

Learning from practice

A case study of the application of the INEE MS to support emergency preparedness, response and planning in the occupied Palestinian territory, 2009-2011

I. Background

In March 2009, in the aftermath of Operation Cast Lead, which resulted in substantial damage and loss to the Education sector (see below), a week long INEE Training of Trainers on Education in Emergencies and the INEE Minimum Standards for Education, was held in Gaza City. This training, which was supported by UNESCO oPt office, trained 25

The Gaza emergency context

The effects of the 2009 – 10 Gaza war, on the education system were wide reaching. All schools in Gaza were closed for almost a month, 9 schools and 5 kindergartens were destroyed, 169 schools and 60 kindergartens were damaged along with seven university and college buildings. Following the war many students and teachers continued to experience psychosocial distress which impacted their ability to teach and learn.

However, as is often the case, this emergency also fell within an overall situation of protracted crisis that is characterised by different emergencies that all have an impact on the education sector. As such, education response in Gaza needs to be understood in terms of a three- dimensional model of continual preparedness and response.

educationalists working for UN agencies, international and local NGOs, the Ministry of Education and Higher Education and academic institutions. Further support was then provided for the roll out of this training. This included a number of trainings conducted by Save the Children through their emergency programme to support kindergartens (see table at end for a full inventory of INEE trainings conducted in Gaza). Most significantly however, was the formal support provided through UNESCO's Emergency Education programme in Gaza (funded by the office of Her Highness Sheikha Mozah Bint

Nassar of Qatar).

This case study seeks to share information on how Gaza INEE members have built on their initial capacity development activity to support the provision of quality education response during the ongoing protracted crisis. It is hoped that by documenting this experience, other emergency education actors will be able to use and adapt some of the programmatic and coordination strategies used in Gaza to support their work.



II. Implementation strategy

The bulk of the INEE work in Gaza can be analysed in three main stages. The first stage comprised an initial training of trainers, conducted over five days. The training took place in March 2009 immediately after the war, and thus formed part of the emergency response. Participants came from a wide range of organisations working on education and also included representatives of the Ministry of Education and Higher Education and the United Nations Relief Works Agency in the Near East (UNRWA), the two main education providers for Palestinian children.

Stage two of the INEE focused efforts comprised support for the role out of the initial trainings. Of the original 25 master trainers, 19 of the most active trainers were engaged through UNESCO's follow emergency education programme that began in late 2009. One of the five project components of this programme was dedicated to the role out of this programme and the 19 trainers were provided with the financial and technical support to conduct more trainings. The provision of this support and the dedication of the master trainers resulted in one of the most large scale follow ups to an initial INEE MS training (that has been documented by the Secretariat). Those trained during this portion of the work include Ministry officials, NGO workers (in education, protection and human rights), UN agency staff and teachers. Thus a common understanding of, and language around, education in emergencies has been imparted across a wide spectrum of the education sector, thereby creating significant momentum for action.

Stage three to the INEE work has comprised the contextualisation of this knowledge and understanding to the Gaza context. This has been achieved, not through a formal

contextualisation process or workshop but through the highly effective self-organising of the INEE Master Trainers to ensure the application of the standards and reflect them to Gaza’s context. The trainers have also worked to ensure bi-lateral learning takes place – and that they feed information back to the network and into the development of its tools and resources. The key modality through which this has been achieved has been the creation of an INEE technical Advisory Group. Comprised of 17 of the Master Trainers who remain based in Gaza, in addition to trainings and workshops, this group has also supported other technical functions related to education in emergencies work in Gaza. While this work was originally coordinated by two local NGO’s through the UNESCO programme, more recently, the University College of Applied Science has established itself as a hub with regards to supporting INEE member activities which are implemented by the Advisory Committee (members of which are affiliated to nine different institutions). The momentum for their endeavours has most recently been solidified by the commitment of the Ministry of Education and Higher Education who have committed to using and applying the standards (see outputs below).

III. Main outputs

The main output of the work conducted by Gaza’s master trainers has been the sheer number of education actors trained on the INEE MS. Over two thousand staff from UN agencies, government, and other education providing institutions have received training on the INEE MS. A breakdown of this by beneficiary type is provided in table one below;

Table one: Summary of Gaza INEE trainings by beneficiary type

Beneficiary	Number of trainees
Ministry of education and higher education	75
Public schools (staff)	999
UNRWA	53
Universities	262
Kindergartens	517
Other educational organisations	179
Total	2085

Many of these trainings have been conducted by the Master Trainers, though many of those trained subsequently have also sought to share their knowledge through different capacity development initiatives. The Advisory committee has also undertaken quality control of emergency education work in Gaza and supported a number of INEE secretariat activities. Some of their key activities include;



- The development of an Arabic language contingency planning model based on the INEE MS
- Reviewing the Arabic version of the INEE MS revised handbook
- Ongoing monitoring of INEE trainings
- Development of training tools adapted to the Gaza context: specifically, a Trainee guide that draws on actual examples from the Gaza Strip for response simulations and a training manual which supports trainers to conduct field follow-up after their trainings to support the practical application of training content.
- Implementing INEE MS activities within their organisations
- Preparing emergency plans for at risk schools
- Printing 2000 copies of the revised handbook in Arabic
- Creation and updating of a mailing list of beneficiaries of the INEE MS training
- Active participation and sharing of experiences between INEE community in Gaza and the INEE secretariat and Arabic language community. Notably, around sharing experience with applying the contingency planning template; reporting the experience of the University College of Applied Science as a key implementer and sharing resources around the Gaza experience for conflict-Disaster Reduction programming (that integrates the standards), and holding a successful INEE meet up in October 2011.

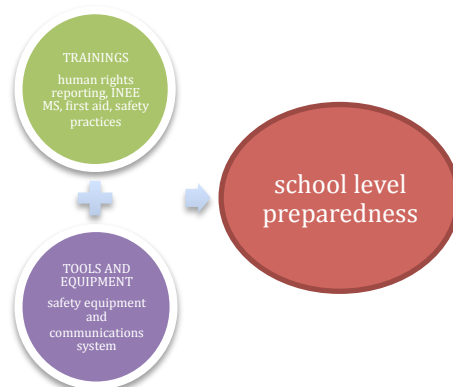
The Cluster system is present in the OPT with sub national level cluster meetings taking place in Gaza, and many members of this group are engaged cluster members. This further ensures that their technical knowledge and activities are integrated into the different coordination mechanisms that exist in the OPT.

Application and integration of the INEE MS standards to an emergency education response project in Gaza

In addition to supporting Gaza wide training and capacity development on the INEE MS UNESCO –OPT has applied the standards to its conflict Disaster Risk Reduction Project in Gaza.

The project, which seeks to better prepare 29 of Gaza's most vulnerable schools for crisis, as well as to mitigate the impact of emergencies on the education sector, has used the standards to inform its structure and development and also includes an explicit INEE MS awareness raising: the Gaza Master Trainers have been engaged to train teachers and support the application of the INEE MS at the school based level. This is structured through the development of school based emergency plans that are informed by the standards. This has also provided the Master trainers with invaluable application experience. In order to support this process the master trainers are developing a training manual and participant handbook to support follow up applications. These tools guide trainer and trainees through steps to apply the standards and provide a follow up structure (which was deemed crucial to ensuring ongoing sustainability and maximising impact of trainings). Once finalised these resources will likely be an important addition to the INEE Arabic Language Community and if translated, the wider network.

Outside of the INEE trainings, the project is comprised of several other 'soft' components which include training on monitoring and reporting of HR violations, first aid, safe evacuation and emergency response training and psychosocial support. The 'hardware' of the project complements this by providing tangible tools to make schools safer spaces. This includes safety equipment such as fire extinguishers, school alarm systems and an emergency alert SMS system which has been set up for each of the schools and surrounding communities to ensure timely and accurate information sharing on emergency situation and response. By using the standards to inform project design, the UNESCO team was able to identify how the various components could be mutually reinforcing and as comprehensive as possible within the limitations of its resources and capacity.



Important successes

The following activities represent some of the currently measurable direct successes of the INEE work in Gaza;

1. In October 2011, during the INEE meet up event, the Ministry of Education and Higher Education announced their support for and endorsement of the INEE MS for their work. This support will be crucial to mainstreaming the standards in planning and policy in the years to come.



2. The University College of Applied Sciences developed and prepared a proposal on conducting INEE trainings and crisis management and received funding from a Korean Human Rights NGO. This followed the roll out of initial INEE trainings at the university and indicates that the knowledge of the standards was both empowering in terms of being able to continue EiE activities, but also imparted knowledge and training skills that allowed for further professional level roll out.
3. The INEE Advisory committee, through its knowledge and practical experience in applying the standards has been able to design a plan for the government to support education during times of public emergencies. This work was usually contracted out to international specialists (however owing to the blockade and political situation, such support has been largely curtailed for Gaza).

Recommendations and lessons learned

The Gaza experience highlights the importance of ensuring that trainings include a component of follow up support. While Gaza educationalists have sought to adapt and develop tools to support their follow up and quality control over a cascade model of training,

there are also ways in which the INEE secretariat and implementing partners can also support in this process. In the OPT, the following support mechanisms were or will be provided (albeit on an ad hoc basis)

- By planning for follow up support through its emergency education programme in Gaza, UNESCO was able to maximise the impact of the initial master training. Organisational commitment to ensuring the sustainability of initial trainings will be key to ensuring that the INEE secretariat and other implementing partners have sufficient resources to dedicate to training roll out and quality control
- The education cluster is looking to extend knowledge of INEE to other educationalists in the OPT through trainings organised by the cluster in April – May 2012. The cluster is a key partner in ensuring that the work done so far is built into wider emergency response.
- The INEE secretariat organised a follow up support session, implemented by an INEE MS WG member who was on work mission to Gaza. This type of in-kind support by INEE members can and should be maximised with regards to follow up with trainers.
- In the Gaza context both the emergency phase and the post emergency protracted crisis have been characterized by severe movement and access restrictions that affect the way in which programming can be conducted. Thus while there is often a reticence to see training and capacity development activities as appropriate emergency responses, the Gaza example highlight that in the case of the education sector this was one of the most effective responses. Attempting to bring in good and services could have taken many months of costly bureaucracy. Instead, building in INEE trainings to preparedness and critical response phases allowed the response to transcend the blockade (which affected the movement of goods as well as people) and as a result it was able to support good practice in emergency response when many other programmes were facing challenges.
- Another key lesson in this regard is the way in which external financing can be best utilized. The immediate onset of an emergency often sees large inflows of donor funding. However when the emergency turns to protracted crisis, this money is much less readily available over the longer term, despite the continued adverse impacts. In this regard, the Gaza case also speaks to the utility of using funding to support the transmission of knowledge regarding good practice as soon as possible: the initial creation of technical knowledge hub represents an important and sustainable output that may be mobilised over the longer term when funding is less readily available.

Looking ahead, Education and Child protection actors are now keen to build on these lessons by conducting capacity building activities in the West Bank. The resources developed by INEE members in Gaza have also been shared across the Arabic Speaking world and will support further applications work there. Most recently, UNESCO has sought to build upon and learn from the Gaza model with plans for similar applications and increased follow up support in Libya, Egypt and Lebanon. Knowledge shared by Gaza members will be key to conducting any such activities and also points to the utility of regional hubs of INEE activity, to better support applications work.