LEARNING AND WELLBEING IN EMERGENCIES

Save the Children®

Introduction for Program Staff

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WHY LEARNING AND WELLBEING IN EMERGENCIES

What happens to learning during a humanitarian crisis?
Currently, more than half of all out of school children live in conflict-affected states. The immediate and long-term implications of a disrupted education can be devastating for the individual child as well as for the stability and prosperity of their communities and countries of origin. Furthermore, in times of crises, children experience distress and violence, which can impact and undermine their ability to cope, form relationships, and develop appropriately. Negative impacts to their cognitive, social and emotional development, and physical wellbeing from the crisis may result in increased vulnerabilities and additional disruption to their learning.

Schools, in addition to families and communities, play an important role in supporting students and helping address the impact a crisis has on children. Teachers, caregivers, young people, and community members are all affected by crises, and helping them to manage their own self-care, practice stress management, and develop healthy social and emotional attitudes and skills is critical. Providing these supports to teachers, caregivers, and students strengthens their wellbeing, informs quality teaching and learning, contributes to emotionally supportive environments, and defends children's right to continued learning.

In response to these global challenges, Save the Children is prioritizing improving social and emotional learning (SEL) and literacy for all children, in order to ensure continued learning in safe and protective environments for children affected by crises.

What is Learning and Wellbeing in Emergencies?
Learning and Wellbeing in Emergencies (LWiE) is based on Save the Children's Literacy Boost model, an innovative, evidence-based approach to improving literacy learning outcomes. Literacy Boost has been proven to increase children's core reading skills in many contexts. It is designed to guide schools, parents, and communities to better support the literacy development of their children by targeting five core reading skills: alphabet knowledge, phonemic awareness, fluency, vocabulary and comprehension. LWiE mirrors and expands upon this approach and includes additional guidance and content on SEL that explicitly acknowledges the impact crises have on individuals and school communities.

LWiE is designed to be adaptable and fast to launch, and includes prescriptive guidance for teachers on specific activities they can implement with students. Similar to traditional Literacy Boost, the three key pillars of LWiE are: Community Action, Teacher Training, and Learner Assessment. LWiE guidance and content both accommodate a variety of crises contexts, from rapid onset and initial displacement – where schools may not exist or operate – to protracted emergencies where the community may support a number of education interventions but require more support in foundational learning and wellbeing. In many situations, LWIE may introduce activities and interventions that can transition into Literacy Boost during the recovery phase. In others, LWIE may provide "bridge" activities for communities which benefited from Literacy Boost prior to the crisis and expect to resume Literacy Boost during recovery. Considerations for phasing and implementing the most relevant LWIE project are provided in a table on page 14.

THE THREE LWiE PILLARS

COMMUNITY ACTION

The Community Action pillar promotes literacy and wellbeing within the community, and can be implemented during or immediately following a crisis. Due to the typical disruption to formal education during a crisis, community-based activities play an important role in providing initial access to learning activities and are effective supplements to school-based learning. Community activities can be easily adapted for use in diverse community centers or spaces (such as Child Friendly Spaces); these spaces can introduce learning and help transition children from play to learning in a fun and non-threatening way. Even after school resumes, community-level activities provide out of school children with exposure to learning opportunities, may contribute to greater social cohesion, and reinforce classroom learning for students.

The LWiE Community Action approach includes 3 categories of activities:

→ Book banks: provision of diverse reading material for children
→ Out of school reading activities for children: reading camps, reading buddies, and story time
→ Learning and Wellbeing awareness sessions for caregivers: preparing the community to better support their child's learning and wellbeing

Specific activities within each category are offered as a menu of options – project teams are encouraged to select and prioritize activities based on what is most feasible and appropriate in the implementation context.

TEACHER TRAINING

The Learning and Wellbeing in Emergencies Teacher Training package is appropriate for formal and non-formal education programs. Modules focus on supporting key literacy skills, SEL strategies, and how teachers can contribute to their own self-care and teach their students to do the same. This emphasis on wellbeing, as well as on structured learning, is important because it ensures that teachers are able to provide a stable, supportive environment for their students to learn and thrive – even in the face of crisis.

The LWiE Teacher Training package includes eight sessions of approximately 5-6 hours each. These sessions are meant to be delivered gradually over the course of several weeks or months – this allows teachers to practice what they have learned in the training in between sessions, as well as reflect on and troubleshoot challenges with colleagues as needed.[1] Building a supportive community of teachers is part of empowering teachers to manage their own wellbeing, and as such, it is important that teachers foster these relationships.

The eight LWiE teacher training sessions include:
→ Module One: Introduction
→ Module Two: Teacher Wellbeing
→ Module Three: Student Wellbeing

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[1] SCUS does not recommend combining all sessions into a single 3-5 day training. Combining sessions into a single training should be done only when there is no other option and the project should provide other opportunities to teachers to refresh knowledge and reflect on application in the classroom.

→ Module Four: Simple Classroom Literacy Activities
→ Module Five: Focusing on Meaning
→ Module Six: Diversity of Learners
→ Module Seven: Guided Writing
→ Module Eight: Reading Comprehension

Although created as a standalone training package, the LWiE teacher training does not provide guidance on all knowledge and skills expected of a teacher in crises contexts. It is meant to complement other relevant teacher training modules and emergency resources by strengthening teachers' capacity to support SEL and literacy acquisition in their classrooms. There are a number of different teacher training packages that complement LWiE. Some of these foundational resources are listed in the box below.

Complementary Foundational Teacher Training Programs

- INEE Teachers in Crisis Context Training Pack: This training builds basic teaching competencies for unqualified or under-qualified teachers who have been recruited to teach in emergency settings. The materials can also be used with qualified teachers who require refresher training or who would benefit from additional support in specific areas. It provides a good foundation upon which LWIE can enhance and expand essential skills.
- Save the Children Sweden Positive Discipline Training for Teachers: This training focuses on positive discipline skills that helps children succeed, gives them the information they need to learn, and supports their development. It respects children's right to healthy development, protection from violence, and active participation in their learning.
- Save the Children Denmark Teacher Code of Conduct Training: This training enables teachers and education personnel to implement governmental Teachers' Codes of Conduct in schools. The training content relates to development and emergency contexts, to immediate and post conflict settings, and in response to natural disasters.

Children and adults alike suffer great loss in the face of crisis. Many people will find a way to manage the emotional stress and loss through relationships, faith or religion, and/or a return to a somewhat regular routine. A small percentage, however, will require additional support and guidance from social service, mental health, or health professionals to manage their loss. It is important that teachers know their limitations and the expectations of SC in regards to supporting students; SC does not expect teachers to formally counsel students or provide intensive mental health and psychosocial support. Before enrolling in the LWiE course, it is recommended that teachers receive training to help them to distinguish between their students' needs that could be addressed through inclusion in a supportive learning community, and when it might be necessary to refer a student for additional help. A recommended resource for this type of introduction is the Save the Children Psychological First Aid training (see box on following page).

Complementary Psychosocial Support Module

- Save the Children Psychological First Aid Training for Child Practitioners: This training is aimed at developing skills and competences that will help adults reduce the initial distress of children who have recently been exposed to a distressing event. The training targets Save the Children staff, partners, and professionals such as teachers, educators, health and social workers, and volunteers working directly with children in emergencies or in the aftermath of conflicts, natural disasters and critical events.

LEARNER ASSESSMENT

The LWiE learner assessment pillar is designed to measure children's reading and social emotional skills. Although the Literacy Boost assessment tools have been simplified for use in crisis contexts, they do require time and effort, including tool contextualization and training of enumerators. Teams are advised to work with MoE counterparts to identify an appropriate literacy assessment (often EGRA or Literacy Boost tools) already in use in the context to ensure data is consistent when possible. Literacy assessments should be implemented simultaneously with the International Social Emotional Learning Assessment (ISELA) to measure SEL competencies. Assessing student-level outcomes and potential correlation between learning and wellbeing is an important, and often overlooked, measure of the true impact of our program.

When used cross-sectionally (with only one measurement time point), the assessment tools can provide a "snapshot" profile of what the literacy skills, self-concept, emotion regulation, empathy, use of social supports, social perspective coordination, and interpersonal conflict resolution look like in a group of children. When used to measure skills on multiple occasions from the same children, the assessment findings can provide a picture of how the different competencies change over time. With the use of repeated measures (example: baseline and end line) and the use of either a control or comparison group, the student assessment can help us understand if a change in children's literacy skills or SEL was affected by the intervention or program in which they were participating.

Learner assessments may be stressful for learners and teachers, and they require considerable preparation, even under the best of circumstances in stable environments. Although we encourage learner assessments for the reasons noted above, we acknowledge challenges and support discussions regarding the most appropriate timing to capture meaningful data while limiting additional stress to individuals and systems.
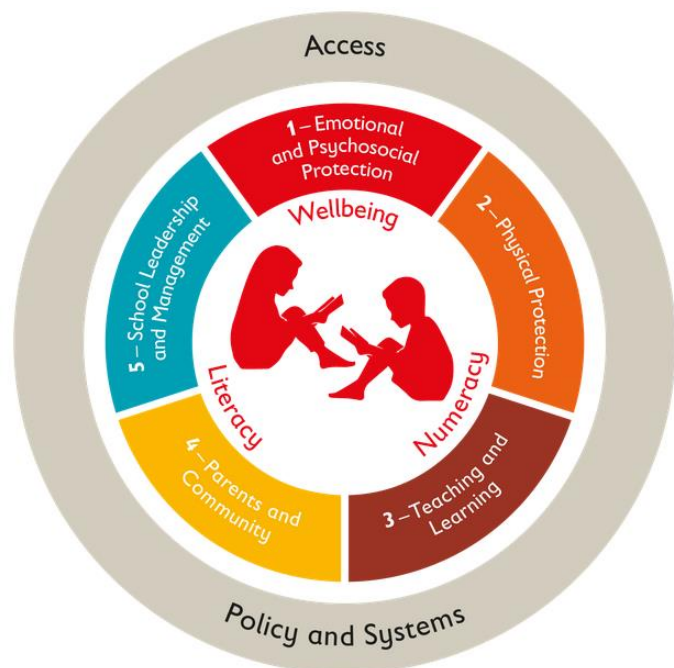
CONNECTION TO GLOBAL LEARNING FRAMEWORKS

How LWiE differs from Literacy Boost

Taking into account the unique challenges and barriers children face in crisis contexts, LWiE incorporates a specific focus on SEL and offers alternative approaches for how and when programming is rolled out to communities. Adaptable sequencing of LWiE components and prioritizing relevant content allows for LWIE to be implemented quickly, which is critical in a crisis. While the LWiE program can be used in its entirety over a minimum of a year, selected parts can also be rolled out through a phased approach, with different entry points in a larger Education in Emergencies (EiE) response.

The Quality Learning Framework

The LWiE approach is fully aligned with the Save the Children Quality Learning Framework (QLF), which guides SC's education work in humanitarian and development contexts. The QLF prioritizes three main outcomes for children – Literacy, Numeracy, and Wellbeing – all of which are addressed through the various components of the LWiE program.

While the QLF reflects priorities that are relevant to both development and humanitarian contexts, Education in Emergencies colleagues have adapted the narrative descriptions associated with the framework's five foundations to highlight the unique challenges children face in crisis situations. The adapted descriptions, as well as a corresponding explanation of how LWiE addresses each foundation are displayed in the chart below:

QLF Foundation (adapted for crises)	LWiE Program
Emotional and psychosocial protection: Emergencies increase children's vulnerabilities and disrupt children's social peer, family and community support systems, attachment relationships, ability to regulate and express emotions and to focus – all of which inhibits their ability to learn to read and do maths. SC's approach to EiE provides children with social and psychological support as well as social emotional learning skills to manage emotions, set and achieve goals, feel and show empathy for others, maintain positive relationships and cope with stress and challenges.	Developing SEL competencies in teachers and in children in order to manage current stresses and build resilience is at the core of the LWiE program. The teacher training sessions are designed to ensure teachers have access to the tools and resources to manage their own wellbeing as well as that of their students. The sessions provide teachers with the theoretical background on the importance of SEL as well as tips on classroom management and positive discipline and a library of activities to promote SEL.
Physical protection: Emergencies can destroy and damage schools and escalate threats to	The LWiE teacher training asks participants to consider "What Makes a Safe and Healthy

children's safety and health, disrupting their learning. Tackling these wellbeing-related issues is a pre-requisite to active engagement in learning, leading to improved outcomes in literacy and numeracy. SC's approach to EiE enables safe and protective routes to schools, temporary learning spaces including water, sanitation and hand-washing stations – and links to other life-saving services such as: child protection, health and nutrition, food security and livelihoods and shelter.	Classroom Environment" taking into consideration both the human resources and the physical elements. As part of the successful implementation of an LWiE program, it is important that education colleagues work closely with colleagues across other sectors to ensure the physical safety of the school environment.
Teaching and learning: Emergencies disrupt teachers' compensation, support systems, professional development and personal lives, while at the same requiring them to teach in challenging and under resourced environments. Children are taught by newly recruited teachers who have not been trained to effectively teach children how to read or do maths or effectively manage a classroom in an emergency.	Teachers have a challenging job – even more so in the face of crisis. The LWiE Teacher Training model aims to not only provide teachers with the skills they need to succeed in the classroom but also work with them to establish a broader network of support with other teachers, school management, and community-based resources that they can access on an ongoing basis.
Child, parents/caregivers and community: Emergencies disrupt caregivers' ability to support children's wellbeing and learning, such as by reading at home or providing rich home literacy environment. Save the Children's approach to EiE promotes parent or caregiver engagement in refugee camp education committees, school and temporary learning space management committees, creation of learning materials, supporting home-learning, management of book banks, establishing and maintaining schools as zones of peace, ready-for-school camps and back-to-school campaigns.	Prioritizing community engagement as a way to introduce and reinforce the importance of literacy and learning, as well as to promote social cohesion, is a core aspect of the Literacy Boost and LWiE programs. The Community Action pillar includes training sessions as well as tools and resources to support the wellbeing of members of the community as well as provides guidance on community-based activities to promote learning through reading camps, book banks, reading buddies, and community story-telling. In addition to building support for the program itself, this intentional approach to community engagement enhances the ultimate sustainability of the program.
School-level leadership and management: Emergencies disrupt and stress the remaining school leadership and management as they adapt to new student populations, limited resources, and multiple new demands of the school. SC's approach to EiE supports school leaders to set inclusive and protective policies, support and motivate teachers, establish emergency preparedness and contingency plans and effectively manage the school.	The LWiE Teacher Training pillar highlights school leadership and management as key allies in ensuring that student and teacher wellbeing is promoted in the classroom, and that teachers are supported to do their jobs. SC staff are encouraged to consider how the various interventions create and support a single cohesive and comprehensive education strategy and program.

PRINCIPLES OF LWiE

Overview of Principles of Effective Reading Programs

The following Principles have been adapted from Save the Children's development-focused *Principles of Effective Reading Programs* to highlight special considerations that must be made when supporting literacy during times of humanitarian crisis.

While each of the eight Principles aligns with the original eight *Principles of Effective Reading Programs*, there is an additional, foundational Principle that is highly relevant in humanitarian situations, and serves as a prerequisite for all of the other Principles that follow.

> **Core Barrier**: Children experience stress in times of crisis, which negatively impacts their wellbeing, readiness and ability to learn.
>
> **Core Principle: Education is Safe, Protective, and Inclusive of All Children and Supports their Overall Wellbeing and Resilience**
> All children need to be and feel safe in order to learn. EiE programs must understand physical and emotional stresses that impact different children, and provide appropriate and supportive learning programs in collaboration with local stakeholders.
>
> → A learner needs to be protected, fed and healthy to benefit fully from opportunities to learn
> → A Conflict Sensitive Education analysis is conducted to identify bias, disparities, and barriers for different groups of children
> → EiE program locations are physically and emotionally safe for children
> → Schools are safe for children, and school-based Disaster Risk Reduction (DRR) reduces future risks

Barrier 1: Young children have limited exposure to print, lack opportunities to develop foundational emergent literacy skills, and are often made more vulnerable during crises.

Principle 1: Start Early
The roots of literacy begin in early childhood, from birth onwards. Young children need print rich environments, supportive language interactions and responsive caregiving in order to thrive and develop a solid foundation for learning to read and promote their wellbeing.

→ Strengthen caregiver/parents' wellbeing, capacity and confidence to support the development of early language and literacy skills in their 'home' environment. Caregiver support and education programs promote early stimulation and positive care interactions and can encourage caregivers, no matter their education or literacy levels, to talk with their young children and to develop shared oral storytelling and book reading habits.

Barrier 2: Children are taught by teachers who haven't been trained to effectively teach children how to read, or to effectively manage their classroom in an emergency.

Principle 2: Ensure Teacher Training
Teachers need to be trained and supported in explicit and systematic reading instruction, SEL skills, inclusive education, and social cohesion using the five component skills of early reading. Teachers and other education personnel should be equipped with the skills, knowledge, and motivation to teach all children effectively and model positive SEL behavior.

→ Teachers are trained to support children who have survived or are living through a crisis (natural hazard, complex, conflict), are stressed, and require increased emotional support and stability (SEL training).

→ Teachers are provided with ongoing, consistent refresher courses on wellbeing and self-care, and are able to help children cope with effects of crises.

Barrier 3: Children are often taught to read in languages that they don't understand.

Principle 3: Language Matters
Instruction and activities for children – both in and out of school – should be conducted in a language that children understand and feel comfortable using.

→ Potential issues related to dialect and underlying tensions between the host and displaced population are identified early and addressed through sensitive programming.
→ Beginning reading instruction is founded on children's oral language development and in their first language, the language that they know and understand best. Teachers who can speak or assist children with their first language are assigned to the critical early grades.

Barrier 4: Children do not have enough or the right kind of books to read.

Principle 4: More and Better Books for Children
Children need a variety of age- and context-appropriate reading materials that spark their imagination and motivation to read, and build on their existing language skills.

→ Children benefit from contextually appropriate and relevant reading content, including conflict sensitivity, psychosocial support, child protection issues, disaster risk reduction, and water, health and sanitation.
→ Children need interesting materials that correspond to every stage of their reading development – from simple primers to chapter books – and that respect good practice in children's book development, and are available for use in the classroom and to take home.

Barrier 5: Children do not have enough time to practice and improve their reading skills to become fluent readers.

Principle 5: Practice, Practice, Practice
Children need ample opportunities to practice their literacy skills, both inside and outside of schools.

→ Children gain confidence and skills through ample and enjoyable opportunities to practice reading and writing—at home, in the community, and in school—and through their use of these skills in their daily life.
→ Reading activities that take place in formal or non-formal school, child friendly spaces, or home can all be helpful ways to support children in developing their reading skills and supporting their wellbeing.

Barrier 6: Children are not supported in their homes and communities by a rich language and literacy environment.

Principle 6: Engage Caregivers and Communities
Caregivers and community members need to be engaged to support their children's language development and emergent reading skills, and be emotionally supportive

→ Reading and oral storytelling activities support and value the cultures and heritage of the host and displaced population.
→ Caregivers are coached to conduct simple home-based activities (listening to children read, helping build children's oral vocabulary through rich conversations, etc.), even if they are not literate themselves.

Barrier 7: Information on children's reading skills is not regularly collected and used by teachers and policy makers to improve reading programs.

Principle 7: Assess and Track

Formative and summative reading and SEL assessments are conducted at regular intervals in order to tailor SEL and reading policies and programs to the needs of individual learners, disadvantaged or crisis-affected communities and students throughout the country.

→ A system for classroom-based assessment – based on clear expectations for students and using simple tools for teachers to track student learning – is established and operational.
→ Teachers use formative assessment to help children practice reading at their current level, via differentiated instruction and/or remediation approaches, and aid them to improve in their reading.
→ Where possible, single holistic assessment tools are used that combines literacy, numeracy, and SEL.

Barrier 8: National education systems lack policies and programs explicitly targeted at ensuring *all* children can learn to read by the end of primary school.

Principle 8: Policy

Advocacy with governments, policy makers and donors must result in policies and an enabling environment that supports and sustains evidence-based support for teachers, communities and children as they learn to read.

→ Learning/education remains a priority in all crisis situations.
→ Early grades learning targets and disaster preparedness are included in national education plans.
→ National response and recovery plans, education response plans and school systems include and make annual investments in teacher professional development, books, teaching-learning aids, formative assessments, and remediation interventions where needed.
→ National systems include refugees and displaced learners in data collection and analysis and are held accountable to specific needs of refugees and displaced learners in planning and financial allocations.

FREQUENTLY ASKED QUESTIONS

Q: What if there are ongoing changing or shifting populations due to continual displacement in a crisis?

A: Movements of populations can impact community engagement with, buy in, and commitment to LWIE. It also affects consistent access to the same community members and scheduling of community-based activities. Try to mitigate the effects through the following approaches:

→ Conduct some activities as stand-alone sessions, such as reading and wellbeing awareness sessions and material development workshops.

→ Be consultative and transparent with parents and communities about their need for commitment and on-going engagement in activities to achieve results for their children's learning and psychosocial wellbeing.

→ Regularly share overview of LWIE and a calendar of activities planned.

Q: What if there is a complete lack of access to print materials?

A: You will need to be creative and innovative in what you can do with limited or no printed materials – particularly in the early phase of an crisis. Try to:

→ Rely on oral activities such as story-telling and drama/theatre, and build off of those activities. Consider this an opportunity to engage the community, reinforce culture, and begin building an understanding between mixed communities.

→ Use local materials as much as possible to create reading materials or games that involve reading, literacy and numeracy skills.

→ Engage with the communities and ask for their new ideas, which will also enhance ownership.

→ Ask national staff to identify potential issues or benefits of the community's stories/fables based on conflict sensitive education principles.

Q: What if the target population includes multiple language groups, such as refugee and/or IDP emergency situations?

A: This can cause complexity in designing a LWiE program to meet the needs of the different populations. A primary goal is for children in grades 1-3 to practice and master reading in their mother tongue. If language issues are not addressed properly, children's learning can be hindered, and the overall impact of the program may decrease. Try to:

→ For all activities, consider the language options, and if possible, hold parallel activities in different languages.

→ It is better to have books that are entirely one language, without any other languages in the book. When children see two different languages on one page, they may become confused. If two languages are needed to effectively promote literacy create two separate books.

→ English books are appropriate only if English is the children's mother tongue or if their mother tongue is not written down and English is a language of instruction.

→ Provide books in all languages for learners who may be advanced learners.

→ Support initiatives that have facilitators or volunteers working in languages children understand.

Q: What if the caregivers/community are largely illiterate?

A: This will affect how your design and implement the Community Action pillar community-based

activities. Try to:

→ Use visual materials to engage caregivers/community or local items.

→ Rely on oral activities such as story-telling, drama, role plays, and music, and build activities off of them.

→ Be sensitive to and incorporate into the sessions how caregivers will feel about their illiteracy and how this will impact their confidence and behaviour.

→ This can be an opportunity to engage more young people who could be literate.

Q: What if it's too hard to implement all components since we are dealing with an emergency?

A: Crises are chaotic, particularly in an acute-onset emergency, you may think that LWiE programming is too labor-intensive and complex for an emergency context and that it cannot be implemented quickly to meet the literacy/learning needs of children and young people. However:

→ Although the full program will have the most impact (minimum of 1 year implementation), there is flexibility built into the programming which means you can select parts of it, depending on need, and phase other activities in gradually over time.

→ Engaging the community in community-based activities is a natural fit and a natural entry point to start some LWiE activities, such as creation of materials or using immediate oral story-telling with children, which can be feasible even early on in an acute emergency.

→ Use this as an opportunity to engage young people as leaders to mobilize the community and lead activities.

→ Due to a possible protracted crisis or another emergency, use this as an opportunity to build in messaging on Disaster Risk Reduction (DRR), Mental Health and Psychosocial Support (MHPSS), protection, health and hygiene, etc.

→ Consider phasing in, continuation of activities and transitioning of activities as the education situation evolves. A sample phasing plan is in the following table (Page 14).

Sample LWiE Phasing Strategy			
LWiE Pillar/ Activity	**Early Response**	**Recovery**	**Development**
<u>Community Action:</u> Book Banks	- Begin creating materials with local communities - Initiate procurement of reading materials - Consider mobile options	- Creation of materials as an on-going activity and linked to reading awareness sessions - Consider cross-generational reading materials to promote love of reading in family	- Ongoing materials development and book procurement
<u>Community Action:</u> Children's reading activities	- Train youth to lead activities - Link with child protection program and ongoing activities	- PTA/SMC or youth take leadership in scheduling story nights on a monthly basis - Ongoing procurement of more diverse books and reading materials may be needed	- Large-scale community reading activities
<u>Community Action:</u> Awareness sessions for caregivers	- Identify sessions that could be launched quickly - Consider how to build on other trainings that might have taken place - Build on existing/planned community gathers and workshops - Consider wider use of mobile messaging (mBoost)	- Deliver ongoing and refresher training workshops as needed	- Ongoing refresher training and workshops
<u>Teacher Training</u>	- Identify sessions that could be launched quickly - Consider how to build on other trainings that might have taken place - Start with SEL/wellbeing-focused sessions - Consider following with creation of materials and practical activities sessions	- Provide support and monitoring of Teacher Learning Circles - Conduct refresher and additional trainings	- Conduct refresher trainings
<u>Learner Assessment</u>	- Use ISELA and/or literacy assessment tool for snapshot of situation	- Conduct baseline literacy assessment and/or SEL assessment modules	- Full EGRA and SEL assessment with control and implementation schools

Q: What if families experience the loss of caregivers through death or separation or have caregivers focused almost exclusively on other needs (shelter, food, health, etc.)?

A: Community members and caregivers play a key role in the community-based literacy and wellbeing activities but in times of crisis, they will have competing priorities. The loss of a caregiver increases the vulnerabilities and stress of children. Try to:

→ Be sensitive to changes in family units and competing priorities and be flexible in programming.

→ Consider working with colleagues in Child Protection to provide professional referrals for community members.

→ Flexibility around community-based activity timing and participation is important, but at same time, there is a need to advocate for children's right to learning/education (which caregivers tend to want in emergencies).

Q: What if children have to work to contribute to their families' loss of economic livelihood?

A: Crises often increase the need of families to ask children to work inside and outside the home. Try to:

→ Make efforts to target children through flexible community-based programming that accommodates their schedules and needs.

→ Work with members of the community to identify other viable options including: flexible school hours, tutors and non-formal classrooms outside schools, explore the possibility of enrolling student families in cash-transfer programming.

→ Show results and make the community-based activities enjoyable so children, young people, caregivers and community members want to be involved and actively participate.

Q: How should we address the wellbeing of participants?

A: Everyone's physical and psychosocial wellbeing is impacted in an emergency to varying degrees. Try to:

→ Ensure that the wellbeing of caregivers and teachers (covered in the Teacher Training pillar) is being addressed through self-care early on.

→ Be aware of the wellbeing needs and impact on children and young people's learning and coping but recognize that they are resilient in different ways as well.

→ Return children to learning, whether in community or schools, and engage community members and young people in positive community-based activities, which can be a means of support for wellbeing.

→ Do not use graphic or inappropriate illustrations since they may bring back painful bad memories or experiences for children.

→ Do not force anyone to close their eyes in sessions if they are uncomfortable doing so. Always ask first.

→ Collaborate with the Child Protection Sector, and build SEL into aa community-based activities.

→ SEL is a type of psychosocial support. There is SEL content and methodology in the LWiE program to address relevant skills, understand and manage stress and strengthen wellbeing and resilience. Work with other sectors, particularly Child Protection to ensure that children with needs beyond that of the SEL classroom are addressed by a professional.

Q: What if there are tensions between new and host communities?

A: In crises that cause displacement, you will be working with multiple populations. Try to:

→ Be familiar with conflict sensitive education principles and be prepared to adapt activities and interventions as needed.

→ Be inclusive of all groups in implementation of community-based activities.

→ Activities can be used as means of enhancing literacy learning but also to address social cohesion when there are different populations.

→ Be sensitive to the culture and language(s) of populations, particularly in creating material content.

→ Ensure variety and broad representation during story time – listening to stories has wonderful cognitive and cultural benefits for children.

Q: How can we support the learning needs of the wide age range of children and young people in an emergency?

A: Depending on the type, scale and duration of the crisis, education and learning needs of different or all age groups will be affected. Try to:

→ Be flexible around ages of learners for community-based activities to be inclusive and meet learning needs.

→ Implement and create materials for age appropriate audiences.

→ Engage older learners as volunteers to support younger learners in different LWiE community-based activities

Q: What if the materials in the book banks become damaged?

A: The likelihood of reading materials and books getting damaged, lost or stolen in a crisis context is increased. This is to be expected – it is much better to have well-read books than pristine books that children are not using. Try to:

→ If possible, create or purchase extra copies when gathering materials for the Book Banks, and include funds for extra materials in budgets as they are developed.

→ Ensure members of the community, including children and youth, feel ownership of the book banks and materials so that they manage the use and mitigate the level of damage. Provide additional targeted messaging on caring for books if needed.