the prioritisation of education in emergencies in a country, it is important that it be included in national education policies -within policy plans, budgets and contingency plans.


This module goes through how to advocate for education in emergencies and how to start a process for incorporating key elements or strengthening existing ones in a country's education policy. Both of these processes take time. Advocating once or conducting the exercise provided in this module will not change anything. It is important to continue advocacy and continue pushing for change in education policy.

## Advocacy

What is advocacy?

Why is it important?

How to do it?



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### 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'

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### Ways to Advocate

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

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-What do you want your audience to do as a result? – it's about creating political will to change

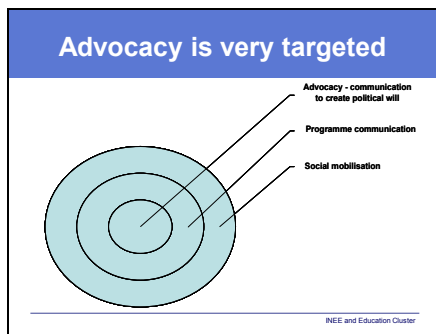
-It has a specific purpose

-It's really another, different way of saying, communication

-What do you want your audience to do as a result? – it's about creating political will to change

-It has a specific purpose

-It's really another, different way of saying, communication



**Social mobilisation** is activating whole society to change a situation – all civil society together to address a problem and when done well is very effective.

**Programme communication** is e.g. communicating doing on HP...may expand into social mobilization

#### Advocacy –

#### *Why would Education C need or want political will?*

- ask the group

-better impact, better use of resources; policy support; sustainability impact; ease of implementation – creates enabling environment in order to create education impact.

-get people to engage with cluster and buy in

-To get decision makers ,

Advocacy is very targeted! Which is why it is in the center.



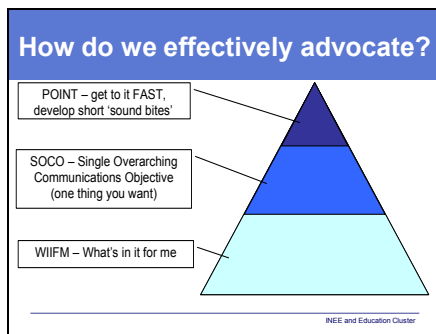
Ask the group first:

So our aim is to influence them in support of education in emergencies and strategy. What's most likely to influence them?



Principles:

- best interest of the affected population –Keep them in mind! Be their face and their voice.
- evidence based—statistics, findings, needs assessments, surveys, etc
- rights-based—can be very powerful. Everyone has a right to education. Education for all, Convention on Right of the Child. 'Life saving and life sustaining.' Rights come with responsibilities. Right to education but responsibility to maintain safe access to education and safety in schools.
- partner focused—I am advocating on behalf of the **Cluster**. What do the Cluster and the Cluster partners need out of it?
- context specific—Does your message take the context into account? Culture, sensitivities what works, what doesn't?



Relates to communication in general:

- Access the problem ‘what is the problem you want them to support?’...need evidence and examples
- What do they get out of supporting you? Their advantage in helping you.

#### Special media tips

- everything is on the record – even if they say it isn’t
- they often have their own agenda
- think through possible questions – ask for them before
- **make sure you have the right person dealing with it. – right person and right time.**

### 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.

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Each group should reflect upon their country's situation and identify 5 things you would like to see strengthened in your country regarding education in emergencies - this means an outcome from the advocacy effort. Some examples include encouraging donors to finance education in emergencies programming, convincing colleagues from other sectors that education is a life saving and life sustaining sector, promoting the integration of disaster risk reduction into school curriculum etc... Then select 1 of those 5 things, identify the target audience and begin developing a 1-minute verbal message.

### 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.

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Case studies provided as further examples of advocacy:

Education in Emergencies sub-group established within an already existing Education Coordination mechanism called the Education Local Consultative Group (ELCG). The ELCG is also part of the broader National Local Consultative Group that includes ministers from various sectors, bi-lateral donors, and UN agencies. This sub-group was established before a disaster and was aiming at strengthening preparedness, disaster risk reduction and contingency planning.

Education in Emergencies is now a part of the Sector Wide Approach for Primary Education (SWAp), a national education sector plan. This has enabled the Education sector to obtain funding from the government and donors for education in emergency work.

### 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

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Ministry of Education a co-lead for the Education Cluster along with UNICEF and Save the Children.

The Ministry of Education has appointed a focal point to focus on Education in Emergencies issues. 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

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### 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

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## 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.

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## EXERCISE: Education Policy Gaps and Opportunities

1. Split up into small groups.
2. 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

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Ensure each group has the **Handout: Education Policy Checklist**. Tell them to use the checklist to guide their reflection and discussion. They should first see if their national education policy is meeting the standard provided in the checklist. If it is not meeting the INEE Minimum Standards, the participants should reflect upon why their education policy is not meeting the standard and brainstorm actions that could be taken to meet the standard.

## MODULE K: Provision of Psychosocial Support

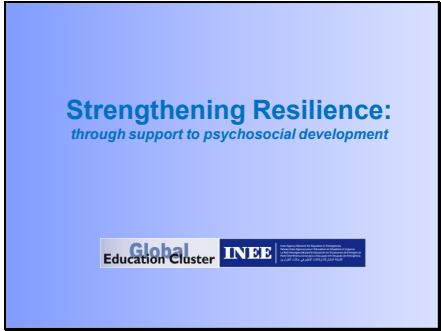
### ***Learning Objectives:***

Understand ways in which psychosocial support can strengthen resilience and psychosocial development.

### ***Key Messages and Learning Points:***

- The IASC provides specific guidelines on the provision of psychosocial support. These may be accessed at the following:  
[http://www.who.int/hac/network/interagency/news/mental\\_health\\_guidelines/en/](http://www.who.int/hac/network/interagency/news/mental_health_guidelines/en/)
- Play is the work of children.
- Teachers also need psychosocial support.

### ***Facilitation Guide:***



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.

Definition of resilience.

The Degree of Psychological Impact

The degree of impact depends on different factors:

1. <b>Manmade vs. natural</b> disaster	4. Closeness of <b>relationship</b> with someone who is injured or dies, or with perpetrators of violence
2. <b>Duration</b> and <b>frequency</b> of stressful events	5. <b>Personal background</b> and history
3. <b>Intensity</b> and <b>severity</b> of stressful events	6. <b>Isolation</b> and <b>separation</b> 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.

This reference comes from the International Rescue Committee and their handbook for teachers focused on supporting psychosocial development. It can be downloaded at the following:  
[http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1127/IRC\\_Psychosocial\\_Teacher\\_Training\\_Guide.pdf](http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1127/IRC_Psychosocial_Teacher_Training_Guide.pdf)

## 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.

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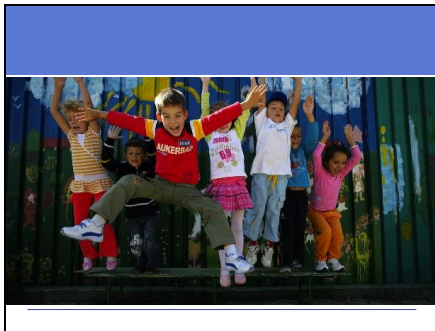
## Build on Available Resources and Capacities

- 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.**

This reference comes from the International Rescue Committee and their handbook for teachers focused on supporting psychosocial development. It can be downloaded at the following:  
[http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1127/IRC\\_Psychosocial\\_Teacher\\_Training\\_Guide.pdf](http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1127/IRC_Psychosocial_Teacher_Training_Guide.pdf)

### 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
- 



Play is the work of children.

## Supplementary Material:

Appendix Number:	Title:
I	Training Tips from the Harmonized Training Modules (Module 0)
II	Rationale for Education in Emergencies – talking points
III	Definitions of Quality Education from INEE
IV	Case study on Education in Emergencies – Indonesia example
V	Monitoring and Evaluation Indicator Development Tool
VI	Education Contingency Planning Template
VII	Mapping Education Sector Needs Template

## APPENDIX I – Training Tips

### Training Tips

#### *Introduction*

This document is a supplementary addition to the ECU/INEE education in Emergencies training package. It provides a number of tips, examples of best practice and ideas for facilitating workshops.

#### *Learning Styles*

**There are typically 3 main learning styles:**

- 1. Visual\*:** learners rely on pictures. They learn by looking at graphs, diagrams, photos, illustrations, seeing key points in writing etc...
- 2. Auditory:** The person learns best by listening such as through presentations.
- 3. Kinesthetic:** learners learn by doing. Group work, role play, analyzing a case study would work well for them.

\* Visual is sometimes broken down into those who prefer writing (symbols) and those who have a more spatial orientation (diagrams)

Most adults will use all three learning styles, but will prefer a particular style. It is thus important to include a variety of different types of learning methods within each training module.

#### *Content*

#### **Preparation**

- Prepare. Know what it is you're going to cover in each session.
- Ensure that you have all the materials and have prepared all the aids you need for each session.
- Review participant list and try to get a sense of their level of comprehension and understanding of the content this will help you to focus the training on their learning needs.
- Understand the context in which the participants work and the key issues related to the training content - What is the emergency context? What are the major challenges to implementing education programming in emergencies? What are the policies related to education in emergencies? Who are the major actors? This will be more applicable at the country and regional level.
- Have some examples from your own experience to relate to the content.
- Consider the language skills of the participants, whether there will be translation (if so some sessions may need to be condensed to allow time for translation).

## Implementation

- As the facilitator/trainer, you must understand the subject matter very well.
- You do not have to demonstrate everything you know, but you should understand the key content well enough to facilitate discussions and incorporate participant comments into the message you are trying to teach.
- Create a mindset for your participants: explain the learning objectives for each session.
- The workshop is not for you to show off your knowledge, actively encourage and give space for the input of the participants. Many will have tremendous experience, especially in the local context and challenges to be faced.
- Ensure that the sessions have variety and use a range of methods to maintain the pace of the session or day.
- Sessions should be well planned, but make sure you are also flexible so that you can respond to the needs of the participants.
- Conclude each session or day by synthesizing what has been covered. Summarizing and clarifying the key points of the sessions help the participants to focus on learning outcomes.
- Be sure to thank participants for their time and attention.

## Method

The methodology of this course is built on principles of adult learning. The course is designed to use a variety of methods:

- **Lectures:** where the whole group needs particular instructions or information
- **Brainstorming:** where lots of ideas are generated to find solutions or develop discussion
- **Case studies:** where real life examples are presented in an encapsulated form for analysis and discussion, generally in small groups.
- **Group work:** to explore concepts or to gain a particular outcome
- **Role-plays:** to explore particular situations
- **Simulations:** where particular roles are scripted within a scenario
- **Debates:** to explore the pros and cons of various options.

These have been varied to provide pace to the day and to suit the content and the groups with whom you will be working.

## Lecture

- This should be used when you have information to pass on to the whole group.
- You need to be well prepared and take into account the group with whom you are working. Use their skills and experiences to enhance your lecture.
- Be enthusiastic about your subject and your participants. [See the psychological environment.]

## Brainstorming

Brainstorming is used when you want a lot of ideas about a topic in a short time or where you are asking for a lot of information.

- If the group is larger than twenty, ideally you should divide it into at least two groups for the brainstorming activity. When time is short, having a large group brainstorm and discussion is fine.
- Encourage all participants to contribute to the brainstorm.
- There should be no judgment of ideas proffered and all ideas are accepted.

- There should be no discussion of the ideas until the brainstorming is over (approximately 10 minutes).
- At the end of the ten minutes, the ideas should be categorized into groups according to the discussion proffered by the participants themselves.

### Case studies

The case studies used in this training course are both real and fictional ones developed from real situations. They provide a situation that can be controlled for analysis and application of the education in emergencies concepts.

This approach allows participants to practice their response and, ideally, they should be able to transfer the lessons to real-life situations.

Make sure that everybody has enough time to read the case study and allow enough time for this; especially for people who may not be reading in their mother tongue. If it is appropriate, read the case study yourself so that people can follow in their workbooks.

Review the key points and information of the case study through a brief power point presentation. This will also give participants an opportunity to ask questions about the case study.

### Group work

Group work can be used for most discussions where you are drawing on the skills of the participants. In terms of gender awareness make sure that in group work the men do not dominate. Raise this issue in general discussion if necessary. For brainstorming activities and for the preparation of demonstrations, you need groups composed of participants with different experiences. For summarising experiences, you need similar professions or backgrounds (e.g. all teachers, all head teachers, all programme managers). *Never* group according to nationality, ethnic background or gender, except for the purpose of a common language. Groups can range from pairs to six or eight people.

There are several reasons why group work can be very effective.

- People who may not contribute in a large group may feel more comfortable and therefore ready to contribute in a small group.
- As a general rule, if you want to create a variety of ideas, use a larger, randomly chosen group. If consensus within the group is important, use a smaller group of people with the same aims or backgrounds.
- Conclusions that are made by the groups are owned by the people in the groups. This means that they are more likely to abide by them.
- Participants in the group learn to create their own solutions.

Always give instructions as to what you want the group to do *before* you form the groups (for example, what each group has to do, when you will give them their materials *[if any]*, where the groups will be placed in the room and how long they have for their discussion).

- Group people quickly and get them started on their activity. Remember, putting people into groups is not the activity.:
  - For the first grouping, simply group people who are sitting together in the size of group you want (generally three or four). Use this method more than once, only if you ask people to sit next to people they don't know at different times in the workshop.

Count around the room (1, 2, 3, 4, etc.). Remember this will give you a

number of groups not the size of the group. So if you have 25 participants and you want groups of 4 you need to count to 6 (and then one group will have five people). If you use this method more than once either make sure that people have changed seats or start counting from a different place in the room.

- o Sometimes you need groups where people have a common background. These groups need to be nominated and then sub-divided (for example if there are 10 teachers then you may have two groups of teachers).
- o Groups can be formed according to colours, or what people are wearing. Be careful that you do not choose things that are gender specific.
- Move around and observe the groups to ensure that they are working according to instructions. Check to ensure that one person is not dominating the group discussion and that all are involved. Listen to the discussion and pose questions or offer suggestions if you think the group is going off track. This movement should be continual so that every group is visited at least twice in the time period allowed.
- The process of group work is always the most important element. However, the outcome of the group work must be shared with all the participants. These feedback sessions can (and should) be varied. A feedback session, which consists of one member of the group reading a flip chart (group after group), can become very boring very quickly. Role-plays or scenarios acted out can be very powerful, as can a 'gallery walk' where each group's conclusions are put up on the walls for everybody to walk to and read. You can ask groups to report back on one or two key points that were particularly interesting, or to not repeat something that has already been shared.
- Whatever methods you choose for a feedback session, make sure that you ask for explanations and clarifications, and have some questions of your own to stimulate discussion from the large group.

### ***Environment***

There are two parts to environment. The first is the physical environment and the second is the psychological environment.

#### **The physical**

##### **environment *The venue***

- Organize the seating so that there is no barrier between you and the participants. Never sit behind a desk.
- Ensure that, whatever arrangement you choose, you (and the participants) can move freely around the room.
- Check windows and where the sun comes in. Never stand directly in the path of sunlight or with the sun shining into the eyes of participants (that is, with your back to the sun). If the participants cannot see you, they will lose interest. If there are desks or tables for the participants, then stand for your training (unless you are having an open discussion). If the participants are seated in a circle or semi-circle then, providing you can see everybody, you can sit (that way you are more part of the group).

### ***Training Equipment***

- Ensure that all participants can see the board or audio-visual aids that you are using.
- If using a flip chart, blackboard, whiteboard, make sure that your writing is

clear, large enough to be read and straight. If you are using a whiteboard, remember that it is more slippery than a chalkboard and there is a good chance that your writing will suffer.

- If the blackboard is long (horizontally) divide it into sections. Always write from left to right (if the language is from left to right). Know what you are going to write and where you will place it before writing anything.
- Often people think that writing in capital letters is neater than ordinary printing. If you choose to write in capital letters, remember that it takes more time to write anything and brainstorming in particular can become very tedious.
- All board work should summarize what you are saying or have said. Drawings and graphic representations can be used to great effect. Keep your drawings simple (For example: stick figures), and use diagrams that are simple and reinforce the point you are trying to make. Any drawing or diagram should make your point obvious with as few words as possible.
- If you are using electrical or electronic equipment, tape down the cords, ensure that all the equipment works before the session starts and be careful not to stand in front of the projection.
- If you are using power-point presentations or overhead projections, never just read from the slides - only the key points should appear, your job is then to speak to those points.
- If you use the "Gallery Walk" as reporting method, make sure the flip charts are spread around the walls so that people can see them clearly
- Make sure that you refer the participants to their workbooks for questions exercises and supplementary notes.
- Make sure that handouts that need to be used during a session are handed out before the activity, but if handouts are a summary, they should be handed out at the end.

### ***Breaks***

- The average adult attention span is about forty-five minutes. This does not mean that you need a break every forty-five minutes but you do need a change of activity.
- Breaks should last between fifteen to thirty minutes. Participants need this time to mentally 'regroup' and to discuss issues that have arisen during the presentations.
- If you can, ensure that there are a variety of drinks.
- If you are working in a hot climate, always make sure there is water freely available throughout the session (not just at break times).

### **The psychological environment**

The psychological environment depends almost entirely on you, the facilitator/trainer. It is your job to create an atmosphere where people are willing and able to learn. Keep in mind that gender equality (not just equity) is primarily your responsibility. Make sure that the women in the group are not dominated by the men and that women should take leading roles. If you are co-facilitating (a team of facilitators), remember that your preparation and planning should be done as a team and that your manner towards each other should reflect the same respect and co-operative attitude you would like from the participants. Having a facilitation partner helps sessions run more smoothly.

### ***Product/outcomes***

- The product or outcomes from any training should be tangible. If participants make recommendations or decisions, ensure that these are followed.

- Outcomes can be difficult to judge during the course. Try to make sure that you can follow up at a later time.
- Ask participants to summarise what has been learned during a session or a day.
- Have revision sessions built into the course. Make this a quiz or some form of game; the participants should be able to discuss and build on each others' responses.
- If necessary, have follow up sessions so that it is possible to see results of the workshop.
- If you use written evaluation sheets, make sure that you leave enough time for them to be completed or, if it is possible, ask them to complete their evaluation sheets two weeks after the course. This gives a real indication of the value of the course.
- If you use written evaluation sheets, always make sure that they are anonymous (that is, do not ask for people's names)

## APPENDIX II: Handout: Rationale for Education in Emergencies

### Education Affords Protection

While the right to education is clearly defined in international legal frameworks, we know that translating this right into reality is not an easy thing - especially in times of crisis. The case for education as an emergency response becomes stronger when it is recognised that the value of ensuring that education is available goes beyond simply meeting legal rights. Education can play a fundamental role in protection. A crisis leaves individuals, (particularly children and youth) vulnerable for a variety of reasons - they may have been displaced, witnessed purposeful violence, lost family members or fallen victim to an unexpected natural disaster. Many have directly witnessed violence or destruction, and often face continued threats to their security or fear of repeated disaster. On a practical level, there are several components of education that, when combined, play a part in addressing critical protection needs:

#### > ***A safe, supervised environment***

A safe space and a supervised environment can protect both body and mind. Schools, as a nearly universal structure, are often the first place families look toward to provide this security for their children. Other educational activities, such as organised sport, recreation, or children's/youth clubs, may also provide similarly safe places,<sup>5</sup>(assuming risks have been analyzed and appropriate measures have been put in place). Safe spaces can be life-saving, protecting individuals from harm, exploitation, or dangers such as unexploded ordnance during war time gender-based violence and abduction.

#### > ***Engagement in structured activities***

Participation in structured activities gives children stability that they lack in the midst of an emergency. Daily routines that include children's attendance at school can help families regain a sense of normality and ease parents' fears for their children. Social interaction with peers, together with support and learning offered by adults, encourages children's return to regular developmental patterns.

#### > ***Learning to cope with increased risks***

Education programmes can impart important messages related to the risks that arise from a crisis. Areas addressed might include hygiene, HIV/AIDS, Disaster Risk Reduction (DRR) or landmine safety. Knowledge about these topics can individually protect children and help them cope with the impact of the emergency at a practical level.

#### > ***Care for vulnerable groups***

Education can play a critical role in caring for vulnerable populations such as girls, children with disabilities, or those from ethnic minority communities. Ideally, services should include all children, with special efforts made to ensure access to schools for disadvantaged or vulnerable groups. This is particularly important when the emergency

increases children's vulnerability (e.g., landmines/violence create disabilities, ethnic groups are targeted).

> ***Shielding from exploitation***

Within the classroom environment, teachers and peers can oversee children who may be vulnerable to drug traffickers, military recruitment or the sex trade. For instance, school officials can alert other authorities if recruitment of children into the armed forces or abduction for other purposes is taking place.

**Education Is a Right**

All individuals have an absolute right to basic education. The right to free and compulsory primary education without discrimination is now enshrined in international law. Educational rights have been further elaborated to address issues of quality and equity, with some agreements directly addressing provision for refugees and children affected by armed conflict. Below are the most relevant global rights instruments:

***The 1948 Universal Declaration of Human Rights***

Article 26 outlines the right to free and compulsory education at the elementary level and urges that professional and technical education be made available. The declaration states that education should work to strengthen respect for human rights and promote peace. Parents have the right to choose the kind of education provided to their child.

***The 1951 Convention Relating to the Status of Refugees***

Refugee children are guaranteed the right to elementary education in Article 22, which states they should be accorded the same opportunities as nationals from the host country. Beyond primary school, refugee children are treated as other aliens, allowing for the recognition of foreign school certificates/awarding of scholarships.

***The 1966 Covenant on Economic, Social and Cultural Rights***

The right to free and compulsory education at the primary level and accessible secondary-level education is laid out in Article 13. The covenant goes on to call for basic education to be made available to those who have not received or completed primary education. Emphasis is placed on improving conditions/teaching standards.

■ ***The 1989 Convention of the Rights of the Child***

Article 28 calls for states to make primary education compulsory and free to all, and to encourage the development of accessible secondary, and other forms of, education. Quality and relevance is detailed in Article 29, which mandates an education that builds on a child's potential and supports their cultural identity. Psychosocial support and enriched curriculum for conflict-affected children are both emphasised in this article. Article 2 outlines the principle of non-discrimination, including access for children with disabilities, gender equity, and the protection of linguistic and cultural rights of ethnic minority communities. Article 31 protects a child's right to recreation and culture.

***The 1990 World Declaration on Education for All***

In 1990, at a global meeting in Jomtien, Thailand, the governments of the world committed to ensuring basic education for all. Ten years later at the Dakar World Education Forum, governments and agencies identified humanitarian emergencies as a major obstacle toward achieving the goals of Education for All (EFA). Within the Dakar Framework of Action, a call was made for active commitment to remove disparities in access for under-served groups, notably girls, working children, refugees, those displaced by war and disaster, and children with disabilities.

### ***The Geneva Conventions***

For situations of armed conflict, the Geneva Conventions lay out particular humanitarian protections for people - including children - who are not taking part in hostilities. In times of hostility, states are responsible for ensuring the provision of education for orphaned or unaccompanied children. In situations of military occupation, the occupying power must facilitate institutions "devoted to the care and education of children". Schools and other buildings used for civil purposes are guaranteed protection from military attacks.

Human rights are universal and they apply even in emergencies. The right to education is both a human right and an enabling right. Education provides skills that people need to reach their full potential and to exercise their other rights, such as the right to life and health. For example, once a person can read safety warnings about landmines, he or she knows to avoid a field littered with mines. Basic literacy also supports the right to health. It enables people to read medical instructions from doctors and to correctly follow dosage directions on medicine bottles.

### ***The right to education in emergency situations: resolution / adopted by the UN General Assembly,***

Passed on the 27th July 2010. A full copy of the resolution is included as a resource. It recognises the right to education in all stages of humanitarian response

### **Education Is Prioritised by Communities**

Communities experiencing crisis commonly call for the provision of education as a top priority in assistance. Children and parents both believe there is urgency in continuing schooling, but when an emergency interrupts local education efforts, already under-resourced communities can rarely cope. Although communities may be able to establish some type of education on a small scale, they often struggle to maintain or enhance those efforts without any outside assistance. The resulting standard may be inadequate to meet children's essential needs.

When children themselves prioritise education as a part of emergency assistance, it becomes a powerful reason for including it in a response. Article 12 of the Convention of the Rights of the Child guarantees a child's right to participation - including the right to freedom of expression and to express their views on all matters affecting them. When children place education as a high priority, any organisation subscribing to the concept of children's rights has an obligation to respond.

### **> *Belief in the future***

During an emergency, at the very time when children face increased vulnerabilities, aspirations for the future are likely to be put aside. Postponing learning until 'the emergency is over' means that many children will never attend school again. They may never learn to read, write, or be fundamentally numerate. Burdened with adult roles and left without the opportunity to play, children and young people are denied opportunities to develop creative talents or practise co-operation. Uneducated children are vulnerable to a future of poverty, be susceptible to violence, and lack the complex skills vital to their society's reconstruction and development. In long-term crises, education can be a critical part of providing meaning in life and giving hope for the future.

**>      *Psychosocial support***

Education plays a central role in providing psychological, emotional and social support and in developing cognitive competencies that foster positive coping and adaptation when confronted with adversity. For children, an emergency's effects can be amplified due to lack of understanding of the events going on around them, or because of an already limited control over their lives. Many have lost loved ones and caregivers, witnessed violence and/or are forced to adjust to unfamiliar and often difficult environments and routines. Education efforts can play a role in helping communities to understand and cope both with their own and their children's reactions to the emergency, and can provide a sense of stability, structure and purpose which can strengthen resilience.

**>      *Restoration of communities***

Working together to build or manage a school can foster informal links within the community and lead towards other collective initiatives. Education opportunities for children can also free parents to focus on earning income or managing domestic responsibilities. Resulting reductions of stress at home will benefit the whole family.

## **Education Is Critical For Cognitive and Affective Child Development**

Wars and natural disasters deny generations the knowledge and opportunities that an education can provide. Education in emergencies, chronic crises and early reconstruction must be seen in a broad context; it is education that protects the well being, fosters learning opportunities, and nurtures the overall development (social, emotional, cognitive, and physical) of people affected by conflicts and disasters.

Without education, children face a severely limited future. Illiterate young people often face a future of poverty and violence and will lack the more complex skills needed to contribute to their society's peaceful reconstruction and development.

Education sustains life by offering structure, stability and hope for the future during a time of crisis, particularly for children and adolescents, and provides essential building blocks for future economic stability. It also helps to strengthen resilience, building skills, supporting positive coping and adaptation and promoting conflict resolution and peace-building.

In addition to providing children with critical skills in numeracy, literacy, and life skills, education addresses the holistic development of the child (both the affective and

cognitive domains) through opportunity for participation, provision of a stimulating environment and acceptance contributing to a foundation for life-long learning.

Education facilitates the optimal development of children which refers to their ability to acquire culturally relevant skills and behaviours that allow them to function effectively in their current context as well as adapt successfully when their current context changes.

Education can provide children with the relevant knowledge and life skills for surviving and thriving in life. Through structured play, children practice skills they have acquired and learn new ones.

### **Education is Life-Saving and Life-Sustaining**

Education in emergencies is a necessity that can be both life-sustaining and life-saving, providing physical, psychosocial and cognitive protection.

A safe space and a supervised environment can protect both body and mind. Schools, as a nearly universal structure, are often the first place families look toward to provide this security for their children. Other educational activities, such as organised sport, recreation, or children's clubs, may also provide a similar safe place. Safe spaces can be life-saving, protecting children from harm, exploitation, or dangers such as unexploded ordnance during war time or gender violence and abduction.

The education sector disseminates key survival messages in emergencies, such as landmine safety, HIV/AIDS prevention, WASH messages which protect against cholera and other water borne diseases. These survival messages can reduce both maternal and child mortality.

Protective learning spaces can provide physical protection against gender based violence as well as dissemination of key messages through education for children and peer to peer teaching modalities against gender based violence and to support reproductive health messages.

Temporary learning spaces/schools can serve as feeding centres to maintain nutrition of displaced children and help protect them against disease common among IDPs. Temporary schools can also be used as vaccination and vitamin supplementation centres to provide health protection.

Uneducated children are vulnerable to a future of poverty and more easily drawn into violence. During armed conflict, children are far more likely to be recruited into armed groups without protective environments, and face violence and possible death.

Within the classroom environment, teachers and peers can oversee children who may be vulnerable to drug traffickers, military recruitment or the sex trade. For instance, school officials can alert other authorities if recruitment of children into the armed forces or abduction for other purposes is taking place.

### APPENDIX III: Definitions of Quality from INEE

**Quality education:** quality education is affordable, accessible, gender-sensitive and responds to diversity. It includes 1) a safe and inclusive learner friendly environment; 2) competent and well-trained teachers who are knowledgeable in the subject matter and pedagogy; 3) an appropriate context-specific curriculum that is comprehensible and culturally, linguistically and socially relevant for the learners; 4) adequate and relevant materials for teaching and learning; 5) participatory methods of instruction and learning processes that respect the dignity of the learner; 6) appropriate class sizes and teacher-student ratios; and 7) an emphasis on recreation, play, sport and creative activities in addition to areas such as literacy, numeracy and life skills.

*--INEE Minimum Standards, Terminology Section, Page 122 (2010 Edition)*

**Quality education:** Quality education is accessible, gender-sensitive and responds to diversity. It includes 1) a safe and inclusive learner friendly environment; 2) competent and well-trained teachers who are knowledgeable in the subject matter and pedagogy; 3) an appropriate context-specific curriculum that is comprehensible and culturally, linguistically and socially relevant for the learners; 4) adequate and relevant materials for teaching and learning; 5) participatory methods of instruction that respect the dignity of the learner; 6) appropriate class sizes and teacher- student ratios; and 7) an emphasis on recreation, play, sport and creative activities, in addition to areas such as literacy, numeracy and life skills so learners are able to improve not only their cognitive skills, but also prevent a cycle of anger and human destructiveness at a social and generational level.

*--INEE Guidance Notes on Teaching and Learning, Page 54.*

## **APPENDIX IV: Case Study of Emergency Education Response**

### **Case Study: Tsunami Emergency Response in Aceh and Nias (Indonesia)**

#### **Background**

On 26 December 2004, a major earthquake and resulting tsunami caused widespread devastation in the northern and western coastal areas of Nanggroe Aceh Darussalam (NAD). They left over 230,000 dead or missing to date and over 500,000 displaced. A subsequent earthquake on 28 March 2005 also resulted in widespread devastation in the island of Nias in North Sumatra and the island of Simelue in Aceh. According to the Ministry of National Education (April 2005), the tragedy left 40,900 children and students dead or missing (kindergarten-university), 2,500 teachers dead or missing (kindergarten-university), and 2,135 destroyed or heavily damaged schools (kindergarten-university): among those, 1,521 were primary schools (71%).

UNICEF as the UN lead agency in the education sector in Aceh and Nias has been working with government counterparts since the onset of the emergencies and has supported regular coordination meetings and shared information with the NGOs. In coordination with the Executing Agency for Rehabilitation of Aceh and Nias (BRR), the Ministry of National Education (MONE), the Ministry of Religious Affairs (MORA) and NGOs, UNICEF has been supporting the restoration of access to basic education in Aceh and Nias.

#### **Acute Emergency (Initial) Phases (January-March 2005)**

A Back to School Campaign was carried out, and schools reopened one month after the earthquake and tsunami. In the period January-March 2005, UNICEF distributed 216 school tents, 732,000 textbooks, 4,739 School-in-a-Box Kits, 455 locally procured teaching-learning materials and 3,222 Recreation Kits to reach over 550,000 children in tsunami-affected districts.

UNICEF worked with partners, and the majority of the materials were distributed by government counterparts and NGOs. In Banda Aceh, the Education Sector Working Group was set up in early February 2005 to coordinate with government counterparts and other agencies to avoid overlap and to produce an effective response. A Rapid Assessment of Learning Spaces (RALS) was conducted in all affected areas. Key findings were shared with the partners and needs identified were reflected in the government programme.

#### **Beyond the Initial Response (mid-July 2005 and onwards)**

Since July 2005, Education Coordination meetings have been held every 2 weeks with minutes distributed through a mailing list or over 150 organisations and individuals. To overcome the challenge of limited accurate data sharing, UNICEF collaborated with the UN Information Management Services to develop on-line access to information.

UNICEF continued to work with partners to support the beginning of the first new school year in post-tsunami/earthquake in Aceh and Nias in July 2005. A new round of the Back to School Campaign was undertaken, 830,000 stationery kits and 230,000 sets of textbooks were distributed (a ratio of 1 book for every 3 children).

In addition to the items supplied in the initial acute phase response, a further 797 school tents, 2,201 School-in-a-Box Kits and 1,143 Recreation Kits were distributed.

#### Teacher recruitment and training

UNICEF also assisted with the recruitment, training and deployment of 1,110 temporary teachers in Aceh and paid 6 months salary to these teachers. An additional 150 existing kindergarten teachers were trained in Early Childhood Development knowledge and skills and paid 6 months salary. These teachers were then under the supervision of the government in January 2006.

UNICEF also coordinated the Teacher Training subworking group that commenced in April 2005, and has agreed to strengthen the system for in-service teacher training by revitalising the existing teacher network and monitoring system. Currently, an overall framework for teacher training for the next 5-10 years is being finalised by the government counterparts with UNICEF's technical assistance. Plans are being developed to train 1,000 students and 40 head teachers on peace building and life skills. Over the next 3 years, UNICEF will also support training on trauma counselling.

#### Psychosocial and health and hygiene support

UNICEF participated in an international psychosocial meeting in April 2005 and is supporting some psychosocial initiatives in newly established childcare centres. WATSAN plans to train 250 students on health and hygiene promotion - these students will then train others. Child Protection intends to carry out an assessment before the end of 2005 on sexual abuse, exploitation and trafficking.

#### Temporary and permanent school structures

School tents were distributed during the initial acute phase but these are wearing out. The recovery and scope of the destruction has meant that permanent schools are not yet in place. To support this interim period, UNICEF contracted an NGO to build 200 temporary schools. These schools include water and sanitation facilities. By December 2005, approximately half of these temporary schools had been built, benefiting 8,550 children. Temporary schools are being furnished as they are completed, together with provision of School-in-a-Box and Recreation Kits, blackboards, rulers and plastic mats. In April 2005, UNICEF also signed an MOU with the MONE to reconstruct approximately 300 child-friendly primary schools and rehabilitate 200 primary schools, over the next 3 years. Construction of the first permanent school started at the end of September 2005.

#### **Major challenges**

Government counterparts have had limited experience and exposure with international communities, and most of them lost a significant number of staff due to the earthquake and tsunami. In such circumstances, the presence and pressure from the international communities (over 300 NGOs) completely overwhelmed the government counterparts. In

addition, there was a lack of clear directions from authorities of different government bodies, creating confusions and misunderstandings among actors.

Overlapping of school sites occurred due to several reasons: (i) lack of communication among and between different actors and education authority levels; and (ii) communities making several agreements with various humanitarian agencies as a 'protection' mechanism, as over the years they have become used to 'empty promises.'

## APPENDIX V: Education Policy Checklist

### Education Policy standard 1: Law and Policy formulation<sup>1</sup>

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

#### Key actions

- National education laws, regulations and policies uphold the protected status under international humanitarian and human rights law of education facilities, learners, teachers, and other education personnel.
- National education laws, regulations and policies respect, protect and fulfil the right to education and ensure continuity of education.
- Laws, regulations and policies ensure that every education facility rebuilt is safe.
- Laws, regulations and policies are based on an analysis of the context that is developed through participatory and inclusive processes.
- National education policies are supported with action plans, laws and budgets that allow a quick response to emergency situations.
- Laws, regulations and policies allow schools for refugees to use the curricula and language of the country or area of origin.
- Laws, regulations and policies allow non-state actors, such as NGOs and UN agencies, to establish education in emergency programmes.

### 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.

#### Key actions

- Formal and non-formal education programmes reflect international and national legal frameworks and policies.
- Planning and implementation of educational activities are integrated with other emergency response sectors.
- Emergency education programmes are linked to national education plans and strategies and are integrated into longer-term development of the education sector.
- Education authorities develop and implement national and local education plans that prepare for and respond to future and current emergencies.
- Financial, technical, material and human resources are sufficient for effective and transparent development of education policy, and for planning and implementation of education programmes.

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<sup>1</sup> This content for this checklist is taken from the Standards and Key Actions in the INEE Minimum Standards handbook.

## APPENDIX VI: Capacity Mapping Tool for Education Sector/ Cluster Coordination: Components of Emergency Response

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

## APPENDIX VII: Tool for Developing Monitoring Indicators

Components of Education Emergency	Sample Monitoring Indicators
Sector Coordination and Communication Mechanism	<ul style="list-style-type: none"> <li>■ % of districts in the affected area with an education cluster/ or similar mechanism</li> <li>■ Focal points identified for cluster/ sector members</li> </ul>
Assessment <ul style="list-style-type: none"> <li>■ Multi-sectoral</li> <li>■ Rapid Education Assessment</li> <li>■ Ongoing Assessment</li> </ul>	<ul style="list-style-type: none"> <li>■ Uniform assessment tools developed by sector/cluster members and implemented</li> <li>■ Extent to which data from multi-sectoral assessment can be used by education sector to estimate numbers and locations of children in need of education services</li> <li>■ Number of assessment teams mobilised and trained in targeted locations</li> <li>■ Data collation completed and information transmittal</li> </ul>
Human and Financial Resources	<ul style="list-style-type: none"> <li>■ Deployment time for surge capacity staff</li> <li>■ Numbers of staff and consultants deployed</li> <li>■ Amount of financial resources mobilised to meet the needs of the education sector</li> </ul>
Education Supplies and Logistics	<ul style="list-style-type: none"> <li>■ Number of education materials (tents, learners' kits, teachers' kits, school-in-a-box, recreation kits, ECD kits, hygiene kits...etc) distributed</li> <li>■ Number of weeks/time for education supplies to targeted groups and locations</li> <li>■ Number of children benefiting from temporary schools</li> </ul>
Temporary Learning Spaces (TLS)	<ul style="list-style-type: none"> <li>■ Number of tents set up as temporary learning centre</li> <li>■ Number of TLS set up with local materials</li> <li>■ Number of alternative shelters established as TLS</li> <li>■ Number of sites established as safe areas for school and recreation</li> <li>■ % of schools and or learning spaces with adequate learning materials</li> </ul>

Psychosocial Support and Strategies	<ul style="list-style-type: none"> <li>■ % of schools or TLS which have initiated self-expression activities (recreation, sports, music, dancing, drawing, story telling, play among other activities)</li> <li>■ Number of facilitators trained in psychosocial support activities for children</li> </ul>
Emergency Education Curricula	<ul style="list-style-type: none"> <li>■ Delivery time for teaching and learning materials</li> <li>■ % of schools which have implemented emergency-related curricula (HIV/AIDS, Mine Risk, water borne diseases, natural disaster preparedness, etc.)</li> <li>■ % of schools/learning spaces which have initiated reading, writing and arithmetic (3R) activities</li> <li>■ Number of children being covered by the textbooks</li> </ul>
Mobilisation and Training of Teachers and Education Personnel	<ul style="list-style-type: none"> <li>■ Number of teachers/head teachers/PTAs trained</li> <li>■ # of teachers and para-professionals trained in teaching methods on literacy, numeracy</li> <li>■ % of teachers trained/oriented, by gender</li> <li>■ Number of teachers and para-professionals recruited</li> </ul>

## APPENDIX VIII: Education Contingency Plan Template

*Overall Objective*

*Specific objectives*

*Planning Assumptions*

*Requirements*

*Activities to be undertaken before an emergency*

#	Activities	By whom	When
1.			
2.			
3.			
4.			
5.			
6.			

*Activities to be undertaken during an emergency*

#	Activities	By whom	When
1.			
2.			
3.			
4..			
5.			
6.			

*Activities to be undertaken after an emergency*

#	Activities	By whom	When
1.			
2.			
3.			
4.			
5.			
6.			

Resources required

*Education materials/supplies:*

*Human resources:*

*Funding:*

*Disaster mitigation activities to be undertaken*

#	Activities	By whom	When
1.			
2.			
3.			
4.			
5.			
6.			

EDUCATION CLUSTER MEMBER PROFILES				
ROE/Organisation	Contact person and contact	Education activities	Geographic coverage	Resources available

## APPENDIX IX: Mapping Education Sector Needs at Appropriate Level

Levels	Member agencies	Focal points	Capacity building needs	Next steps
National Level				
Provincial Level				
District Level				
Other				